



FOXWOOD
ACADEMY

BEHAVIOUR MANAGEMENT POLICY

Committee/Person Responsible for Policy:	Pupil & Curriculum Governors Head Teacher Full Governing Body
Date Approved by Governing Body: Date approved by SLT – 1/09/24, 8/01/25	5th January 2026
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Rationale

Foxwood Academy promotes an ethos within which all young people progress socially and emotionally. The Academy displays a love for learning unimpeded by behaviour incidence. Parents and carers are our partners in ensuring that this is achieved and, that where issues arise, they are dealt with promptly and effectively, referring to appropriate services, working collaboratively to ensure that progress and achievement is maintained for all. The Academy recognises the value of highly effective and appropriate relationships between students, staff, the wider community and their families. This policy provides a framework to enable each young person to realise their own unique potential as they ultimately prepare for adulthood.

If stakeholders wish to discuss this policy or require further information, please contact the school directly.

Scope

This policy is designed to cover the management of students' behaviour whilst they are in the Academy or in the care of its staff (for example on trips out). Whilst the same standard of behaviour is expected of journeys on Academy transport, the responsibility lies with the transport staff. We encourage constant liaison with transport staff in order to create as smooth a transition as possible between the Academy and home. It's recognised that Academy staff have established relationships and routines with our young people which are used effectively when the students arrive and depart. Any incident occurring in transit is written on a transport pro-forma and given in to the Receptionist. It is then shared with the tutor team and addressed as appropriate for the student's needs. In the case of Academy recommendations for different transport arrangements, the admin team liaises with the transport co-ordinator who may then direct transport if this can be accommodated.

Aims and Objectives

Foxwood Academy promotes and encourages the maintenance of good behaviour within the Academy and community in line with the Academy's values (Learning for life, Independence, Celebration and Education). The Academy is committed to:

- Approaching all young people in our collective care with **unconditional positive regard**
- Heeding health & safety and duty of care to our young people and staff
- An ethos of mutual respect and trust between all adults and young people
- Working together as a team around the young person to include stakeholders as appropriate
- A consistent approach to the management of behaviour throughout the Academy
- Preventative practice by all stakeholders to support young people with social and emotional needs
- Restorative practice to promote positive learning environments
- Encouraging young people to take responsibility for their actions with due regard for their level of need

Governors

- Approving, moderating and reviewing the Behaviour Policy, including participation in Behaviour Learning Walks
- Working alongside the Behaviour Lead/s (described as 'Lead' in this policy) to support the development of behaviour

SLT & MLT

- SLT ensure the embedding of the above principles

- The behaviour lead informs all staff of trends across the Academy and provides information on focus groups yearly.
- The behaviour lead liaises directly with Phase Leaders on general and specific behavioural issues
- The behaviour lead liaises with the County Behaviour Support Team who may work alongside the Academy on specific areas of difficulty.
- MLT monitor the needs/provision match within the Phase using data from Bromcom MIS. Where appropriate, Phase Leaders support staff to use interventions selected from a suite of behaviour plans and strategies to suit the student's needs.
- MLT track students with the highest behaviour levels on the SPG (Specialist Provision Group) and write specific Behaviour and Risk Assessments/profiles for individual students where appropriate. They share Phase behaviour data with SLT every 4 weeks.
- The Head of Care/ESFLO (and Mental Health Lead) supports the well-being of staff and students, and when necessary, works alongside MLT and SLT to debrief staff.
- The Head of Care/ESFLO liaises directly with CAMHS to effectively deliver interventions for the lower-level CAMHS cases.

Teaching and Support Staff

- Produce and maintain a detailed Pupil Profile on our central information platform, Provision Map. This is shared with incoming teachers. This profile is reviewed and updated throughout the year.
- Respond to behavioural changes and will liaise with their key stage Phase Leader and behaviour lead to produce a focussed Behaviour Plan/profiles where a student would benefit from a bespoke approach.
- Practice an inclusive, restorative ethos, recognising individual needs associated within the young person's profile.
- Insist on an agreed understanding of the management of behaviour.
- Use short-term plans to support the student's behaviour when off-baseline. Staff will be supported to select the appropriate plan: Interim Plan, Pupil Profile Meeting Action Plan, Behaviour Plan, Risk Assessment.
- Practise rigorous and accurate recording of behaviour using Bromcom and which provides access to behaviour data related to individuals / class to inform next steps
- Use reward systems based on drivers, values and character traits
- Communicate a shared understanding of young people with differing profiles to all stakeholders'
- Promote supportive, positive and regular contact with parents/carers, involving them at an early stage where appropriate
- Receive annual certified training in managing challenging behaviour, de-escalation and the use of physical intervention or restraint (all teaching and support staff)

The Academy seeks to enable its young people to:

- Work towards self-regulation to interact with peers and staff positively, treating themselves, peers and staff with respect
- Be proud and unreservedly positive about behaviour in the Academy
- Adopt an ethos of aspiration with high self-esteem and confidence
- Understand and work within the Academy's behaviour expectations and rules, rewards and sanctions systems in line with his/her individual profile
- Develop a sense of responsibility for their own actions
- Have a voice to influence change

Foxwood Understanding of Behaviour

Negative behaviour is likely to be a communication of an unmet need. It's understood that many of our young people are unable to process and express their thoughts and emotions in the way neuro-typical students do and that this can lead to frustration and anger; in challenging, anxious and/or withdrawn behaviour which are recognised

equally. It's understood that some behaviour is associated with the student's medical condition and some, for other reasons. The Academy seeks to emphasise the importance of unpicking behaviours in order to provide the most effective approach for the student. The Academy adheres to the principles around emotion coaching, understanding that emotion lies behind the behaviour. By identifying and unpicking the emotion, strategies/interventions for the student return to baseline behaviour are likely to be more effective

The Academy chooses to use the word 'natural consequence' rather than 'discipline' to indicate a means by which the young person is given the opportunity to consider alternative choices of behaviour, in many cases reflect, or where this is not possible, help to develop self-awareness. Staff are aware of the principles in the behaviour 'arc' and recognise the importance of calming techniques to attempt to de-escalate behaviour. They are aware that de-escalation after 'crisis' takes time, that it is essential to return to calm before any explanations are explored and that this may take, on average, 90 minutes, often longer. Staff understand that they are expected to lead in handling low-medium level behaviours and that senior staff are always at hand if they are unsure what to do or if they feel unsafe. For all students at 'crisis' level and therefore at an increased risk level, are expected to call for a senior leader to co-work to return the student to calm. Occasionally, staff are required to use physical intervention or restraint. All staff share a commitment to ensuring that physical intervention or restraint is used as a last resort and when there is a present and real risk of harm to self, others or staff. Support is in place immediately after crisis and the team around the child will support them emotionally and provide any necessary first aid if required.

Staff understand that they treat students as individuals. Some pupils have behaviour and risk profiles as part of their Pupil Profile which details known triggers and effective de-escalation strategies. The plans describe actions to be taken when a student's behaviour is off-baseline and also may recommend actions after taking into account a child's health or specific SEND needs.

See Teaching and Support Staff above. Natural consequences are many and varied and teachers / Phase Leaders decide which will be the most appropriate and effective for different situations. Teachers and Support staff understand that Phase Leaders can work alongside them to support behaviour and that the Behaviour Lead ensures principles are consistent across the Academy.

Behaviour and risk profiles/plans set out how to manage unsafe behaviours which include understanding why the behaviour is happening. The plan includes teaching new skills and coping strategies to the pupil, and different ways that the pupil can be encouraged to communicate their need, anger or distress. The profile may also outline what physical interventions are to be used and in what circumstances.

Reward System

The reward system works on the following principles,

- Rewards should not include unhealthy snacks
- Rewards should not be taken away
- Rewards, where possible, should be private rather than publicly displayed where possible. Where it is recognised that a student thrives on competition, the teacher may adapt this approach by, for example, showing the other students' reward totals whilst anonymising them.
- Students should understand why they are being rewarded
- Rewards should encourage a growth mind-set

All Phases adhere to the principles and adopt an approach to suit the age and needs of the students within the Phase. Dojo's are used by Key Stage 1&2 and some classes in Key Stage 3 where it is felt this empowers students in an age and cognition appropriate way. It's recognised that occasionally, students need short-term bespoke rewards to help them with specific behaviours. Staff use their judgement to decide whether this is needed in addition to the above.

Generic Rewards

- Stickers / certificates to suit the age phase
- Letters / cards of congratulation posted home
- Display of good work
- Extra privileges such as the allocation of jobs or responsibilities
- Short periods of time spent with chosen members of staff
- Phone calls home/face to face discussion with parents / carers to acknowledge positive behaviour

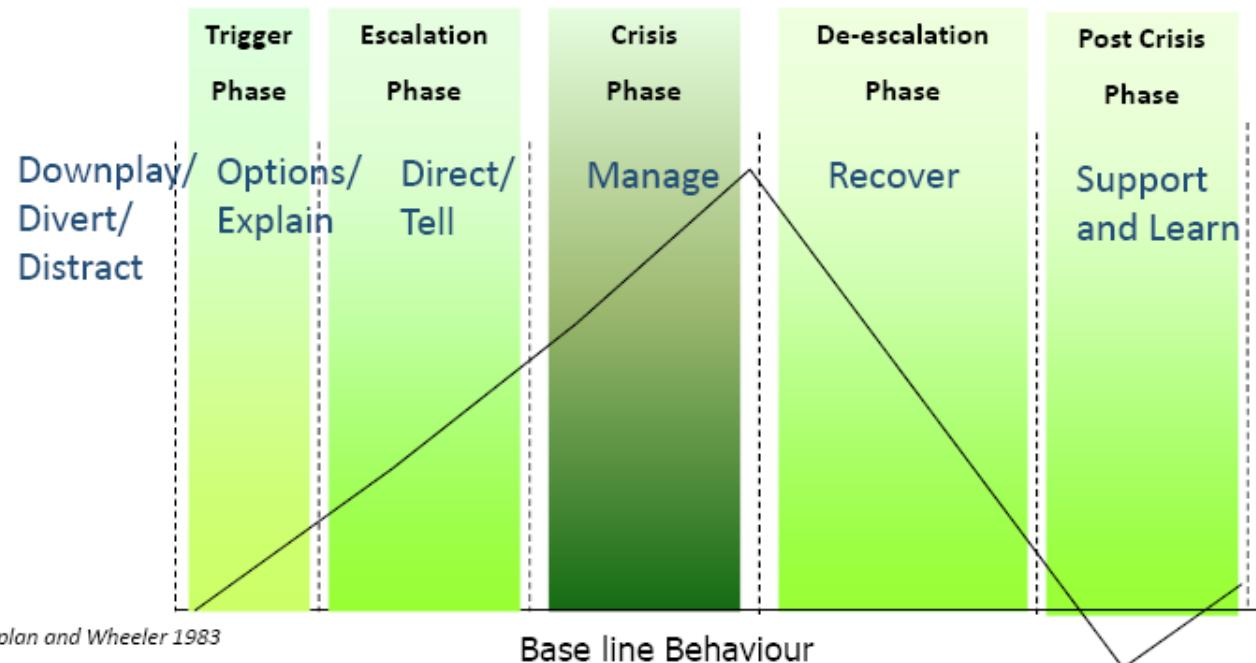
Formal:

- Record of Achievement / Progress files given to the family at the end of the year which contain evidence of achievement for each subject area in addition to enrichment achievements
- Progress evenings for parents and carers
- Presentation evening (biannually): a celebration of the year's achievements for both individuals and groups of young people
- Supported Transition days prior to moving into new classes. These include incoming students from other settings
- EHCP meetings
- Assembly: 2 assemblies for different age phases
- Student Voice meetings
- National projects such as BBC News Report (as the opportunity arises)
- Enrichment activities promoting social, moral, spiritual and cultural activities such as drama or music performances / art displays / achievements in after school clubs / interschool events / non-academic competitions such as fancy-dress winners for themed days / organising & hosting school fayres and coffee morning
- Acknowledgement of young peoples' achievements in the community such as TITAN (travel) training, karate, swimming, horse riding, raising money are recognised in assemblies and an annual award during Presentation Evening is allocated to acknowledge achievements within the community.

Natural Consequences of Challenging or High-Risk Behaviour

The principles of giving natural consequences relate to the intent and severity implicit in the behaviour and the young person's level of need. Further guidance can be found in the supporting information from Nottinghamshire Behaviour Support Service for the Kaplan and Wheeler Model for Classroom Intervention Model below (**Support** and **Engage** sections)

A Model for Classroom Intervention



Examples of Natural Consequences

Low Level	Medium Level	High Level
Change seating within the class	Making up time doing work missed	Internal exclusion
Minutes out of the class	Loss of break / lunch time	Fixed term exclusion
Loss of a desired activity/object for a short period	Loss of a responsibility	Permanent exclusion
Lack of a reward	Internal exclusion	Alternative Provision
Loss of free time	Parental involvement	Part Time Timetable
		Multiagency involvement

- *Out of school hours sanctions are not used. Complex transport and supervision arrangements have the potential to compromise the young person's safety.*

Prevention of negative behaviours is sought wherever possible. Natural consequences are put in place when this is not possible or when safety is compromised. As far as possible they are given:

- Immediately when the young person's safety, or that of other students, is at risk
- When a number of strategies have been attempted and where every chance has been given to choose a more positive option for the young person to acknowledge their own behaviour as far as possible

Restorative Practice

The Academy is committed to restorative practices in responding to behavioural issues and concurs with the view that it is a way of 'guiding behaviour that seeks to empower-rather than punish-young people' (*Julius Hinks: Academy Today, 2015*). The Centre for Social Justice Report suggests that this approach is being used by police, children's homes and children's centres, thereby providing a cohesive and consistent approach for our young people. The approach builds relationships, supports academic progress and prevents harm and conflict. The Academy seeks to deal with any unmet need in positive, communicative ways whilst robustly maintaining the agreed conditions of learning. The table below contrasts the traditional response to wrong-doing and the restorative justice approach:

Retributive Justice	Restorative Justice
The Academy rules have been broken	Someone's actions have harmed / affected someone else
Focus on establishing blame – who did it?	Focus on the problem –solving by expressing feelings and needs and how they might be met in the future
Adversarial relationship	Dialogue and negotiation, communication and co-operation
Punishment to deter or prevent	Reconciliation
Attention to right rules	Attention to right relationships
People are affected not necessarily involved	All concerned encouraged to be involved
One social injury replaced by another	Focus on repair of the social injury

Ref http://www.transformingconflict.org.org/Restorative_Justice_in_School.htm

As previously outlined, it is essential to look beyond the behaviour (the 'what') and seek the reason for it (the 'why'). Fundamental issues may be explored related to the young person's basic human needs. The **Hierarchy of Need** model (*Maslow, 1943*) is still used for this purpose. See *Appendix for further details*. A team approach is essential to gain a full picture of the nature of the unmet need. Parents and Carers are a vital part. As many of our young people are unable to communicate their needs, we are

committed to using a variety of strategies to gather as much information as possible in order to gain an informed approach. This can include observation of behaviour at different times of the day and with different subjects /staff, gaining perspectives of staff who work with the young person, use of augmentative communication aids, interrogating Behaviour and educational/health/care data.

In line with the Academy's Restorative Justice approach, staff are required to:

Respect	Be Responsible	Repair	Re-integrate	Report
Listen to and value other people's opinions	Take responsibility for own actions	Discuss and negotiate how any harm that has been caused might be repaired	Work through a process to solve a problem whilst keeping young people included and involved	Report factually and accurately using Bromcom MIS*

The restorative approach encourages the young person where possible to:

- Understand the impact of their actions
- See it as a consequence of choices they have made
- Decide how to put things right / enable better choices in future

Staff show young people that their behaviour can be separated from their identity as a person. They are taught that each day is a new beginning and are given every opportunity to address the above.

** Where there may be a Child Protection aspect to a behaviour, a referral form should be completed using My Concern.*

Expectations

High expectations ensure consistently good behaviour across the Academy where young people are safe and valued. We seek to ensure that parents, staff and young people are unreservedly positive about behaviour & safety. Our students' variety of SEND types and profiles is reflected in what is expected; expectations for significant groups / individuals vary according to the level of need. There are, however, common principles across the Academy. Our common expectation is based on **respect, support and consideration**. We:

- Are friendly and polite
- Move around the building carefully and quietly
- Follow directions from staff
- Help those in need
- Look after our own and school property with help
- Listen to others and allow others to speak with help
- Keep unhelpful hands, feet, objects and comments to ourselves
- Class rules are developed at the beginning of the year, or on entry to the Academy, based upon the above. Staff working with the young people discuss and invite contributions to the Academy rules.

Challenging Behaviour and Conflict

The Academy believes that preparation is key to prevention of conflict and challenging behaviour. Preventative practice is encouraged wherever possible. Examples of organisational, relational and teaching strategies are outlined in *Appendices p.19-21* which are used alongside the processes outlined in the Model for Classroom Intervention (see below).

Understanding Challenging Behaviour and Managing Conflict

The Academy upholds the view that when a young person challenges us, the outcome of the behaviour is usually determined by what the young person does (approx. 10%) and how the adult reacts (approx. 90%). We thank our staff for the high level of responsibility they take in the challenges of keeping the young person safe and in ensuring the safety of themselves, other adults and students, whilst de-escalating the behaviour. Staff's skills in managing this is crucial to successful behaviour and safety outcomes. Underpinning management of behaviour is the need for staff to be **consistent and calm**. Staff are supported to develop and maintain these skills through co-working with SLT and CPD.

Managing High Level Challenging Behaviour: Advice for staff

Most attention should be given to the prevention of conflict. However, it is acknowledged that prevention may not be possible. Occasionally students' behaviour may escalate rapidly to a high level of challenging behaviour. This is usually characterised by a complete lack of self-control, often with aggression towards people or property. This stage of behaviour relates to the pinnacle of the crisis and de-escalation phases. See Model for Classroom Intervention model below. The management of such a scenario is recognised as highly stressful for any individual member of staff. Actions need to be considered wisely and quickly. For this reason, **staff must not work alone**. Remaining calm is essential. Below is a guide to managing crisis situations effectively:

- Use a radio to call **SLT** immediately
- **Assess the situation in terms of risk**; if you, the young person or other people are at risk, remove yourself and the rest of the group from the situation.
- Remember that property can be repaired; **people are more important**
- Work alongside the member of SLT to **judge the situation** considering information in the Pupil Profile. If the student has an Interim Plan, Behaviour Plan or Risk Assessment, please also refer to these
- If you judge the young person to be at the height of crisis, **use minimum language**. Attempting to talk at this stage will only add to the confusion
- **Test de-escalation** by asking the young person calmly if he/she is ready to talk. If the reply is negative, walk away and try later. No other words are necessary
- If you judge the young person to be receptive to talking, use a calming voice to try some strategies: **Acceptance/affirmation of how the young person is feeling at that moment** ('I can see you're angry....'), **belonging/being valued as a person** ('I will wait until you're calm to talk') and **persuasion / voicing choices** they may not be able to articulate themselves ('If you choose to.....this will happen. If you choose to.....then this will happen'). The young person's processing abilities will be hampered, so remember to allow time for words to be understood. Keep your sentences short and to the point, paying special attention to **tone of voice and body language** as these, rather than words, will have the highest impact in crisis situations
- Ascertain the need/benefits/challenges for **physical intervention** alongside member of SLT. Give choices to the young person before this is carried out ('I will wait for an answer but I can't allow you to hurt yourself/others and I may have to hold you/call your parents/call the police.....') Physical Intervention should **always** be the **final option** and only if all other methods fail
- Work alongside the member of SLT to form a plan of action

Searching, Screening and Confiscation

Searching, Screening and Confiscation at school (2018) outlines that staff authorised by the Head Teacher can search a pupil for weapons without consent, using

force if necessary. The guidance is that the member of staff must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched. *We would expect the use of force to only be an absolute final action if we felt the child or others were at risk of serious harm.

High-Risk Confiscation of Dangerous Objects:

- Where possible, the Academy will focus on calming the perpetrator and ensuring all other students and staff are safe. This may involve moving classes/individuals away from the situation. At least one senior member of staff must be present.
- Staff in situ will initially ask the perpetrator if he/she could show us the contents of their bag / pockets.
 - If the perpetrator is compliant, at least one other member of staff must be present as a witness. The staff who is searching will tell the student what he/she is doing at all times and will remain calm. They will be the same sex as the Perpetrator. They will praise the perpetrator for their compliance. There may or may not be opportunities to get the bag out of the room to search. An in-situ risk assessment will be done by a senior member of staff
 - If police are called, the role of the staff is to maintain calm. The police will lead when they arrive at the Academy.

Harmful Sexual Behaviour

Context

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that **all** victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBTQAI+ children are at greater risk.

Staff should be aware of the importance of:

1. challenging inappropriate behaviours;
2. making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;

3. not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys'; and
4. challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment?

Sexual Violence

It is important that school and college staff are aware of sexual violence and the fact that children can, and sometime do, abuse their peers in this way and that it can happen inside and outside of school/college. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not believe that B consents.

Assault by Penetration: A Person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault).

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Further information can be found at Rape Crisis England & Wales – Sexual consent.

It is important to remember that:

1. a child under the age of 13 can never consent to any sexual activity;
2. the age of consent is 16;
3. sexual intercourse without consent is rape.

Sexual Harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

1. sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
2. sexual ‘jokes’ or taunting;
3. physical behaviour, such as: deliberately brushing past someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
4. online sexual harassment. This may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - o consensual and non-consensual sharing nude and semi-nude images and/or videos – taking and sharing nude photographs of under 18's is a criminal offence;
 - o sharing of unwanted explicit content;
 - o upskirting (is a criminal offence);
 - o sexualised online bullying;
 - o unwanted sexual comments and messages, including on social media;
 - o sexual exploitation; coercion and threats.

Up-skirting

The Voyeurism (Offences) Act 2019, which is commonly known as the Up-skirting Act, came into force on 12 April 2019. ‘Up-skirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is incredibly important. How the school or college responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to come forward. Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours can actually lead to a culture of unacceptable behaviour.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Any child will be listened to and supported by experienced and trained safeguarding staff. All staff should report any concerns to the Designated Safeguarding Lead as soon as possible.

All DSL's and Deputy DSLs should be familiar with Part 5 of Keeping Children Safe in Education (2023). The Trust will support with any sexual violence or sexual harassment concerns following Trust and Government Guidance.

Harmful Sexual Behaviour (HSB)

Children's sexual behaviour exists on a continuum, ranging from normal and developmentally expected, to inappropriate, problematic, abusive and violent.

Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage.

HSB can occur online and/or face to face and can occur simultaneously between the two.

All HSB should be considered in a child protection context.

The DSL and Deputy DSLs should have a good understanding of HSB and ensure that all academy staff have received training at an appropriate level to their role within the academy.

Mobile Phone and Smartwatch use

At Foxwood Academy, we aim to create a calm, focused, and safe environment where all students can learn effectively without unnecessary distractions or concerns about privacy. To support this goal, the use of mobile phones, smartwatches, and similar devices is regulated throughout the school day. This practice aligns with our **Behaviour Management Policy** and government guidance on mobile phone usage in schools.

Mobile Phones

1. Expectations:

- **Students must hand in their mobile phones** at the start of the school day. Devices will be securely stored and returned at the end of the day.
- Mobile phones are not permitted to be used during school hours, including breaks and lunchtimes.

2. Reasons for this Policy:

- **Preventing distractions:** Mobile phones can interrupt learning and reduce focus during lessons and other school activities.
- **Safeguarding and privacy:** Phones with cameras and internet access pose potential risks related to online safety, privacy violations, and cyberbullying.
- **Encouraging social interaction:** Removing phones encourages face-to-face communication and engagement with peers.

3. Sanctions:

- If a student is found using a phone during the day, staff have the right to confiscate the device, which, if the issue continues, will only be returned to a parent or guardian.

4. Roles and Responsibilities:

- **Students:** Follow the rules and respect the policy.
- **Parents/Carers:** Support the school by ensuring children understand the policy and hand over their phones as required.

- **Staff:** Enforce the policy consistently, provide secure storage for devices, and address breaches appropriately.

Smartwatches and Other Devices

1. **Usage:**
 - Smartwatches may be worn but must have their phone, messaging, and camera functionalities **disabled** during school hours.
 - Any misuse of smartwatches (e.g., using them to text or take photos) will result in similar sanctions to those for mobile phones.
2. **Failure to Comply:**
 - Repeated breaches of this policy may result in a total ban on such devices or require all devices to be handed in at the start of the day and kept turned off.

Managing Staff and Student Accidents, & Injury and Near-Miss

Students

When students have an accident / are injured, a First Aider is called to ascertain its nature and extent. The First Aider will direct next actions which may include immediate remedies such as plasters / ice packs or for more serious injuries, visits to GP or A&E for example. All injuries are recorded on our first aid and accident software. A member of staff will communicate with parents / carers to alert them to the injury. Witness statements may be taken from students and staff to ascertain the facts around the incident. If the accident or injury was as a result of a negative behaviour, the incident is analysed and discussed by the class team and may involve Phase Leaders and/or Behaviour Lead. This usually means that something 'different' needs to happen to avoid a repetition of the behaviour and an intervention is required.

Staff

When staff have an accident / are injured, a First Aider is called to ascertain its nature and extent. The First Aider will direct next actions which may include immediate remedies such as plasters/ice packs or for more serious injuries, visits to GP or A&E for example. Staff record details on our first aid and accident software which is then discussed, completed and checked by SLT. The risk level is identified. If it is low, the incident is discussed and strategies discussed to avoid re-occurrence. Behavioural strategies are very often implicit in the precursor to the accident/injury and future actions/amendments to approaches are discussed during this meeting. The risk of further occurrences is assessed. In a minority of cases, a high-level risk has to be reported to RIDDOR.

There are Near-Miss protocols in place where equipment has caused an incident but, on those occasions, neither staff nor students were hurt. These incidents served to look at the equipment and procedure and put measures in place to ensure there would be no future injuries. For this reason, staff are required to complete a Near Miss form when applicable.

Due to heightened risk factors the following procedures are in place where bodily fluids may from 2 individuals mix. The Academy holds up-to-date medical information for all students. However, to ensure safety for all, the following arrangements are in place:

An adult who receives a bite and whose skin is broken: The First Aider treats the wound and instructs the individual to see the GP as soon as possible to check for potential infection

An adult who receives a bite and whose **skin is not broken**: The First Aider treats the wound and asks the individual if they would like to see the GP to check for any potential infection.

A student who receives a bite and whose **skin is broken**: The First Aider contacts parents/carers and instructs them to see the GP as soon as possible to check for potential infection. Staff at the Academy may support the family to do this in some circumstances.

A student who receives a bite and whose **skin is not broken**: The First Aider treats the wound and contacts the parent/carer to let them know they may choose to see the GP to check for any potential infection.

Infection Control

Exposure to infection may arise from a number of situations including contact with people with diseases such as Diphtheria, TB or MRSA, bodily fluids and contaminated surfaces. The Academy takes measures to manage infection by:

- Producing Risk Assessments to identify tasks or situations that may expose individuals or groups to potential infection
- Identifying, plans and implements controls and safe systems of work to prevent transmissions of infection
- Providing information, instruction and training to those identified at risk
- Where required, providing personal protective equipment (PPE) and monitor its use and maintenance
- Organising for the safe cleaning of equipment and any spillages through appropriate disinfection and thorough cleaning methods
- Arranging the safe disposal of any infected materials including sharp objects through PHS
- Adopting good hygiene practices

Mediation

Mediation is recognised as an effective approach in some circumstances where two or more students believe the other(s) is (are) the cause of the problem. The mediator remains impartial and helps both students articulate how they feel, how they have been affected and to listen to other point(s) of view. The emphasis is on using a controlled environment to encourage students to be self-aware, consider impact of behaviour on others and most importantly, working towards a shared way forward. On occasions, external services may be involved such as the Community Liaison Police Officer if it is deemed appropriate.

Physical Intervention

Use of Safe Spaces; High Level Need

On occasions a few of our students can display high levels of emotion which can lead to unsafe behaviour such as uncontrolled aggression towards themselves and/or others. Safe spaces can be defined as a secure area in any part of the Academy, inside or out. The boundaries of the Academy are secure. For such occasions there are 3 identified safe spaces in the Academy which may be used as a safe space to calm. *Outside*: The playground. *Inside*: The soft play area or [the intervention rooms in the library building](#). Staff who supervise these areas ensure they are clear of objects which could harm the student or others (if potentially thrown, kicked, broken etc). In the case of the outside space, they ensure that classroom windows are closed. If appropriate, shutters may also be drawn down. Staff stand at gateways to observe the student and ensure they are safe. They remain calm and judge when to engage and not to engage with the student in order to aid de-escalation. Senior members of staff help to ascertain a strategy for de-escalation alongside the member of staff who has the most knowledge and understanding of their individual need. Please refer to *Managing High Level Challenging Behaviour* below. **The Academy is clear that these safe spaces are not used as a disciplinary measure, rather they provide the student with a space for de-escalation purposes.**

Internal Exclusion – note re DfE Behaviour & Discipline in Schools Jan 16

Seclusion / isolation rooms 42. Schools can adopt a policy which allows disruptive pupils to be placed in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation rooms. If a school uses seclusion or isolation rooms as a disciplinary penalty this should be made clear in their behaviour policy. As with all other disciplinary penalties, schools must act reasonably in all the circumstances when using such rooms (see paragraphs 14 and 15). Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

Locks and securing rooms:

Some classrooms in the academy are equipped with hand-turn locks at the top of doors or security code entry locks above the handles, such as in the sensory play area and intervention rooms. These locks are used for the following reasons:

1. On rare occasions, a child showing signs of dysregulation outside of a classroom may attempt to enter the room to cause harm or damage. In such cases, the door may be secured from the inside to prevent this.
2. Occasionally, some children may try to leave the room without permission. This could happen during a primary pathway one lesson with continuous provision or if the child has a tendency to run through the academy. While the class team always prioritises strategies to prevent such incidents, there are times when the room may be secured using the hand-turn lock to ensure safety. The lock is a learning resource that is likely to stop being used after a short period of time.
3. Occasionally, a child or young person may become violent towards other children or staff members. If de-escalation attempts have failed and physical intervention poses a risk, the child may be moved to a more secure area, such as the sensory play area or intervention room. In exceptional circumstances, the lock may be used,

but a staff member will remain with the child at all times. They will continue to use de-escalation techniques to ensure the door is opened as quickly and safely as possible.

Use of Safe Spaces: Medium/Low level Need

- Staff use professional judgement to encourage young people to use safe spaces when he/she struggles to regulate themselves. Some young people need this daily as part of their regular routine in order to start the day calmly. If using safe spaces is part of the behaviour plan in their Pupil Profile, it is wise to prepare the student by identifying their preferred spots whilst they are calm. They need to negotiate and agree to the conditions of the using the spaces, with specific details regarding timings etc. Adults must ensure this is adhered to.

Physical intervention, restraint or restrictive practice

Physical intervention or physical restraint is only used as a final action when behaviour has reached crisis point and behaviour is putting the child or others at risk of physical harm. Staff should always be able to demonstrate that other strategies have been tried before any physical intervention (unless the action is taken in an emergency, such as preventing a child jumping into a road)

The language of physical restraint can sometimes be confusing and misleading. An action is described as 'physical' once a child had been physically touched. An intervention may be a hand over hand, or simply a light touch. A restraint may require more explicit action such as a seated hold. Restrictive practice may cover both and include interventions that are not physical.

Staff receive annual training by certified trainers, this training is BILD (British Institute of Learning Disabilities) accredited and clarifies which restrictive practices are allowed and not allowed. Staff are assessed as 'competent' to use particular types of restrictive practice, but are fully trained in de-escalation techniques and why and how physical intervention or restraint are only ever a last measure. Any use of physical intervention or physical restraint is recorded on the schools Bromcom system including the duration of the incident and how long a child is restrained. The Headteacher, behaviour leads and phase leaders receive this information and act accordingly. As described above, staff will unpick behaviours in order to review their own actions. This may be supported by members of SLT/MLT in a process of reflection and debrief.

Class based staff are trained alongside all MLT and SLT. Regular school supply staff may also be trained. All training in physical intervention and restraint covers the dangers of restrictive practice.

Organising, Judging and Measuring Behaviour

Management of groups' behaviour

Data from the Bromcom MIS informs the Academy about incidence and use of physical intervention or restraint. Phase Leaders collate behaviour incidence numbers. They inform staff in their department and share their data with SLT every 4 weeks (formally). The data is used to highlight issues and inform strategy for significant groups and individuals.

Management of individuals' behaviour

Individual incidents are dealt with quickly and effectively. Behaviour over time is monitored using incident data. A number of systems / interventions are used as appropriate to reflect the differing nature and stage of the behaviour:

- **Pupil Profiles** contain a behaviour plan for individual students.
- **Strategy meeting:** Staff will utilise an evidence-based approach which is advocated by Nottinghamshire County Council Educational Psychology Service: Solution Circles. This is a collaborative and supportive approach to developing responses and strategies to support an individual student's behaviour. The process is also used to debrief staff and reflect on actions taken
- **Interim Behaviour Plan:** This is a bespoke plan to address specific behaviour(s) which are **unusual** for that particular individual and untypical of those found in the young person's Pupil Profile. It includes a description of the young person's behaviour and the possible reasons for it, targets for improvement, details of staff involvement, support strategies, parent/carer involvement and review dates. It is a short-term measure containing SMART targets with a timed element to achieve its outcomes. Staff reserve the right to develop Interim Plans without parental permission. It is expected however, that information and parent/carer opinion is sought as a matter of routine and that behaviours within the Interim Plans are discussed and reviewed with parents/carers for its duration.
- **Risk Assessments/Behaviour and risk profile:** Where a behaviour is deemed to compromise the safety of the individual and/or others, a Risk Assessment needs to be written, discussed and agreed with the young person and parents/carers. This will identify the potential risks, preventative measures and actions in detail.
- **Mediation:** See details above
- **Informal Mentoring (tea and chat) Sessions:** This may be offered on a need's basis by members of staff. The teacher - student trust and relationship offers opportunities for discussion informally.
- **CPD** - There are regular discussions regarding behaviour with groups (behaviour staff meetings) and individuals (incidents/data follow up). Opportunities for CPD are available via courses and conferences across the country. For the latter option, all requests for courses are subject to SLT approval in order to ensure entitlement and parity. SLT ensure courses are aligned with AIP priorities.
- **EHAF:** This is a forum to include parents/carers, the Academy and other appropriate external services. When behavioural and/or care issues persist despite exploration of different strategies, or become more wide-spread (this may include difficulties at home), or a situation seems out of control, a greater multi-agency approach may be appropriate. Services have a legal duty to follow up issues and actions identified in the EHAF, which explores all aspects of the young person's school and home life. The lead professional is usually the Academy's Head of Care or Assistant Headteacher. It is likely that students requiring an EHAF have more complex needs in behaviour and/or care.
- **Behaviour Multi-Agency Meetings:** Meetings involving a dual care/behaviour aspect are likely to be held via EHAF (see above). Meetings involving the Academy's in-house specialists (SALT, OT, Physio, and Nurse) are held regularly with the relevant staff who then liaises with staff regarding any implicit **behavioural** issues. Meetings for behavioural issues can involve external specialist teams such as CAMHS or Social Services. However, Academy staff are able to access specialist staff for advice and strategies for students in all Tiers. All requests for these services are made through a referral system which is managed by the Head of Care.
- **CIN, LAC, PEP, CP Meetings:** Behaviour can be a key issue.

Monitoring Behaviour and Accountability

Ongoing

Behaviour & Attitudes identified and monitored in SEF and AIP (Behaviour Lead & Head Teacher)

- Annually
1. Internal behaviour learning walks/spot checks around the Academy (Behaviour Lead and Phase Leaders)
 2. Pupil Profiles completed for each student during the first half of the Autumn Term
 3. Identification of behaviour trends over the year (Behaviour Lead)
 4. SEF update (Behaviour Lead)

Termly

- Head Teacher's report; key data for significant groups (Behaviour Lead)
- LA; Monitoring Meetings, behaviour, health and care needs (Behaviour Lead, Head Teacher, LA, Educational Psychologist)
- Behaviour staff meeting for updating staff, behaviour planning and monitoring (Behaviour Lead)

Daily/weekly:

Behaviour Incidence

- Tracking of behaviour incidents for individuals using the Bromcom MIS (Teachers, Phase Leaders, Behaviour Lead)
- Identification of barriers and interventions for individuals (Teachers & TA's, supported by Phase Leaders)
- Behaviour interventions to address a need when the student is off-baseline (Teachers & TAs supported by Phase Leaders)
- Tracking of individual targets year-on-year (Behaviour Lead and Phase Leaders)

Bromcom Communication Systems

- Behaviour Lead and Head Teacher receive all notifications as described below. Behaviour Lead monitors behaviour across the Academy
- Phase Leaders receive all behaviour slips and monitors behaviour across their own Key Stage
- Tutors receive and respond to behaviour slips for the students in their class in liaison with support staff
- E-Safety Lead receives all concerns pertaining to e-safety, monitors and advises across the Academy
- Head of Care monitors issues arising from behaviour, Care and For Information reports across the Academy in consultation with the medication coordinator if appropriate

Please note that all Child Protection issues are recorded on a separate safeguarding system, Safeguard My School on Provision Map. Please refer to the Child Protection and Safeguarding Policy.

Links with Home: Supporting Families

ESFLO: -The Engagement, Safeguarding & Family Liaison Officer has a pivotal role in supporting families. She supports those who often struggle with behaviour and care needs in addition to working very closely with external services. Referral systems are managed effectively to prioritise and utilise health and care professionals' expertise for our young people. The ESFLO attends some meetings with outside agencies and liaises closely with the Behaviour Lead / Senior DSL in behavioural and safeguarding issues.

Communication: Families communicate with the student's tutor or TA in the first instance regarding behaviour, safety and care. Liaison with the tutor will clarify preferred methods of communication. Planners are used as a standard method of communication in which both staff and families can write daily comments/messages. The Academy's policy is that **all entries in planners should be positive**. Any negative issues should be discussed, preferably face to face / by phone in the first instance, or by email. Communication may extend or escalate to Phase Leaders, ESFLO or Behaviour Lead. On occasions, some families communicate directly with the Deputy Headteacher or Headteacher. The Foxwood website holds a wealth of information and opportunities to communicate with the Academy for parents/carers.

Attending Meetings: Families are welcomed into the Academy for events and meetings. They are invited to a number of formal meetings such as Progress Evening, Meet the Team, Activity Week preparation, along with more informal Fayres, Coffee Mornings, Sports events, plays and productions.

Parents and Carers as stakeholders: Families can tell us a lot; it is essential to gain their views on the effectiveness of behaviour and safety in the Academy. Parent surveys are sent to parents for feedback, usually annually.

Making a Complaint: There is a procedure regarding complaints. Details of this can be found in the [Comments, Compliments and Complaints policy on the website.](#)

Safety (including e-safety): Please refer to [Safeguarding, E-Safety, Health and Safety policies on the website](#). Safety/ Safeguarding remains paramount to all staff within the Academy. Where there are concerns, SLT are alerted immediately verbally or via Bromcom incident reports. Incidents/issues are discussed and strategies are put in place promptly and effectively.

Attendance: There are procedures in place to monitor attendance issues, such as persistent absenteeism, unauthorised attendance. Please refer to separate [Attendance Policy](#).

Prejudice-Related Incidence: The Academy takes very seriously any prejudice-related behaviour. These are recorded on Safeguard My School on Provision Map. The Academy recognises the requirement to record all sexually-related incidents while responding proactively with a zero tolerance stance. We strive to ensure pupils feel safe and happy where bullying is not tolerated. We do not condone unkind or cruel behaviour but recognise that not all hurtful behaviour is bullying and can be confused with relational conflict. All incidents are investigated rigorously, monitored and recorded.

Extremism, CSE, Prevent: Tackling emerging threats to children is taken very seriously. The Academy pays due regard to the prevention of families being drawn into terrorism in line with Section 26 of the Counter-Terrorism and Security Act 2015. Staff have received ongoing annual training on the above and we are committed to increasing staff awareness and vigilance in identifying behaviours which may suggest evidence of these areas. The Academy buys into the TECT team's service who provide bespoke to individuals and groups across the Academy as appropriate to meet need. These areas are incorporated in to the curriculum.

British Values / SMSC: The Academy supports the moral development of its young people by encouraging them to recognise the difference between right and wrong and for most students, understanding consequences of behaviour and actions. In all aspects of Academy life, students given many opportunities to use social skills in different contexts and for variety of purposes which will embrace others with alternative religions, ethnic and socio-economic backgrounds. The Academy is committed to providing our young people with the ability to resolve conflicts through restorative justice practices whilst engaging with the fundamental British values of democracy, individual liberty, tolerance and mutual respect. Staff provide very good role models in their professional standards in all of their work. The Academy is steadfast in its pursuit of high standards and expectations in both learning and behaviour which has helped create a positive, thriving culture.

Completion of Work: Students are expected to complete their work. They will be asked to catch up in an appropriate way if delay is due to behavioural incidence. The teacher will judge what is appropriate. This may include break times or homework. The Academy's Senior Teacher oversees work scrutiny and ensures high standards of work and marking are maintained.

Behaviour for Learning: The Academy promotes active behaviour for learning and positive attitudes to learning in the classroom and questions passive behaviour. This is reflected in lesson observation feedback. Students are expected to display a love of learning.

Conduct and Attitude: The Academy highly values young people's pride in their Academy. Observation of their behaviour outside of lessons also informs judgement. The Academy strives to educate students on how positive attitudes and behaviour can contribute to school life, adulthood and work.

Improving Behaviour over Time: This remains a major strategy within the Academy for identifying patterns, trends and improving behaviour of individuals and groups over time. Students have individual targets year on year. The need for interventions is identified and implemented quickly. There are a number of interventions that can be used depending on the need of the individual (See *Managing Individuals' Behaviour* above). A more robust system is in place for our students with the highest level needs; Specialist Provision Group. The Academy works closely with parents and carers to ensure clarity and consistency for our students. Our Head of Care organises internal and external support around the family.

Short-term Exclusion: Exclusion is only used as a final action and almost always involves a serious compromise of safety. SLT liaise closely with relevant staff and ascertain a full picture of what has occurred. Students and staff are asked to provide witness statements. This is discussed and thoroughly investigated before taking the decision to exclude. Parents / Carers are informed before the end of the day of the exclusion and are informed of the time and date of the re-admission meeting. This is in order for the student to be re-admitted into the Academy.

Mental Health:

- Our Mental Health Lead is Angie Potter (ESFLO)
- Many of our students have sensory needs which can affect behaviour. This can take the form of sensory-seeking, under or over sensory stimulation. It is usually related to anxiety and there is a high correlation to students with ASD. The Academy offers sensory assessments and programmes through our Occupational Health Service. Resources are provided and Teaching Assistants are taught to deliver the programmes which are then monitored and reviewed by the OT. The Academy also offers input from the Physiotherapist who provides a similar service for exercise programmes.
- **Emotional Support:** For a minority of students whose social and emotional needs are such that they are unable to function in the usual class setting, opportunities are provided for 1:1 sessions with a chosen adult. This is likely to be (but not always) the Teaching Assistant within the tutor group as they have the most positive relationship with the student. The venue is chosen by the student. Arrangements are bespoke to the individual.
- **Social:** Play areas such as Soft Play are sometimes used to create play situations to enable social interaction with adults and/or peers.
- **Counselling:** The Academy employs external counsellors for individuals (e.g. CASY)
- **Therapy:** The Academy offers a variety of internal and external therapies **such as Talking and Drawing, Lego Therapy, Pow Play Community Police, TECT Team (NCC)**
- **EHAf:** Mental Health needs can be identified through the EHAf process.

Recording System

Digital Systems

All behaviour incidents are recorded digitally on to the Academy's management system, using Bromcom. Slips are created for separate incidents on which behaviour type, actions and outcomes are recorded, records of physical interventions and intent and severity levels are also recorded. Data may be retrieved for aspects of individual or group behaviours and behaviours over time. All staff are expected to use the system to record and action behaviour incidents. There is also a separate system for Safeguarding ; Safeguard My School on Provision Map which is sometimes used to cross-reference with behaviour when applicable.

CPD

The Academy is committed to providing CPD for staff in order to secure up-to-date knowledge and understanding of behaviour.

In-house training

- There is compulsory annual training for all staff for physical restraint and intervention. External safeguarding training is compulsory every 3 years for all staff. This is complimented by termly in-house safeguarding updates for all staff
- External training for individuals is available by request, monitored by SLT to ensure adherence to the AIP

Opportunities for behaviour responsibilities

- Opportunities to take on responsibility for areas of behaviour are offered. Currently in place: Behaviour Data Manager, Lego Therapy, Talking and Drawing, CBT and Intervention Tutors

Examples of Other Relevant Academy Policies

Health & Safety

Anti-bullying

Attendance

Child Protection & Safeguarding

E-Safety

Comments, Compliments & Complaints

Acceptable Use

[Please refer to related policies listed in the Child Protection & Safeguarding policy](#)

References

- Keeping Children Safe in Education September 2023
Education Acts, HMI Government, 1996 & 2002
Children and Families Bill, HMI Government, March 2014
Preparing for Adulthood (Pathfinders) DfE, 2015
School Inspections Handbook Ofsted, 2019
Behaviour & Discipline in Schools: Advice for Head teachers and School Staff, DfE,
www.transformingconflict.org.org/Restorative_Justice_in_School.htm
www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc

Glossary

To list:

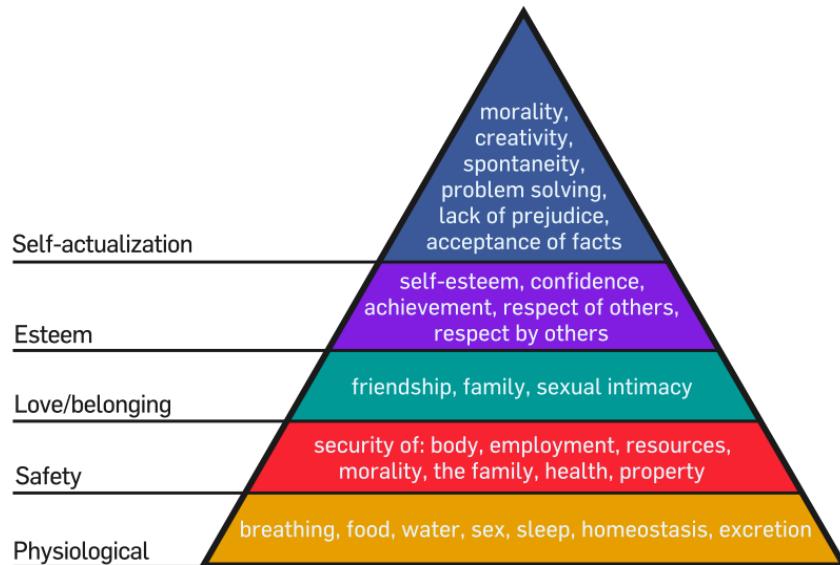
Stakeholders

Significant Groups: *significant groups are identified as young people with a particular circumstance/status (e.g. Looked after Students) or with a particular SEND type (e.g. ASD)

AIP	Academy Improvement Plan
ASC	Autistic Spectrum Condition
CIN	Child in Need
CP	Child Protection
CPD	Continuing Professional Development
CSE	Child Sexual Exploitation
EHAf	Education & Health assessment Form
EHCP	Education, Health & Care Plan
FGM	Female Genital Mutilation
LA	Local Authority
LAC	Looked After Children
NCC	Nottingham County Council
OT	Occupational Therapy/Therapist
RAG	Use of Red, Amber & Green colours to indicate progress
SALT	Speech & Language Team
SEND	Special Educational Needs and Difficulties
SLT	Senior Leadership Team
SMSC	Spiritual, Moral, Social & Cultural
TA	Teaching Assistant
WAM	Worth a Mention Reward System
Bromcom	Management Information System
Co-Regulation	Managing behaviour with the help of an adult
High Profile Students	Students whose behaviour is causing concern (and who have high numbers of incidence)
Physio	Physiotherapy/Physiotherapist
Pupil Profile	Information sheet and Behaviour Plan for each individual
Risk Assessment	Detailed plan to manage risk for individuals
Self-Regulation	Ability to manage own behaviour
Student Voice	Student Council

Appendices

Maslow's Hierarchy of Need:



The unmet need may take many forms as in *figure 1* below. In line with Maslow's theories, the Academy recognises that the basic lower level needs have to be addressed and satisfied before progressing on to meet higher level growth needs. As educators, this is particularly relevant with regard to ultimately developing employment skills, independent living skills, friendships, relationships and a sense of community (*Preparation for Adulthood.....2014*). For a variety of reasons, many of our young people experience significant deficiencies in the lower levels of need. The Academy seeks to enable our young people to create their own social and emotional 'toolkit' with which to prepare for adulthood.

Managing Conflict & Challenging Behaviour

The following outlines suggestions to support students in crisis:

Relax & Neutralise	Explain & ask	State What You Want	Prompt & Gesture
Create a stimulating environment to nurture engagement and interest. Encourage calm sense of community, using nurturing approaches within the class whenever possible	Explain that you can see / have noticed something is not quite right. Ask them if they need anything / if they want to talk to you/another adult. Any action at this stage needs to be followed up quickly. If adults are unable to respond immediately, explain this to the young person and name a time when this will happen and with whom	Name the desirable behaviour and explanation of why, helping the young person to understand the benefits of conforming	The way adults communicate with our young people is at the heart of successful relationships. Be aware that non-verbal communication and tone of voice constitutes 93% of what is communicated to the young person. (e.g. calm tone pace, volume and intonation to balance angry tones from the young person, standing a short distance away to minimise anxiety). Use teacher judgement to decide how much talking is needed. In the case of students with ASD, language should be kept to a minimum

Know and understand individuals' potential triggers referring to relevant sources (e.g. <i>pupil profile, (EHCP; All About Me), recent history, health reports, Risk Assessments</i>)	Clear expectations; ask young people to be fully involved in creating class rules. Ensure they are explained, agreed and understood and that they are displayed in the room	Explain what will happen if the young person does not conform to the behaviour. There may be several stages to this which should usually be communicated one stage at a time	Use of prompts such as Now....Next boards, social stories, timers, appropriate in-class systems. Use of gesture where language is less appropriate e.g. pointing, use of photos & pictures, signing
Suitability of environmental factors (e.g. seating arrangements, proximity to the teacher / whiteboard, access to resources, group composition, room suitability)		Notice positive behaviours and use praise for this profusely in order to help re-balance the young person's self-image and encourage good choices. This may require some detective work! (e.g. <i>finding a positive in what looks like a negative behaviour such as noticing a student sitting on their seat for 2 minutes</i>)	Allow time for the young person to process information & instructions
Access – communication & augmentative equipment/methods (e.g. <i>Signs, symbols</i>), opportunities for movement within the class when appropriate. Acknowledge that some students, particularly in Tiers 2&3 may need alternative arrangements to meet their social & emotional needs, e.g. personal workstation, alternative curriculum		As many of our young people are unable to read adults' faces, our implicit messages are often lost. Visualising what it is that adults want, or options/choices help to remind the young person of them and encourages easier processing	

Relax & Neutralise	Explain & ask	State What You Want	Prompt & Gesture
		Use of embedded commands such as ' <i>It would be a good idea to finish your work</i> ' rather than ' <i>You need to finish your work</i> '. For some students with PDA traits, it can be useful to use humour alongside turning a command into a challenge, e.g. ' <i>I bet you can't do 5 sentences before the end of the lesson</i> '. For some students (particularly those with echolalia), it's useful to say what you expect rather than telling them to stop doing something, e.g. ' <i>Walk in the classroom</i> ' rather than ' <i>Stop running</i> '	
Use of presupposition can be successful in some scenarios; this is a way of guiding the young person subliminally by praising an action you expect them to do before they do it, e.g. ' <i>Well done for sitting down</i> '. A young person who had no intention of sitting down may suddenly find themselves doing it because they have been led to believe they have already agreed to it, or because they are			

receiving praise at the start of the interaction so they may enjoy the positive feeling it brings to do it. In the case of students with ASD, the use of '(student's name), sit, chair' may be more effective			
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Option to Act	Nurture Recovery	Support	Engage
Verbalise the options for the young person paying attention to non-verbal communication. Use techniques outlined in Prompt & Gesture above. Move on to Nurture Recovery if this is successful	Avoid taking insults personally. Depersonalise wherever possible, so that the young person understands their behaviour is separate from him/her as a person	In the majority of cases, the incident should be followed up with the student to aid understanding and self-awareness. Ideally this follows on naturally from the Nurture Recovery process or in some cases, the post-crisis stage may take days before equilibrium is restored. Staff should use their professional judgement to decide if, when and how this should be addressed. It will usually be carried out by tutor teams but SLT may be involved. It is a difficult 'call' as usually, staff are advised to talk about an incident whilst it is fresh in the young person's mind. However, if they are still too angry to rationalise, support will not be effective and the overall outcome, negative. There is a minority of students for whom addressing the incident afterwards is inappropriate. These students are likely to be on the ASD spectrum	A 'new beginning' approach is essential and the young person will need reassurance that he/she is valued and accepted. Staff tell the student that every day is a new start. Expectations are reinforced and the young person is encouraged to talk through any worries or concerns. This may involve 1:1 time. Consistency of approach is very important at this stage to maintain recovery and re-engagement
If the above is unsuccessful and the behaviour escalates into a situation where self-regulation has completely broken down, please refer to the guidelines for staff.	Calmness and kindness are key factors in the de-escalation process. The young person is often panic-stricken, fearful and confused. They are looking for the adult to be consistent and calm. It is important for the adult to be honest, firm and fair in order to reinforce consistency. It is in the way this is communicated which will ensure the outcome	Consideration of the 'how, what and why' leading up to the incident is needed. This is most effective if there is discussion between all staff involved. It often needs 'unpicking' until a full picture is formed. Patterns and triggers should be identified and steps taken to avoid a repeat of the behaviour. The student's mood, present health & care needs, classroom organisation, curriculum, learning needs, relationships with both adults and students all need to be considered	Confidence may need to be re-built. This may require different arrangements e.g. working with a smaller group of students supervised by a member of staff / being trusted with a small responsibility. Incentives for task completion may also be used to see the outcomes of good behaviour
	There are published resources available within the Academy such as Emotions Diary and Managing Anger. Staff will use their professional judgement in their use. These resources are designed to help the young person to either understand or gain greater self-awareness of their actions	If there is a sanction, this needs to be carefully and supportively explained to the student. The sanction should be chosen which is appropriate to the level of behaviour, designed to enable the young person to reflect and make better choices next time. If parents or other services need to be involved, the student needs to understand what is going to happen and why. Academy and class rules should be referred to where appropriate to reinforce understanding of community	Staff should discuss the incident with other students who have witnessed it. The approach should be honest and supportive to all, encouraging the students to understand how their peer finds some things difficult. It is important to acknowledge that the young person will need support from all.
	There are a number of options available to further nurture and support students. Staff & SLT will use their professional judgement to use these. See page...Managing Individual Behaviour	If this is a one-off incident, staff should take actions identified in their post-incident discussions and monitor future behaviour closely. The incidents need to be recorded on Bromcom with as much detail as possible. This should include triggers and accurate recording of any physical intervention	Staff should be vigilant in identifying needs of other students who may have been affected by the incident