



Behaviour Policy

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Introduction

At Lever Park we create a calm, happy, industrious and caring learning environment for our pupils and staff. Our pupil's complex social, emotional and mental health difficulties can lead to poor choices and behaviours. Our purpose is to model good behaviours, teach other pathways of choice behaviour and de-escalate confrontation. An important part of our task is to encourage and help our pupils to gain enough confidence and accept responsibility for their own actions.

We strongly believe that social and academic progress can take place when pupils display appropriate behaviour for learning. We make it explicit in all aspects of Academy life that appropriate behaviour is necessary to succeed in everyday life both inside and outside of the Lever Park environment.

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- › [Behaviour in schools: advice for headteachers and school staff 2024](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education 2023](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- › Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- › [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- › Behaviour that disrupts the good order of the school

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- › Vandalism
- › Theft
- › Fighting
- › Smoking
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited/banned items. These are:
 - Knives or weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Mobile phones that pose a safeguarding risk

4. 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
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • 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, spreading rumours,
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Anti-bullying Strategy

Intent

- To provide a safe and secure environment for our students and staff
- To encourage respect for the individual at all times, celebrating the differences between us
- To prevent all forms of prejudiced-based bullying, including homophobia and transphobia

Implementation

- To raise awareness of bullying via: assemblies, form time, PSHE and SRE
- pastoral work including enrichment
- curriculum work in the classroom
- one to one key working or counselling
- prominently place promotional materials, such as posters
- awareness days

To minimise situations in which bullying may occur by:

- promoting a strong community ethos
- classroom layout
- student involvement in establishing classroom rules and routines
- use of the rewards and consequences system
- monitoring potential hot spots
- flexible learning practices
- unstructured time kept to a minimum
- supervision of all areas, including toilets, particularly during unstructured time

To have clear consistent response to bullying by:

- ensuring all reports of bullying are taken seriously and investigated
- escalating incidents to be dealt with at the highest level
- recording incidents of bullying on CPOMS and reporting these to governors on a termly basis
- contacting parents of both the person being bullied and the person bullying
- sharing information across the staff team

Supportive measures

- Support for the person being bullied:
- reassure the student that they are right to report bullying and seek help
- assure the student that the situation is being taken seriously and give clear guidance on next steps
- offer support in the form of 1:1 key working sessions
- facilitate mediation offer support to parents/carers

Support for the person carrying out the bullying:

- › ascertain any underlying issues
- › give clear guidance on next steps including potential sanctions
- › offer support in the form of 1:1 key working sessions
- › facilitate mediation
- › offer support to parents/carers

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Head Teacher to account for its implementation.

5.2 The headteacher

The Head Teacher is responsible for:

- › Reviewing and approving this behaviour policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and Staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly (incidents to be recorded on CPOMS)

- › Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, 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 following misbehaviour (for example, attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school

The school 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 issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- › The expected standard of behaviour they should be displaying at school
- › That they have a duty to follow the behaviour policy
- › The school's key rules and routines
- › The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- › The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

6. School behaviour curriculum

At Lever Park we ensure that all of our pupils feel valued by celebrating them as individuals. We offer a fresh start to pupils who have previously made some poor choices and have often experienced adversity. Through our child centred approach and the genuine warmth from our staff team, we guarantee that every child who walks through the door knows and feels that they are welcome, valued and cared for. Through our diverse curriculum, we educate our pupils to respect and value those close to them, their community, the wider environment and to understand and celebrate the differences that all individuals bring.

Lever Park pupils leave us with the knowledge and understanding of how to keep themselves and others safe. They are encouraged to think about the wider consequences of actions and are taught how and where to seek support when they need it. Our academy is a safe haven for our pupils and safeguarding our young people underpins everything that we do.

Lever Park pupils leave with the knowledge and skills required for a fulfilling independent life. Careers is weaved throughout our curriculum and we offer opportunities to experience employer encounters, work experience linked to industries that our children may not previously have considered. At KS4, our vocational

option subjects have clear industry links and present opportunities to gain experience and qualifications that will open the door to further training and careers. We dedicate time to character development and work to build pupil's resilience, communication skills and problem solving ability to become self-sufficient adults who contribute positively to society.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

Pupils are not permitted to use mobiles in school. For further details, see the 'mobile phones policy'

7. Responding to behaviour

All Lever Park staff are expected to follow the 'BIT Way' (appendix 1) which is underpinned by our ethos of unconditional positive regard for all students who come through the door

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

The school 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 misbehaviour 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.

Please refer to our child protection and safeguarding policy for more information.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal Praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Praise certificates
- Positions of responsibility
- Whole school rewards trips (earned via scoring points through behaviour tracking points card)

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques are fundamental in helping to prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Directed time out of class with a key worker
- A verbal reprimand and reminder of the expectations of behaviour
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based restorative actions, such as aiding in the repair of damage caused
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Pupil monitoring via mastery and links with other agencies
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

In conjunction with the sanctions above, we will always endeavour to explore reasons for misbehaviour and address these via bespoke key working.

7.5 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 the minimum amount of 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
- Be recorded on CPOMS 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.

All fulltime staff complete annual de-escalation and positive handling training via CPI (Crisis Prevention Institute).

Only trained staff should use reasonable force unless exceptional circumstances determine otherwise

See Appendix 2 do

7.6 Confiscation and searching

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the Head Teacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- › Assess whether there is an urgent need for a search
- › Assess whether not doing the search would put other pupils or staff at risk
- › Consider whether the search would pose a safeguarding risk to the pupil
- › Explain to the pupil why they are being searched
- › Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- › Explain how and where the search will be carried out
- › Give the pupil the opportunity to ask questions
- › Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the designated safeguarding lead (or deputy), to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets or possessions.

‘Outer clothing’ includes:

- › Any item of clothing that isn’t worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- › Hats, scarves, gloves, shoes or boots

Searching pupils’ possessions

Possessions means any items that the pupil has or appears to have control of, including:

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil’s possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the head teacher or DSL will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider

whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy and our policy for managing allegations against staff, for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- › Restore order if the pupil is being unreasonably disruptive
- › Maintain the safety of all pupils
- › Allow the disruptive pupil to continue their learning in a managed environment
- › Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as our Engage and Outreach programme.

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

8.2 Suspension and permanent exclusion

The school can use suspension and permanent 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.

Please refer to our trust policy update on exclusions for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- All Lever Park pupils have to have an education, health and care (EHC) plan, and the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Use of quiet spaces where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil was unable to understand the rule or instruction?
- Was the pupil was unable to act differently at the time as a result of their SEND?
- Was the pupil was likely to behave aggressively due to their particular SEND?

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Bolton SEND Team: 01204 332207

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. We may do this via:

- Reintegration meetings
- Daily contact with the Staff Team/Head Teacher/Deputy Head/Behaviour Lead

11. Pupil transition

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Safeguarding training
- De-escalation and positive handling (CPI)
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

Staff training logs are held electronically and can be accessed on request.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of alternative provision
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every term by the senior leadership team.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group

- › At the level of individual members of staff
- › By time of day/week/term
- › By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the Head Teacher and Assistant Academy Lead/Behaviour Lead at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Head Teacher.

14. Links with other policies

This behaviour policy is linked to the following policies:

- › Exclusions policy
- › Child protection and safeguarding policy
- › Physical restraint policy
- › Mobile phone policy
- › Managing allegations against staff
- › Attendance policy

Appendix 1: *Insert The BIT Way*

Appendix 2: De-escalation and Positive Handling

We aim to create safe and secure school environments where violence, threatening behaviour or abuse to any member of the community is able to be managed in a therapeutic way to maintain the child's dignity whilst keeping staff and other pupils safe.

We take seriously all acts of violence and aggression against anyone and we will do everything reasonably practicable to reduce risk.

We expect all parents/carers and other visitors to behave in a reasonable and acceptable manner towards all staff.

We expect all staff to behave professionally at all times and when confronted with difficult situations to attempt to defuse them.

At all times our collective aim should be to seek to reduce the necessity for physical intervention as, depending on the type of restrictive practice used, serious physical injury and psychological harm can occur. Psychological harm may include trauma, fear, shame, anxiety, depression and loss of dignity.

As a result, physical intervention at Lever Park is avoided unless completely necessary.

De-escalation strategies

Below are a range of strategies that could be employed, if the situation allows it, in order to prevent the situation from escalating:

- Don't try to reason
- Do not pursue
- Offer a safe space
- Wait
- Use silence and allow the child to regulate
- Avoid making demands
- Don't yell over a screaming child
- Validate their feelings, not their actions
- Respect personal space
- Give time for reflection
- Be aware of your body language
- Be non-judgemental
- Use a distraction
- Decrease stimulation
- Use a calming tone
- Breathing exercises

What 4 things should you consider before using a physical intervention?

For the intervention to be justified there must be a belief that Injury or Damage is likely in the Predictable Future; The intervention must be Immediately Necessary; The actions or interventions taken must be a Last Resort; Any force or intervention used must be the Minimum Necessary to achieve the objective.

Emergency Seclusion

Emergency seclusion is the supervised containment of a person in a room, which may be locked, or equipment is used to prevent it being opened, to protect others from significant harm. This would include staff or a person blocking the exit with their body or ANY item

This is an extreme form of restraint. Staff are NOT permitted to use seclusion because the child/young person becomes aggressive, for not complying with rules, as a punishment or any other reason.

MAPA Decision – Making Matrix

Staff are trained to undertake a risk assessment regarding physical risk behaviour in order to support their critical decision making during a crisis event.

Developing critical decision making enables staff to remain in control of their own emotions and behaviour in order to make appropriate judgements about the necessary action required.

Staff are trained to determine the necessary physical interventions and the level of restriction that may be appropriate to keep people safe making decisions objectively rather than subjectively.

The MAPA Decision Making Matrix is a tool which staff use to reach objective critical decisions about risk.

Risk: The chance that an event or behaviour may occur Everyday life involves some degree of risk which can be viewed along a continuum from lower risk to higher risk.

When reaching a decision about risk, it is important that we objectively consider two key variables;

Likelihood: The chance an event or behaviour may occur. This is viewed along a continuum from unlikely to likely.

Outcome: The severity of harm if the event or behaviour does occur. Outcome can be viewed along a continuum from low-severity to high severity.

When can reasonable force be used?

- Reasonable force can be used to prevent children from hurting themselves or others, from damaging property, or from causing disorder.
- In the school, force can be used for two main purposes – to control children or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.

Guidelines on Physical Interventions and the Use of Reasonable Force (Legal term). The Use of force to Control or Restrain Pupils

The Education and Inspections Act 2007 sets out the position and powers of teachers and other staff

Who have lawful control or charge of pupils to use reasonable force to prevent pupils committing a crime, causing injury or causing disruption.

Reasonable force can be used to prevent a pupil from doing or continuing to do, any of the following:

- Committing any offence
- Causing personal injury to or damage to the property of any person (including the pupil himself)
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school whether during a teaching session or otherwise

There are a number of situations where reasonable force might be appropriate, or necessary to control or restrain a pupil:

- A pupil attacks a member of staff or another pupil
- Pupils are fighting
- A pupil is engaged in or is on the verge of committing deliberate damage or vandalism to property
- A pupil is causing or is at risk of causing injury or damage by accident, by rough play, by misuse of dangerous materials or objects
- A pupil running on a corridor or stairway in a way in which he or she might be injured or might cause an accident to themselves or others.
- A pupil persistently refuses to obey an order to leave a schoolroom
- A pupil is behaving in a way that is seriously disrupting a lesson
- A pupil absconds from a class or tries to leave school (This would apply if the pupil would be at risk if not in the schoolroom or at school)

Staff should always deal with situations by other means and strategies before using force. Strategies to diffuse and calm a situation are employed first. The use of reasonable force is never used as a substitute for good behaviour management. Throughout a situation that may arise it is important to try to diffuse the situation by using some of the following:

- Using a calm voice
- Isolating the area so that there is no audience
- Bringing in a second member of staff in to assist

If physical intervention is necessary the following rules apply

- The pupil/s will be warned verbally that physical restraint will be used
- Minimum force only will be applied
- Every effort to secure the presence of other staff will be made
- Restraint will be used an act of care and control not as a punishment
- Acts of restraint will be carried out in a firm and calm manner without being aggressive towards a pupil


Application of Force may involve:

- Physically interposing between pupils
- Blocking a pupil's path
- Holding
- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back

Following any incident requiring reasonable force it is important to give the pupil opportunity to talk through the incident (when calm enough to do so). It is important that the pupil is made aware of the seriousness of the incident and what will happen next, the incident is recorded on CPOMS and SLT are informed.

Appendix 3: behaviour log

Using CPOMS

Incident	<input type="text"/> <small>If adding further information below please describe the reason for the report in one sentence</small>
What happened prior to the incident?	<input type="text"/> <small>What behaviours were demonstrated before the physical intervention took place? (location? other pupils present? staff member present?)</small>
De-escalation techniques	<input type="text"/> <small>Please select a de-escalation option</small>
Physical intervention	<input type="text"/> <small>What physical intervention strategies were used? (where the incident took place? who was present? length of time?)</small>
Post intervention details	<input type="text"/> <small>Please select post intervention action(s)</small>
Pupil's view	<input type="text"/> <small>Please give details of the pupil's point of view during any reflective discussion (if not possible please give details)</small>
Any other relevant information (e.g. previous concerns)	<input type="text"/> <small>Please distinguish between fact and opinion</small>
Linked student(s)	<input type="text" value="Begin typing a student's name"/> <small>Type a student's name to link them to this incident.</small>
Linked student(s)	<input type="text" value="Begin typing a student's name"/> <small>Type a student's name to link them to this incident.</small>
Maps	
Date/Time	<input type="text" value="30/09/2024 14:25"/>
Status	<input type="text" value="Active"/> <small>Monitoring will end if you select 'No Further Action'</small>
Assign to	<input type="text" value="Begin typing a staff member's name"/>
Files	<input type="text" value="Click to browse or drag a file to upload"/>
Alert Staff Members	<input type="text" value="Begin typing a staff member's name"/> <input type="button" value="SLT"/> <input type="button" value="Safeguarding"/> <input type="button" value="Behaviour"/> <input type="button" value="KS3 lead"/> <input type="button" value="KS4 lead"/> <input type="button" value="Nurture lead"/> <small>Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.</small>
Agency Involved	<input type="text"/>
Add to planner	<input type="checkbox"/>
<input type="button" value="Submit Incident"/>	

