

# Behaviour Policy

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## **Behaviour Policy**

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.

## **The Foundations**

The Lever Park 3 rules, underpin all aspects of the Lever Park community

- 1) Ready: I will help myself and others to learn.**
- 2) Respectful: I will respect the building, the staff and other pupils.**
- 3) Safe: I will look after myself others.**

To promote positive behaviour we:

- Create an atmosphere based on mutual respect, empathy, tolerance and understanding.
- Treat each individual equally and respectfully.
- Consistently reinforcing good behaviour and recognition of achievement.
- Enable staff and pupils to support each other.
- Create a positive environment for learning.
- Have set targets/rewards as goals for improvement

We positively encourage high standards of behaviour, from all members of the Academy community and aim for all our pupils to increase their self-discipline and understanding of their own behaviour choices.

On admission to Lever Park the expected standards of behaviour are explained to pupils, parents/carers in order that we can work together to the same goals.

## **Parents / Carers**

Pupils' Behaviour for learning is maximised when there is a true partnership between pupil, parents/carers and staff. We aim to:

- Make parents / carers feel welcome and supported.
- Encourage active parental/career involvement.
- Ensure regular verbal and written communication with parents - concentrating on positive behaviour and pupil progress.
- Facilitate 'loopy meetings' – ensure a review or follow up meeting is made at the end of any parent meeting and that all are aware of time, date and location.

## **Staff**

The quality of teaching and curriculum offer is central in aiding pupil's behaviour for learning. Modelling appropriate behaviour for learning and teaching pupils alternative ways of dealing

with their own emotions is necessary to promote good behaviour. Staff at Lever Park enable pupils to make their own positive choices.

Our motto of unconditional positive regard is paramount in the relationships our staff have with our pupils. Following an incident, plans for modified improvement are put into place, targets set, environments changed, support given and Lever Park pupils get every chance to demonstrate improved behaviour.

## **Teaching**

Classroom Teachers will:

- Ensure that lessons are planned appropriately to engage learning
- Ensure that lessons use a wide variety of teaching styles, taking into consideration pupils' individual learning styles.
- Provide pupils with situations they can succeed in and set achievable targets via Success criteria.
- Develop a positive relationship with each pupil.
- Celebrate successes and allow mistakes, which are vital in the learning process.

## **Staff Training**

At Lever Park we aim to ensure that all staff are effectively trained to work with challenging and complex pupils. All staff members are trained, by a qualified in-house instructor, in the MAPA (Management of Actual and Potential Aggression) programme; in conjunction with the Crisis Prevention Institute (CPI) and BILD (British Institute of Learning Difficulties) guidelines. The benefit of this training is that it:

- Enables staff to promote the core values of CPI i.e. providing the best care, welfare, safety and security of the pupils, public and staff, within Lever Park
- Helps staff to recognize changes in behaviour and effective responses so as to provide proactive support and facilitate de-escalation
- Ensures staff members are fully aware of the rights of all individuals that use the academy's services
- Provides reactive strategies and guidance to help manage challenging behaviour
- Teaches staff appropriate, effective and safe techniques for personal safety, disengagement and physical intervention
- Highlights the importance of post meetings and the use of therapeutic rapport to re-establish communication between staff and pupils

## **Pupils Rewards**

Rewards are paramount in creating positive behaviour choices and developing relationships. The Ready Respectful Safe award is given weekly to all pupils who achieve the 3 school rules to compliment "excellence" in class.

## **Target Cards**

Addressed every morning in form time and carried by the class learning mentor throughout the day; a record of a pupil's behaviour for learning and academic engagement in lessons is promoted.

A maximum of 5 points for both targets is given in each lesson. If a pupil behaves appropriately in a lesson and completes the work set then a mark of 5 (for behaviour) and 3 (acceptable academic effort) would be appropriate. Scores of 4 and 5 are given to pupils who excel in academic effort.

Should a pupil display inappropriate behaviour or show less than acceptable academic effort, points will not be earned and a simple code relating to the problem is registered on the card, (*see target card for code*). This record then can be used in Monday night planning meetings to assess where a pupil may need intervention and a plan going forward.

Pupils will work towards reward time in their form groups at the end of each day. If not all points have been achieved form teachers and learning mentors will complete 'reflection time' with individual pupils. This enables individual issues of the day to be discussed and new short term targets to be set for the next day/rest of week. Pupils may also be required to catch up on some missed work during this time where appropriate.

Pupils' percentages are tracked through the Personal Success Target (PST) system each week.

### **Friday options**

Once a pupil has met the required percentage of points agreed on the target card they can choose to opt for a Friday reward: go karting, a trip to the cinema, laser quest, swimming, fishing, computing etc. The activities will be mainly out of Lever Park and will be attractive enough to impact on the behaviour of the pupils over a weekly period. Pupils who fail to meet the agreed target of points will remain on site for supervised reflection time. Pupils who have co-operated will be able to access a mini-option in Lever Park.

### **Break and lunch (de-escalation)**

At lunchtime and break pupils can access a number of activities in Lever Park.

Football

Basketball

Games /ICT/quiet room

Other suitable activities

### **Certificates**

To reward outstanding behaviour and/or academic effort in class a mark of "excellence" is registered on the target card. A certificate of class award is presented with a corresponding reward.

### **Pupil Awards**

Lever Park has an assembly each week, award certificates and prizes are given to pupils who have demonstrated good behaviour, academic effort or made a significant contribution

to the academy that week. This includes weekly draws for correct use of language and uniform.

## **Promoting Positive behaviour**

### **Key working (LM 1-1 behaviour guidance)**

Learning mentors use collated data to identify pupils early whose behaviour is a cause for concern. Learning mentors will facilitate bespoke 1-1 guidance and set individual targets based on this information. Key working will:

- diffuse potentially difficult situations
- challenge unacceptable behaviour through discussions and counselling and model alternative, more acceptable behaviour
- promote positivity and facilitate rewards
- report on CPOMS mastery when appropriate behaviour is displayed

### **Reflection Time (De-escalate, walk, talk, bus stop during lesson)**

Reflection Time is developed from the idea of a Restorative Practice approach within Lever Park. In order to be a successful and productive member of the community, pupils need to reflect on their behaviour after an incident to identify possible effects that their actions and behaviours might be having on them as well as others within the community. This gives pupils the opportunity to be removed from a situation, giving them the time and space away from the situation to re-gain their composure and gain control over their emotions. During this time pupils should reflect on their behaviour, work on taking responsibility for their actions and develop strategies to prevent reoccurrence in future instances.

### **Implementation of the waves of intervention**

Should pupils display inappropriate behaviour then an individualised wave of intervention or responses should be implemented. In practice the learning mentor may sit with the pupil in the lesson to give 1-1 support to engage, the teacher may differentiate the task further or suggest the opportunity to leave the classroom for a short time. This gives the pupil time out from the situation and the opportunity to talk to a staff member. This form of a walk and talk, calling at a 'bus-stop' or 'bubble' (quiet rooms around the building) this is intended to quickly remind the pupils of their individual targets and expectations and enable them to return to the classroom ready to learn. For pupils who require further support the 'Behaviour Intervention Team' will support. Here, pupils are offered the reflection room where they may work with BIT and be given time to reflect. This reflection time works well when pupils are free from distraction and audience. From there pupils may return to class if appropriate or complete their work in the reflection room. At this point emphasis is always on de-escalation and classroom return. This allows for an individually tailored response to situations, as opposed to generic implementation of consequences.

### **Safe room**

Should a pupil display unsafe behaviours that may cause harm to themselves, others or damage to property the 'safe room' may be used. Their time in this room will be monitored by

a member of staff (BIT) and every attempt is made to de-escalate the situation using recognised CPI techniques. (See appendix 1)

### **Physical Intervention**

Physical interventions will only ever be used as a 'Last Resort' and will be implemented using a least restrictive/minimal force approach. When physical intervention is necessary staff will use recognized intervention techniques that are designed to work with the body's natural movement so as to keep all parties safe. Lever Park strongly believes in the benefits and use of de-escalation techniques and acknowledges that the use of Physical restraint techniques should not be used as a means of behaviour management.

### **Confiscation of Pupils' Property**

- Any item deemed to pose a threat to the health and safety of the individual or of others
- Drugs that are illegally brought into Lever Park

Parents / carers will be informed of the confiscation if the item is retained at the end of the day. In some circumstances parents/carers may be asked to collect confiscated items from Lever Park.

### **Searching Pupils**

Lever Park staff will search pupils without consent if they have reasonable grounds for suspecting that the pupil has a weapon or drugs (please see Appendix 4)

### **Bladed Items**

Within school any areas where there are bladed items *e.g. Food Tech Room, D&T Room* are subject to a separate risk assessment regarding the safe storage of these items. These items are always kept in secure, locked storage, with a limited number of staff members being able to access them.

If a bladed item is confiscated, after being brought into school by a pupil, this item is subsequently stored in the school safe until it can be safely disposed of *e.g. Police, PCSOs*

### **Suspensions (Please see Trust policy update on suspensions for 2023-24)**

Suspensions will only be considered as a very last resort, when all other strategies have been unsuccessful and it is believed that a suspension would make impact. In all circumstances relating to an exclusion, the procedures are as follows.

- Parents /carers will be notified, without delay, and a return to school meeting planned
- Parents/ carers will receive written notification of the suspension, including the return date in regard to suspension, details of any work set by the academy, and the appeals procedure
- for any suspensions of five days or less the pupil is the responsibility of the parents and during the period of the exclusion the parent is responsible for ensuring that the pupil is not present in a public place during academy hours (on a school day) without

reasonable justification. If a parent fails to comply with this requirement an offence is committed and the parent is liable to a penalty notice.

Please note, suspensions are only initiated as a last resort, suspensions that are sanctioned are deemed to have a positive impact on behaviour. Some serious behaviours that lead to a clear suspension, for example but not exclusive are unprovoked physical attack, drugs on site or sexual assault. Such incidents are likely to lead to a suspension. However, each case is dealt with individually and all aspects of the pupil's case are reviewed before a final decision is made. A suspension will only be issued if approval is given jointly by Behaviour lead, Pastoral DSL lead and Head teacher.

### **Behaviour outside of Lever Park academy**

The arrangements in this policy apply to pupil behaviour not only on academy premises but when travelling to and from, and attending any other placement or venue as part of the academy's day – for example:

- work experience or vocational training placements
- college placements
- outdoor activities
- school visit

### **Unacceptable behaviour in Lever Park**

#### **Minor Incidents**

Disrupting other pupils' learning  
Walking off and ignoring instructions  
Refusing to work  
Throwing small items  
Interfering with other pupils' belongings  
Misusing or mistreating equipment  
Swearing  
Play fighting and pushing

#### **Major incidents**

Persistent and repeated disruption to other pupils' learning  
Fighting exchange of punches, kicks or blows - more than play fighting or pushing  
Bullying name calling, threats or violence  
Discriminating behaviour including homophobic, transphobic etc.  
Unprovoked attacks an assault which comes without any justification  
Sexism repeated sexist remarks, threats or touching, sexual harassment, sexual violence  
Racist repeated remarks or violence because of ethnicity  
Verbal abuse or threats  
Peer on peer abuse  
Physical assault intentionally hitting, kicking or injuring another person  
Smoking  
Use of drugs or alcohol  
Theft stealing academy or pupil/staff property

Major damage to Lever Park property intentional damage that is expensive and difficult to repair

Leaving Lever Park without permission

Dealing with a major incident (Staff)

- Do not over-react and become emotional, but stay calm
- Ensure the pupils, staff and environment is safe
- Request for support from the SLT and /or BIT
- Interview individual pupils, record the facts of the incident
- Refer to SLT support if fixed term or permanent exclusion as appropriate
- Phone or make contact with parents / carers and arrange an interview if considered necessary

### **Smoking**

Smoking of any kind, including E-Cigarettes and Vape Pens, is prohibited at Lever Park. Any pupils that are found to be in violation of this or are caught smoking will be challenged and may face further sanctions or consequences *e.g. exclusion, parent meetings, confiscation of items.*

### **Anti-Bullying**

Lever Park takes a serious stance, with regards bullying and it is not tolerated in any shape or form (See separate 'Anti-Bullying' policy for further information)

### **Peer on Peer Abuse**

At Lever Park we are vigilant to ensure that 'Child on Child' abuse does not take place and we adopt a zero-tolerance approach towards any child/children who partake in it. This can include (but is not limited to):

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or harm;
- sexting (also known as youth produced imagery)

Any incidents which are deemed to violate this are dealt with swiftly and with appropriate responding actions. These actions could include:

- Restorative Practice
- Exclusion
- Permanent Exclusion
- Police referral



(Please see 'Safeguarding Policy' for further information)

### **Sexually Harmful Behaviour, Violence and Harassment**

As with Child on Child abuse, at Lever Park we take a 'Zero-tolerance approach to any forms of Sexually Harmful Behaviour, Violence or Harassment and any child/children who are found to of behaved in this manner will be dealt with accordingly. Consequences for these children may include:

- Restorative Practice(s)
- Alternative Provision/Offer
- Fixed Term Exclusion
- Permanent Exclusion
- Police referral

(Please see 'Safeguarding Policy' for further information)

### **Social Media Usage**

At Lever Park we take every possible measure to monitor the use of social media and any incidents that occur are treated with the upmost seriousness; whether they are during or outside of school hours. Specific lessons around E-safety and legal aspects around social media usage are covered, in depth, through PSHCE lessons and bespoke sessions with specialist staff/external providers and any incidents of concern are immediately raised with the DSL and/or Police.

## **Appendix 1: 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.

**Please see Appendix 2 for Lever Park Code of Conduct.**

### **Appendix 2:**

#### **Lever Park Code of Conduct**

**For any of the following issues parents will be informed and further possible sanctions may be informed. Please note that these are just a guideline and that each incident is treated on an individual basis.**

- **Assault on staff or pupil** – Fixed term exclusion, behaviour meeting, permanent exclusion, police notification
- **Bullying** – LA informed, mediation, key-working, warning/behaviour letter and/or meeting, fixed term exclusion, permanent exclusion
- **Disruption of Class/Learning** – Verbal warnings, bus stops, walk & talk, alternative rooms for working, reflection in points, consequences
- **Deliberate damage to building or others' property** – Replacement of items, bill sent home, fixed term exclusion
- **Fighting** – Internal separation of pupils, behaviour letter or meeting, mediation, fixed term exclusion, permanent exclusion
- **Leaving class** – picked up by BIT, reflection in points, referred to KS lead
- **Leaving school without permission** – follow absconding policy and procedures
- **Misbehaving/unsafe on school transport** – Banned off school transport (for a fixed term period or permanently), Fixed term exclusion
- **Persistent disruptive behaviour** - Verbal warnings, bus stops, walk & talk, alternative rooms for working, reflection in points, consequences
- **Possession of drugs** – Confiscation of substances, fixed term exclusion, permanent exclusion, police informed
- **Possession of weapon** – Confiscation of weapon, fixed term exclusion, permanent exclusion, police informed
- **Racism** – Governors informed, key-working, mediation, behaviour letter/meeting, fixed term exclusion, permanent exclusion
- **Theft** – Theft of any kind will be treated as a criminal offence and will result in the police being informed, fixed term exclusion

