Behaviour policy and statement of behaviour principles

Foxwood Academy

Approved by:	Headteacher Pupil & Curriculum Governors Full Governing Body	**Date:** November 2026
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1. Aims

This policy aims to:

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

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**, presenting demands on our young people as **warm demands** and regarding **behaviour as likely to be a communication of an unmet need**.
- 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
- 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

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 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.

2. Legislation, statutory requirements and guidance

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

- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Restrictive interventions, including the use of reasonable force, in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

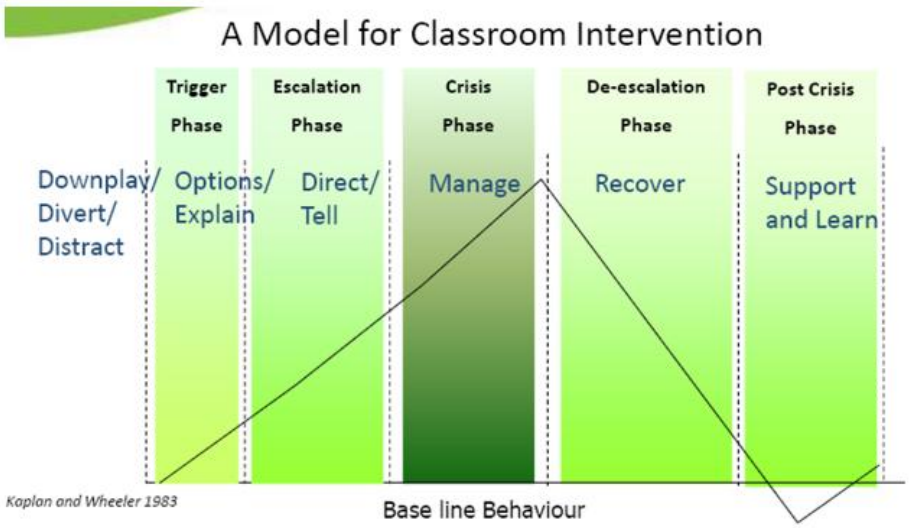
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy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

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

3. Definitions

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. All staff share a commitment to ensuring that physical intervention 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.

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. Class 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

Challenging or high-risk behaviour is defined as:

- Repeated breaches of the school rules
- Any form of child-on-child abuse, including but may not be limited to:
    - Bullying
    - Abuse in intimate personal relationships between children
    - Physical abuse
    - Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
    - Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, physical behaviour, and online sexual harassment
    - Causing someone to engage in sexual activity without consent

- Upskirting
- Initiation/hazing type violence and rituals

- Misogyny/misandry
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - E-cigarettes or vapes
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
    - Unauthorised use of mobile phones or smartwatches.

4. Bullying

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy on the academy website.

5. Roles and responsibilities

5.1 The governing body

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

5.2 The headteacher

The headteacher is responsible for:

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

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils

- Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations
- 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 senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

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

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

5.5 Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy

- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

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

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

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

Extra support and induction will be provided for pupils who are mid-phase arrivals.

5.6 Roles & Responsibilities: Managing Staff & Student Accidents, Injury & 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 form 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 register a Near Miss using IamCompliant.

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

6. School behaviour curriculum

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.

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

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.

Staff and pupils use the 'Zones of Regulation' (See Appendix 3) to identify and describe the different emotions and feelings we may experience and support young people to regulate their behaviour using a range of appropriate, often individualised strategies.

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.

6.1 Mobile phones

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 the DfE's mobile phone and behaviour guidance.

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.

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.

7. Responding to behaviour

7.1 Classroom management

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

They will:

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

7.2 Safeguarding

The school recognises that:

- Changes in behaviour may be an indicator that a pupil is in need of help or protection
- Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour

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

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

Please refer to our child protection and safeguarding policy for more information. This can be found on the academy website.

7.3 Responding to good behaviour

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

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

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, prize ceremonies or special mentions in assemblies
- Positions of responsibility or being entrusted with a particular decision or project

7.4 Responding to challenging behaviour and conflict

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

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

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising, including situations where staff may need to use a restrictive intervention. See our policy on our website regarding the use of restrictive interventions for more detail on prevention and de-escalation strategies.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified (e.g. whether a pupil has specific vulnerabilities) and taken into account.

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

The school may use 1 or more of the following consequences in response to negative behaviour:

- A reminder of the expectations of behaviour
- Sending the pupil out of the class for a defined break
- Losing time at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Removal of the pupil from the classroom
- Suspension

- Permanent exclusion, in the most serious of circumstances

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

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 in Secton 3 'Definitions'). 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
- 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

7.5 Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the DfE's latest guidance on restrictive interventions.

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

7.5.1 Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment
- **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

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

Please see our restrictive intervention policy for more information which can be found on our academy website.

7.5.2 Seclusion

Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them for example in one of the intervention rooms in the bungalow, in Soft Play, within a designated outdoor area such as the primary or secondary playground or sensory garden.
- The pupil will be supervised at all times, by at least 1 member of staff.

As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

7.5.3. Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Please refer to our restrictive intervention policy for more information on this legal duty which can be found on the academy website.

7.6 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

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

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

Searching a pupil

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

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

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

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

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

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

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

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

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

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

If the pupil refuses to agree to a search, the member of staff should consult with SLT and consider contacting parents for further support if required.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

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

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

'Outer clothing' includes:

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

Searching pupils' possessions

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

- Desks
- Lockers
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents/carers

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

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

Support after a search

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

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

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.7 Child-on-child abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse and can be found on our academy website.

7.8 Off-site misbehaviour

This policy is designed to cover 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 to be 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.

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

- Taking part in any school-organised or school-related activity (e.g. school trips)

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

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

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

7.9 Online misbehaviour

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

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

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

7.10 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the headteacher or a nominated member of the senior leadership team will make the report.

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

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

7.11 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

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

Please refer to our child protection and safeguarding policy for more information. This is located on our academy website.

7.12 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider what actions to take and any appropriate consequences for the pupil in accordance with this policy.

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils. This can be found on our academy website.

8. 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.

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
		Multi-agency 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 every chance 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

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 must be completed using My Concern*

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information which is located on our academy website.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND.

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

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

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

We will utilise staff who know individual pupils to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used

We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

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

Examples of strategies which may be used include, but not exhaustively:

- Planned movement breaks for a pupil
- Adjusting seating plans
- Use separation spaces where pupils can regulate their emotions during a moment of emotional or sensory overload.

11. Pupil transition

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

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

- The safe and lawful use of reasonable force and/or other restrictive interventions
- The needs of the pupils at the school
- How SEND, mental health needs and personal circumstances can impact behaviour
- Trauma-informed practice and behaviour management

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents involving restrictive intervention, including the use of reasonable force
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every half-term by Matt Robertson, the Behaviour Lead.

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

- At school level
- By age group

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

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

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.
- **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. 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

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Pupil & Curriculum Committee of Governors at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Governors.

13.3 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.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Use of restrictive interventions policy
- Anti-Bullying Policy

Appendix 1: written statement of behaviour principles

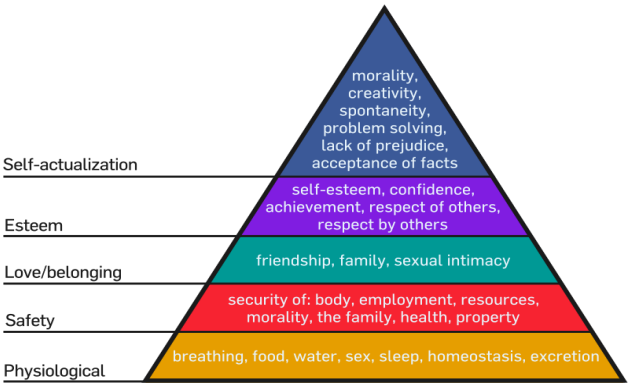
- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and natural consequences are used by staff, in line with the behaviour policy
- Restrictive interventions, including reasonable force, are only used as a last resort, and in line with the 'Use of restrictive interventions policy'.
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: organisational, relational and teaching strategies to support preventative practice

The unmet need may take many forms as in the pyramid alongside this text. 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. 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.

The following outlines suggestions to support students in crisis:



Appendix 2: organisational, relational and teaching strategies to support preventative practice

Relax & Neutralise	**E**xplain & ask	**S**tate What You Want	**P**rompt & 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. pupil profile, (EHCP; All About Me), recent history, health reports, Risk Assessments*)	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. finding a positive in what looks like a negative behaviour such as noticing a student sitting on* their *seat for 2 minutes)*	Allow time for the young person to process information & instructions
Access – communication & augmentative equipment/methods *(e.g. Signs, symbols),* 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	**E**xplain & ask	**S**tate What You Want	**P**rompt & Gesture
		Use of embedded commands such as *'It would be a good idea to finish your work'* rather than *'You need to finish your work'.* For some students with PDA traits, it can be useful to use humour alongside turning a command into a challenge, e.*g. 'I bet you can't do 5 sentences before the end of the lesson'.* 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. '*Walk in the classroom'* rather than *'Stop running'*	
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. 'Well done for sitting down'.* 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			

Option to Act	**N**urture Recovery	**S**upport	**E**ngage
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. De-personalise 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 student 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

Appendix 3: Zones of Regulation

The Zones of Regulation

and the different emotions & feelings we may experience in all four…

