

Positive Behaviour and Interaction Policy

Strengthen | Harness | Invest | Nurture | Empower

Enable children to understand the world around them and the talents within them, so they can become fulfilled individuals and active compassionate citizens.



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Ratified by the Governing Body:

Signed by the Governing Body:

To be reviewed (annually):

Chair signature: _____

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VISION:

To enable children to understand the world around them and the talents within them, so they can become fulfilled individuals and active compassionate citizens.

ETHOS:

Moving forward together, striving for and achieving opportunities to improve outcomes and provide stability and success for all.

AIMS:

Leycroft Academy has a duty to ensure a caring, safe and positive learning environment where all of its students can productively learn and grow.

This Positive Behaviour and Interaction Policy outlines a clear structure to all stakeholders of the high standards Leycroft Academy holds to allow all pupils to achieve their full potential, whilst being nurtured and supported at the same time; knowing their own rights and responsibilities in the process. Pupils, staff, governors and parents/carers will work in collaboration to positively support all pupils to become fulfilled individuals and active, compassionate citizens.

The aims of this policy are to:

- ❖ Ensure that all children and young people at Leycroft Academy are treated with dignity and respect.
- ❖ Establish a consistent approach to understanding, and engaging with, behaviour as communication.
- ❖ Develop an understanding of the impact of individual circumstances/experiences on behaviour.
- ❖ Ensure a consistent and positive approach to the management of behaviour by supporting children and young people to self-manage their behaviour and develop positive engagement in learning.
- ❖ Safeguard children and young people by ensuring everyone is aware of and reporting concerns regarding changes in a pupil's behaviour, and/or being aware that behaviours of concern or unusual behaviour can be a sign of an underlying safeguarding concern.
- ❖ Summarise the roles and responsibilities of different people in the school community.
- ❖ Ensure that all staff work within the legal framework and understand their duty of care.
- ❖ Ensure that staff understand and support pupils in a non-confrontational, calm and proactive way manner.

SAGEGUARDING

Leycroft Academy recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's behaviour of concern may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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COMMUNICATION:

All behaviour has meaning.

All behaviour is functional.

All behaviour is communication; it has meaning, and it serves a purpose.

Children and young people communicate through their behaviour, especially those who have not got a preferred method of communication to tell the adult what the problem is. Children and young people always have a reason why they behave the way they do. At Leycroft, our responsibility is to listen, observe, process and use our professional expertise and wider network to try to understand their needs and difficulties and then help the child to overcome them over time. Sometimes, children may respond to strong and overwhelming emotions impulsively and reactively in the moment and without thought or consideration of the consequences. This is why our children at Leycroft Academy can behave in extreme or concerning ways from time to time.

Experiencing big, difficult or confusing emotions can be overwhelming for a child and may lead to unpredictable or changeable behaviour. The factors that influence how a child or young person may behave include:

- Pressure and expectations (both real or perceived) or demands (especially being asked to do something they don't want or feel able to do)
- Unmet physiological needs (feeling hungry, tired, too cold, too hot etc...)
- Pain or feeling unwell (physically or emotionally)
- Unpredictability, uncertainty, or change
- Strong emotional states (especially fear, anger or sadness)
- Interactions with others (such as friends, family, teachers or even strangers)
- Hormone fluctuations and developmental changes (going from a baby to infant to child to teenager)
- Significant life events (such as bereavement/ loss, bullying, abuse, illness/ accident/ injury, trauma)

PSYCHOLOGICAL INFORMED ENVIRONMENTS:

It is vital that all staff are mindful of the trauma that some children may have experienced. Through positive relationships we can support children to understand and manage their emotions. By operating with a psychological-informed approach when interacting with our pupils, we can build resilience, help to repair trauma, and develop positive connections and relationships.

***"The ability to form meaningful relationships is fundamental to mental health and happiness. It's the quality of contact we have with other people that is arguably the most important determining factor in our quality of life. We can only truly develop ourselves through relationships with others"** (Trauma Informed Schools UK, TISUK 2019)*

ADVERSE CHILDHOOD EXPERIENCES (ACEs):

Adverse Childhood Experiences (ACEs) refer to some of the most intensive and frequently occurring sources of stress that children may suffer early in life. Such experiences include loss, multiple types of abuse; neglect; witnessing or being part of violence; other kinds of serious household dysfunction such as alcohol and substance abuse. (World Health Organisation 2022).

Evidence shows that safe, stable, nurturing child-adult relationships and environments help children to develop strong cognitive and emotional skills and resilience. Encouraging such relationships can help to minimise the impact of trauma even in difficult circumstances and reduce impact immediately and in later life.

At Leycroft Academy, we aim to encourage all people [pupils, staff, governors and parents/carers] to consciously think what their language and response communicates to those around them and how it is received, being aware that it is their emotional expression. With this, we aim to dive deeper into analysing how we can support pupils with their expression,

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valuing their voice and connecting with them through understanding. Working with the approach of having 3 basic principles to express, shape and develop communication:

- 1. Motivate: A reason for communicating** – *Individuality: likes, motivators, interests, preferences*
- 2. Means: A method of communicating** – *Total Communication; varying methods; preferred method*
- 3. Someone: Staff, pupil, parent to communicate to / with** – *modelling, engaging, conversing, reciprocal*

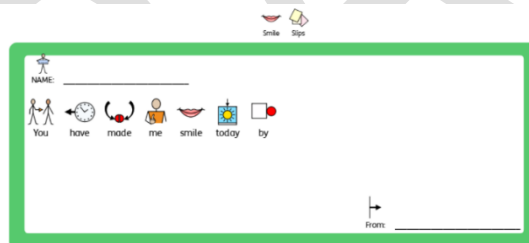
POSITIVE INTERACTIONS AND RELATIONSHIPS

To create a positive behaviour and interaction culture, it is essential that the school environment is nurturing possessing a whole-school ethos of making and maintaining positive adult-child relationships.

Through annual staff training, staff modelling, daily practise, and CPD, class staff will continually develop their practise, recognising how to enhance interactions as well as the impact of having positive relationships with each pupil has on an individual's growth.

Restoration and relationship building between adult-child is key in re-building and enhancing relationships. This supports the child in feeling comfortable, safe and connecting with their familiar adults, particularly after a dysregulated period or crisis peak. Therefore, our staff ensure restorative practise is consistent, regular, and meaningful to the individual child.

'Smile Slips' are a reward system where staff write smile slips noting any positive achievement or interaction a child has had, not matter how big or small. This is to 'identify the good' in all children fostering positive interactions and relationships. The smile slips are also sent home to celebrate and share the child's success.



POSITIVE INTERACTIONS

- Positive Praise
- Person-centred
- Non-dominant approach
- Calm body language / stance
- Positive reinforcements
- Rewards / motivators
- Flexibility with demands and expectations
- Understanding the individual
- Patience
- Active listening
- Positive engagement and play
- Scaffolding
- Modelling
- Persistence
- Positive restoration
- Choice
- Fair is the child gets what the need and it may not be the same

Whilst we recognise it is important to maintain a consistent approach, we believe being consistent and fair is variable and not about everyone getting the same, but everyone getting what they need through an individualised, person-centred approach.

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REWARD SYSTEMS

Positive praise to instantly acknowledge the good in all contexts, including when a child is displaying behaviours of concern, enable an immediate positive adult-child interaction. Praising the good reinforces the positive behaviours.

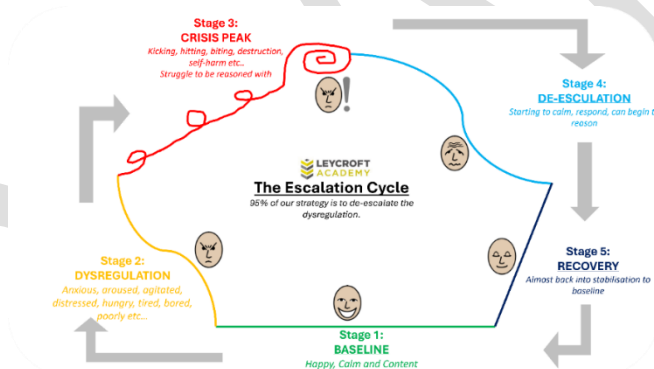
Reward systems are in place across school and can be differentiated for pupils. Some reward systems are tailored for a person-centred approach and are individual. Particular children require an immediate reward or motivator whilst others are keen to earn and collect rewards, such as engaging in a token system; totalling their tokens at the end of an agreed time in exchange for rewards. This teaches life-skills where children learn that work can earn rewards i.e. employment for a wage etc... Leycroft aims to develop the Shop-Token reward system across the whole school, where children will develop the concept of working to earn and to save; alongside positive reinforcement for appropriate behaviours.

'Star of the week' is also a reward system which takes place either in department assemblies or class assemblies to celebrate the successes of an individual across the week.

THE ESCALATION CYCLE

'All behaviour has meaning. All behaviour is functional.'

Behaviour of concern is unlikely to come 'out of the blue' or happen without warning, however it can happen very quickly or with hard-to-spot signals. Behaviour develops in stages as shown in the 'Escalation Cycle' diagram.



- **Stage 1 (Green)- Baseline: Happy, Calm and Content: Children are ready to learn**
Baseline is achieved through classroom provisions / bespoke strategies where children appropriately and effectively engage daily.
- **Stage 2 (Amber)-Dysregulation: Anxious, aroused, agitated, distressed, hungry, tired, bored etc...**
Amber Plans: The purpose is to re-engage the pupil to support them within returning to the Green Baseline phase as efficiently and effectively as possible to prevent escalation to the crisis-peak phase. Being mindful that some children may remain in this dysregulation stage all day.
- **Stage 3 (Red)- Crisis Peak: Kicking, hitting, biting, destruction, self-harm; struggle to be reasoned with**
- Named staff to accurately implement *Red Plans* to appropriately manage the crisis peak of the pupil, ensuring the pupil is kept safe and to maintain the safety of other pupils / staff; remembering 95% of the strategy is de-escalation with only 5% restrictive physical intervention holds and that it is not acceptable to use such interventions for compliance.

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- **Stage 4 (Light Blue)- De-Escalation:** Starting to calm, respond, can begin to reason
Response Team / Class team [variable depending on response from young person] to continue with the de-escalation strategies listed within Red Plan to support Recovery Stage.
- **Stage 5 (Dark Blue) – Recovery:** Calming down, stabilisation, restorative, getting back to baseline.
A trusted, familiar adult to the young person to support stabilisation for young person and complete restoration work. To securely transition back to class / activity within a preferred learning environment.

Behaviours of concerns may be present as:

- Disruption in the learning environment, during transitions times or during unstructured times
- Inability to comply
- Disengagement

Behaviours of concern will typically limit a pupil's level of engagement and may be observed as a behaviour that:

- prevents or reduces participation in educational and social activities.
- isolates the pupil from their peers
- affects the learning of themselves or others
- places the pupil or others in physical danger
- causes serious damage to property

Behaviours of concern are recognised as a form of communication with an underlying need.

Staff are to appropriately manage the behaviours of concern through maintaining positive relationships with the children, ensuring that they:

- Actively build trust with all pupils
- Have high expectations and demonstrate belief in them
- Treat all pupils with dignity and respect in every interaction, accepting them, not talking over them or about them in their presence or in front of other pupils
- Support the child with identifying any unmet need, helping them with their preferred regulation strategies
- Communicate carefully and appropriately with pupils
- Hold firm boundaries with care
- Remain non-judgemental in all situations
- Recognise their own emotional response to a pupil's behaviour and seek a change of face when needed

EMOTION COACHING

In support of the escalation cycle, emotion coaching strategies are key in teaching our pupils to understand themselves and their emotional and physical feelings further, which develops their ability to manage their self-regulation within increasing independence.

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We believe in supporting our pupils to:

- ❖ Identify, name and label emotions.
- ❖ Understand how their thoughts, emotions, and physical feelings can influence their behaviours.
- ❖ Begin to manage their experiences of strong emotions and support with processing these (*for example, negative emotions and sitting with them from start to finish and feel safe and secure to do so*).
- ❖ Recognise what regulation zone themselves or others may feel in, as a result of an experience, interaction or feeling (*for example, Zones of Regulation*).
- ❖ Explore and identify what strategies suit them as an individual relating directly to their emotional, sensory or physical need and how best to use and apply these strategies to develop from co-regulation to self-regulation.
- ❖ Respond to adult's scaffolded support and language to develop understanding of their thoughts and emotions.

When children and young people express big emotions, we need to listen first, and then repeat back how they are feeling using empathetic communication. This will help them to feel heard and become calmer; for example, "You're sad. It is ok to feel sad." Our response may include a contingent touch. Some children and young people may need periodic reassurance throughout their strong emotion to soothe and help regulate.

ROLES AND RESPONSIBILITIES

All Staff: At Leycroft Academy, all staff will:

- Model positive behaviour and social interaction to promote healthy and positive relationships, which in turn allows greater engagement in learning.
- Use positive language, explaining to the child or young person what they would like them to do rather than being negative and saying what not to do. Other strategies used by staff include being mindful of body language and giving learners a limited choice, so they do not become overwhelmed.
- Be solution focused and will always find positive ways to support our children and young people to achieve their best.
- Try to understand the communication or motivation behind a behaviour and to try to interpret the behaviour from the child or young person's point of view.
- Are aware of their safeguarding responsibilities, as set out in statutory guidance Part One of 'Keeping Children Safe in Education' (KCSiE 2024).

Teachers: At Leycroft Academy, all Teachers will:

- Positively Manage behaviour effectively to ensure a good and safe learning environment (Teacher Standards).
- Support children and young people effectively, using approaches which are appropriate to individual pupil's needs in order to involve and motivate them (Teacher Standards).
- Communicate behaviour of concern incidents to parents or carers and record on the Accident, Incident and Near Miss form.
- Expectations for staff to analyse the functions of behaviour objectively where appropriate seek advice from experienced professionals or colleagues and be well versed in appropriate research to develop an evidence-based decision.

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Department Leads (Assistant Principals and Department Coordinators): At Leycroft Academy, Department Leads will:

- Read all behaviour of concern incidents reported on the Accident, Incident and Near Miss form and present data to discuss at SLT meetings.
- Department leads to follow-up incidents or concerns with relevant actions following SLT discussions.
- Provide department updates which include linked behaviour and safeguarding incidents at the weekly Designated Safeguarding Lead (DSL) Group Supervision meeting.
- Liaise with the SHINE Team to explore intervention support for children and young people which is dynamic, appropriate and strategy-based for life long efficacy and which is regularly reviewed.
- Identify when referrals to external agencies is required (*for example, Educational Psychologists, Steve Brown Behaviour Support and Training LTD, Speech and Language Therapist, Occupational Therapists, Forward Thinking Birmingham etc...*)

Parents and carers: Parents and carers of Leycroft Academy where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work (for example: attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

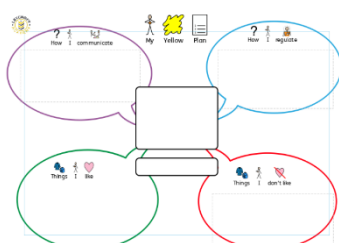
Leycroft Academy will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural concerns.

Pupils: Pupils of Leycroft Academy will be made aware of:

- Where their classroom is and the key adults within their classroom.
- How to transition to key areas across the school i.e. toilets, dining hall, playground etc...
- The routines within their classroom.
- The routines of the wider school day.
- Resources to support self-regulation.
- How to contribute to the school behaviour culture through their School Council.

GREEN PLANS

All pupils will have a Green Plan. This relates to the Stage 1: Baseline 'Ready to Learn' within the escalation cycle. The Green Plan is a two-page pupil profile detailing individual communication style; likes, dislikes, regulation needs; as well as stating what calm looks like for that pupil; what happens in moments of dysregulation and the de-escalation strategies to support.



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AMBER PLANS

Amber Plans relate to Stage 2 of the Escalation Cycle. Identified children who need further support to their Green Plan will have an Amber Plan in place. Amber Plans outline possible causes of dysregulation along with strategies to support Dysregulation. All class staff are adhered to implement these plans appropriately and safely.

Name of Child:	Class:	Class Staff:	Term:
Identified causes for Dysregulation: Identified triggers; anxieties; rituals or routines; mealtimes habits; sleeping habits; distress responses etc... • • • • • • •		De-escalation Strategies to Prevent or Support Dysregulation: Motivators / interests; sensory input; mealtimes support; calm breaks; movement breaks; transition support; provisions in place etc... • • • • • •	
Stage 1 (Green)- Baseline: Happy, Calm and Content: Children are ready to learn			

RED PLANS

Identified children who are likely to reach the crisis stage [Stage 3: Crisis Peak] within the escalation cycle will have a Red Plan. All class staff will be aware of the process and their role should the identified child go into their 'crisis peak'. Through annual training with additional behaviour training, staff will be reminded that 95% of the strategy is de-escalation with only 5% restrictive physical intervention.

Name of Child:	Class:	Class Staff:	Term:
Stage 3 Crisis Peak Behaviours of Concern: • • •	Crisis Peak Strategy: • • • • • • •	Location(s): Response Team A: Leader (Advocate): RPI x 2: Informer:	Staff member(s) available (depending on child's response) to continue with the de-escalation strategies to support recovery stage. Crisis Peak Strategy: If Crisis Peak continues over 2 minutes, staff will follow the Plan for Crisis Peak Change of Posture. Response (time) in crisis: Behaviour SAFE to attend, continuing via to the system.
De-Escalation Strategies: • • •		Response Team B: Leader (Advocate): RPI x 2: Informer:	Preferred Interventions: 1. Hand PACE - <u>Subtle</u> 2. Single Elbow - <u>Warning</u> A. by Single Elbow - <u>Seated</u> B. by Double Elbow - <u>by Double Elbow</u> In the event of a staff absence:

- Restraint is the positive application of sufficient force to ensure, by physical means alone, that a pupil does not cause injury to themselves, others, or significant property damage.
- Restraint should only be used as a last resort when all other options have been exhausted.
- Any form of restraint should only be used when Reasonable, Proportionate and Necessary.
- Should only be used if the pupil is putting themselves or others in danger and where failure to intervene would constitute neglect or where we are stopping an illegal act such as criminal damage to property.
- Must be accurately recorded on CPoms RPI entry and recorded on Leycroft's Accident, Incident or Near Miss form within 24 hours of the incident occurring.
- A Red Plan must be in place or put in place prior or following any restraint. This should be signed by parents and any staff working with the pupil.
- If restraint is used, parents/carers need to be contacted as soon as possible.
- Once the incident has been de-escalated and the pupil is regulating well, the class team will deliver planned restorative work outlined in the Red Plan.

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GUIDING

Guiding may be used appropriately; by providing physical direction similar to contingent touch but more directive in nature e.g. the learner is led away by hand/arm/around shoulder (using Team Teach practices, all staff administering holds are trained in Team Teach) or for other pupils it may mean more direct physical support – cradling or hugging. Some children with additional sensory needs may also request squeezing or deep pressure.

POSTIVE HANDLING

Positive Handling is the positive application of sufficient force to safely ensure, a pupil does not cause injury either to themselves, a member of staff, another child or young person, or significant property damage.

REASONABLE FORCE

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using maximum care, minimum force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment or for compliance
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Please see Leycroft Academy's Reasonable Force Policy for further details.

RECORDING

In the event of a Restrictive Physical Intervention, involved staff members must record the RPI on CPOMS within 24 hours of the hold taking place, inputting information from the pre-scripted headings.

The staff member[s] involved must inform parents / carers on the day of the restrictive physical intervention taking place.

Annual staff training will take place to refine staff knowledge and understanding with RPI recording and refresher training will take place throughout the academic year where necessary.

The data collected from the RPI records will be shared and discussed weekly by SLT and analysed further on a termly basis to make data-informed decisions.

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Enable children to understand the world around them and the talents within them, so they can become fulfilled individuals and active compassionate citizens. Following a pupil crisis peak or challenging behaviours of concerns, class teams to hold class de-briefs to evaluate staff and pupil wellbeing; compliance; evaluation of the universal offer as well as restorative practise. Should class teams

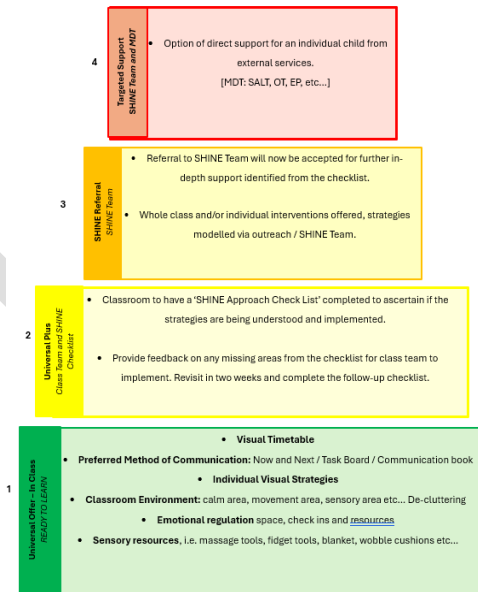
require further support or individual's need an additional de-brief; they can book a meeting with the behaviour lead who can meet with the team/individual for wellbeing support. The behaviour lead can then pass on information or concerns with the senior leadership team to evaluate further.

SHINE APPROACH

The “SHINE Approach” is a teaching and learning culture we aspire to embed where class staff will develop behaviour management understanding and awareness in greater depth to apply within their everyday practice. The Shine Approach shapes a positive mindset toward behaviour with the aim to enhance positive adult-child relationships.

The SHINE Approach links to a tier system which identifies:

- The Universal Offer - relating to the culture we aspire to embed which relates to classroom environment, communication strategies, emotional regulation check ins etc...
- Universal Plus - where a SHINE observation checklist is completed to ascertain if the strategies are being understood and implemented and feedback is provided.
- SHINE Referral – A referral to the SHINE team can be accepted following the Universal Plus tier where whole class and/or individual interventions are offered, and strategies are modelled via SHINE Team or outreach team.
- Targeted Support - where further targeted support with specialists is available from the MSD team or external agencies i.e. Educational Psychologists, Steve Brown School Support and Training, OT, SALT etc....



As part of the SHINE Approach, the SHINE universal culture Leycroft Academy aspires to embed is:

- Learning environments that allow pupils to communicate using their preferred method effectively to all adults throughout the day.
 - Safe and familiar routines within the classroom and wider school environment.
 - Clear and progressive rules for appropriate behaviour that are taught explicitly throughout pupils' school life.
 - Taught strategies for pupils to self-regulate and communicate their needs.
 - Pupils to be taught to understand consequence i.e. token reward system.
 - Pupils to be taught about safe and appropriate behaviour outside of the school community.
 - Explicit emotion coaching and support.
 - Age-appropriate teaching through PSHE and RSE.
 - Bespoke individual timetables where necessary.
-
- Appropriate communication to meet the child's needs; using clear, concise language with adequate processing and response time.
 - Pupil's sensory needs supported through embedded sensory diets and movement breaks into the daily routine, both as a class group and individually.
 - Access to appropriate equipment – fidget toys, chews, a quiet area, a movement area, etc

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ANTI-BULLYING

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore deliberately hurtful; repeated, often over a period of time; and difficult to defend against.

TYPES OF BULLYING

Emotional - *Being unfriendly, excluding, tormenting*

Physical - *Hitting, kicking, pushing, taking another's belongings, any use of violence*

Prejudice-based and discriminatory, including: Racial; Faith-based; Gendered (sexist); Homophobic/biphobic; Transphobic; Disability-based - *Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)*

Sexual - *Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching*

Direct or indirect verbal - *Name-calling, sarcasm, spreading rumours, teasing*

Cyber-bullying - *Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites*

Leycroft Academy is committed to promoting equality, diversity and an inclusive and supportive environment for its children and staff and it affirms the rights of individuals to be treated fairly and with respect. We recognise that the most effective way of minimising bullying is to provide a positive atmosphere of caring and friendship through the ethos of the school. Every child and member of staff at Leycroft Academy should be valued and be able to learn and work without anxiety and fear from bullying.

Please see Leycroft Academy's Bullying Policy for further details.

DOUBLE DOOR HANDLES

The use of double door handles result from robustly informed decisions due to our pupils limited cognitive decision making and lack of safety awareness.

The double handled doors are to keep children safe; reduce unsafe absconding; and reduce the risk of pupils coming into contact with dysregulated children in the corridor which could put them at risk of injury i.e. hit, kick, bit etc...

The thumb lock will never be locked unless agreed by the Senior Leadership Team. If a classroom door has an agreement to be locked for a mitigating circumstance, then a classroom risk assessment will be in place, signed and regularly reviewed.

The thumb lock will only be used [if not already agreed] in the case of a lockdown procedure.

EXCLUSIONS

Leycroft Academy can use suspension and exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Part-time Timetable – Pupils who cannot withstand the full school day for their own reasons may be given a reasonable adjustment of a part-time table to support their re-integration. This will be reviewed every 10 school days.

Suspension – Suspensions are an action that is taken to a pupil who require a circuit break to support regulation and well-being. During this time, the school will then consider a new approach or suitable provision to put into place to further support the pupil.

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Exclusion - Permanent exclusion is the final step in the process for dealing with disciplinary offences when a wide range of other strategies have been tried and failed. When the Head Teacher recommends permanent exclusion to the Governors, they need to agree that all the relevant criteria are met.

This policy will be monitored, and the effectiveness will be evaluated in the light of the numbers of behaviours of concerns recorded, including the number pupil and staff injuries and restrictive physical interventions.

All members of staff are responsible for recording behaviours of concern using the Accident, Incident and Near Miss Form as well as CPOMS for RPI and safeguarding recordings.

All SLT members are responsible for responding to incidents of behaviours of concern and the Head Teacher has specific responsibility for ensuring that procedures in this policy are followed.

This policy will be reviewed by the Local Academy Council.

DRAFT