



St Luke's Behaviour Policy

Key Document Details

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'To be the best I can be'

Aim

This policy is to safeguard students and set out the boundaries of acceptable and unacceptable behaviour. We recognise that behaviour is a form of communication and this policy will show how we will best support our students from what they are trying to communicate, recognising what triggers them, educating them in communicating their emotions and feelings in an appropriate and calm manner so that they can become independent and successful members of both St Luke's and the wider community.

Our Trauma Informed behaviour policy will help students to improve their behaviour in many different ways:

- ☐ Students will recognise what triggers their emotional response;
- ☐ They will reflect on how they communicate their emotions;
- ☐ They will develop the skills and strategies to manage their own emotions and communication;
- ☐ It will enable all students, staff and visitors be safe at St. Luke's Academy;
- ☐ They will understand that property should be looked after and not damaged deliberately;
- ☐ They will understand and follow the school rules and know why they are important.

Expectations:

All of our staff have a responsibility to provide a safe environment to which our students can learn. We have a trauma informed behaviour policy. This ethos of St Luke's Academy is one of anticipating and diffusing potentially challenging behaviour. As a school we all make a commitment to do our utmost to support and improve the behaviour of all students.

All members of staff are expected to:

- ☐ Set clear expectations and firm boundaries that are agreed by students, parents/ carers and staff. These are set out in the Home School agreement (see Appendix A) and code of conduct displayed in the school. We firmly believe that the most effective policy is one where all concerned with the student's welfare, work together
- ☐ Encourage and support good behaviour and respect for others and prevent all forms of bullying
- ☐ Provide a safe place and Look after the wellbeing of all students, staff and visitors
- ☐ Reward good behaviour (using points slip) and ensure clear consequences and learning opportunities following incidents of unacceptable behaviour.
- ☐ Allow work with students to repair relationships and help them to learn from incidents and move forward positively.
- ☐ Ensure staff model the behaviour we are expecting of our students.
- ☐ Establish positive handling plans including current information on risk assessment.
- ☐ Involve families, advocates and pupils to produce an individual, comprehensive plan of action and support when they pose a significant risk to themselves or others.
- ☐ Recognise early stages of behavioural episode and the deployment of diffusion techniques to avoid escalation
- ☐ Consider whether a student has an unmet need that could be contributing to their behaviour.

The Students:

Students are expected to follow the expectations set by Academy through our values of **Respect, Kindness and Perseverance.**

The expectation is one of consistency in the reminder and application of the Academy ethos and is designed to:

- ☐ Keep everyone safe
- ☐ Make everyone feel respected
- ☐ Allow staff to teach
- ☐ Allow every student to learn and achieve
- ☐ Help students and staff to regulate their own emotions and behaviour to keep a productive environment.

Parents and Carers:

Parents and carers are expected to support the Academy and their child through the Home Academy Agreement and through regular contact with the Academy to review the progress of the students

The expectation is that this will:

- ☐ Encourage good attendance
- ☐ Encourage the understanding of what underpins the behaviour displayed by students.
- ☐ Provide cohesive strategies of support that can work in home and at the academy.
- ☐ Provide a united approach to teaching our students and improving their capacity communicate their emotions and feelings in an acceptable manner.
- ☐ Allow the academy to be informed of anything that might affect the wellbeing or behaviour of their child
- ☐ Allow any concerns they have regarding the behaviour and wellbeing of their child to be shared

Key Principles

At St Luke's Academy we adopt a proactive approach as many instances of behaviour can be avoided or prevented by using appropriate behaviour strategies. These will be implemented in line with the Team Teach ethos in which all members of staff will be trained.

We also seek to identify the underlying causes of poor behaviour:

- ☐ All staff are aware that social and emotional issues and circumstances, which include the impact of trauma and adversity, affect behaviour and students physical and mental health.
- ☐ All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school can occur. All staff, but especially the designated safeguarding lead (and deputies) will consider whether students are at risk of abuse or exploitation in situations outside their families.
- ☐ All staff are aware that technology is a significant component in many safeguarding and wellbeing issues which could result in poor behaviour choices.

At St Luke's Academy, all staff are trained to support students with any underlying causes of their behaviour. This includes working closely with tutors or teachers, being supported by the pastoral team in the pastoral hub and the pastoral room focusing on individual needs, working with our school councillor on a 1:1 basis, support from the Child and Adolescent Mental Health services (CAMHs) and/ or accessing one of the services we offer including trailblazers.

Anti-bullying

St Luke's Academy believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This is detailed in the behaviour / anti-bullying policy:

<https://www.stlukes.swindon.sch.uk/downloads/stLukes/Anti-Bullying-Policy-Review-Jan-2023.pdf>

We do not tolerate bullying of any kind. At St Luke's Academy, we recognise that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create barriers to learning and can have serious consequences for the mental health and well-being of our students.

Bullying can take several forms:

- ☐ Physical – a child may be physically punched, kicked, hit, spat at etc.
- ☐ Verbal - this abuse can take the form of name-calling. It may be directed towards gender, ethnic origin, physical or social disability or personality.
- ☐ Damage to property or theft – pupils may have their property damaged or stolen. The bully may use physical threats in order that property is handed over to him or her.
- ☐ Cyber bullying - All areas of internet, such as email and internet chat Twitter, Facebook misuse

In the first instance, we promote positive relationships to help prevent bullying; all of our students have their own tutor within school that is in regular contact to provide ongoing support. Through our values of kindness, perseverance and respect, every day we encourage our students how to treat others positively. We also have focused weeks and assemblies to revisit scenarios and remind our students of our anti-bullying message.

However, if bullying is suspected or we discover that an act of bullying or intimidation has taken place, we act immediately to prevent any further occurrences of such behaviour. Bullying is taken very seriously, and all incidents are dealt with promptly working with all parties involved. Incidents are reported to the victim's tutor or a member of the pastoral team who investigates the incident, informs the Assistant Principal who sets appropriate sanctions for the perpetrator, and the incident and outcome is recorded firstly on a blue form and then onto Sleuth. If the Principal / Assistant Principal is satisfied that bullying did take place, the perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents. A restorative meeting will be held to attempt reconciliation and to obtain a genuine apology from the bully. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. Discretion is used here; victims will never feel pressured into a face to face meeting with the bully. Support is given to all parties to minimise any future instances of bullying. The PHSE curriculum is used by the Academy to help students recognise the impact of bullying in all forms. All types of bullying will be discussed as part of the curriculum. Diversity, difference, and respect for others is promoted and celebrated through various lessons. Assemblies also support this message.

While it is very difficult to eradicate bullying, we do everything in our power to ensure that all of our students attend school happy and feel safe.

Rewards

Positive behaviour strategies are a valuable and effective strategy in ensuring that students are rewarded for doing the right thing. It helps them to develop respect and self-control as a sense of 'right and wrong', whilst promoting a safe and secure environment for staff and students alike. They should be used to avoid or prevent an escalation in poor behaviour and this should be done in line with the Team-Teach training and ethos. Good behaviour should be acknowledged and reaffirmed. Where possible, staff will look to reward students and try to catch them 'being good.' It is really important that students recognise that they will be rewarded for doing the right thing and that staff recognise this in a range of different ways:

Reward	Reason
Phone Call and Post Cards Home	Rewarded for good behaviour and following the school rules
Reward Points	Following school rules
School Shop	When students receive a certain number of reward points, they can purchase an item from the shop.
Termly Trips	Students that receive a certain number of reward points over the term, will have the opportunity to go on a special trip.
Tea and Cake	Each week, 5 students whose behaviour has been noticed by members of staff, are chosen to have tea and cake with the Principal.
Games Room	Students who gain the most points can access our games room at break and lunch times

Students will achieve reward points if they follow the school's rules. These are displayed around school and understood by all students:

- being in class, sitting in their seat, engaged in their work, not swearing and follow staff instructions.

At the end of the lesson, the teacher will add the reward points onto sleuth and student's individual score card.

Consequences

Where students display behaviour that is not acceptable or communicated in an inappropriate manner, then there should be consequences to their actions. In the first instance, a verbal reminder will be used to encourage the student to follow the rules of the school. However, if the student continues to display the unacceptable or unsafe behaviour, all staff will follow the ladder of response allowing pupils to understand where they are and what they need to do to ensure that the student and staff are safe. Communication with parents and carers is essential to triangulate support for the student to learn from their behaviour and move on. They will be informed of any significant behaviour and consequence.

Ladder of Response

Incident – clear examples	Action - step by step approach	Consequence/support
Level 1 behaviours of inappropriate behaviour. Essential to spot early signs. -Failure to follow instructions -Arguing -out of seat	Non-verbal or Verbal reminder. Use of classroom routines.	Reward points
Level 2 behaviours -refusal to work -swearing -disruption to others learning -walking out of class -lack of respect for property	Verbal reminder. Pastoral support. 5 min out if needed. Key worker to have restorative conversation during PM learning family time. Parents informed	Reward points Contact home Catch up work sent home Re-set

-repeated level 1 behaviours	Logged in sleuth.	
Level 3 behaviours -persistent demonstration of level 2 behaviours. -aggression to staff or student. -absconding from site.	Immediate pastoral support. Parents notified. Meeting with pastoral/SLT at earliest convenient point. Logged in sleuth.	Reward points Extra pastoral support Contact home and meeting. Re-set FTE After school catch up
Level 4 behaviours -persistent demonstration of level 3 behaviours.	SLT to investigate provision	Extra support from SLT Reset Offsite Outreach Exclusion

Restorative Approach

After a consequence, the student is offered an opportunity to have a restorative conversation. This can be applied in a number of ways, ranging from informal work in classrooms and focus areas, to formal conferences. This is a critical element to the learning and development of the students understanding of their emotional triggers, awareness, responses and the impact of those responses for themselves and others. Negative behaviour incidents are followed up by staff during Learning Family time in the afternoon. In this time reparation conversations and activities should occur to prevent further escalation or build-up of toxic shame, address the matter promptly and ensure that each day is a new beginning. Students cannot learn if they are not taught to reflect and adapt and this element conducted by key workers and learning families is an integral part of the education of the students.

Damage will be monitored and addressed by the pastoral team with a follow up conversation and reparation activity. This will take place at points in the day that are appropriate e.g. during lunch time activities or tutor time in the morning or at the end of the day. Where damage is persistent then parents will be charged for the damage and criminal damage may be reported.

Time Out

Time out in a support space in school is supported by the pastoral team or a member of the teaching staff. It is used for a short period of time to give the student an opportunity to refocus and reset their emotions. The aim is that the student will then return to their lesson and continue to learn.

Refocus in pastoral hub

Refocus rooms are based in the pastoral hub supported by the pastoral team. It is used to allow disruptive students to be placed in an area away from other students and for a period of time. The pastoral team will support the student to complete the work that has been set for them by their teacher. They will be allowed to eat and use the toilet in that time. Parents and carers are informed by the end of the day.

After School Catch Up

After school catch up gives the student the opportunity to complete any work that they have refused to complete in class. It is supervised by teachers within the academy who will support the student to complete their work. Parents and carers will be informed and given notification prior to them staying behind.

Suspensions:

Suspensions from Academy is a formal step taken by the Academy Principal. The Academy Principal has the responsibility of ensuring discipline and safety is maintained and only the Academy Principal can exclude a student from academy or any of its provisions (in the Academy Principals absence the Vice Principal can act in the Principal's absence). Teachers will set work for students to complete using TEAMS.

- ☐ Where a student's behaviour poses a serious and ongoing risk to the educational welfare of the individual or others.
- ☐ Where student's behaviour persistently or seriously damages or compromises discipline and good order.

Before suspension takes place, information will be gathered from all concerned. Staff and students will be interviewed by the behaviour manager or SLT. Decisions regarding suspensions will be made as soon as possible, however the final decision regarding the length might be taken during the exclusion period. Parents/ carers will be notified as soon as possible. Work will be set on TEAMS for students to complete during the excluded period.

1. The Principal has the power to suspend a student for up to 44 days. It is expected that most fixed term exclusions will be for 1-5 days only. The suspension will normally only be long enough to convey the seriousness of the offence to the excluded student and to others in the academy. On the 45th day, the exclusion becomes permanent.
2. During the exclusion period, work will take place to secure a students' successful reintegration to the academy. In the case of long-term absence from academy, a phased return will be put in place.
3. The academy will set work for a student excluded for more than 5 days. Arrangements will be explained in the letter to parents at the start of the exclusion period. The academy will keep the LA fully informed and complete appropriate paperwork as necessary.
4. A reintegration meeting will take place prior to the student returning. The aim will be to discuss the incidents that have led to the exclusion with the emphasis on supporting the successful reintegration to the academy or if the Academy feel that the student is heading for permanent exclusion. This meeting will involve the student, parents and other agencies (where applicable).
5. Suspensions longer than 5 day may require liaison with other agencies and involvement of the L.A. and IEB. – Change to involvement of The White Horse Federation Senior Executive team and the Local Governing Body. Parents have a right of appeal at any stage in the proceedings should they feel the academy is acting inappropriately. This will be explained to the parents in the initial exclusion letter.

Outreach

An outreach package is a formal step taken by the Principal and is used to stop suspensions from the Academy. The Principal has the responsibility of ensuring discipline and safety is maintained and only the Academy Principal can exclude a student from academy or any of its provisions (in the Principals absence the SLT can act in the Principal's absence).

- ☐ Where a student's behaviour poses a serious and ongoing risk to the educational welfare of the individual or others.
- ☐ Where student's behaviour persistently or seriously damages or compromises discipline and good order.

Before the outreach provision takes place, parents and carers will be notified and called in for a meeting. A package will be put together by SLT for a set duration. Staff will provide work and will support at home or at a suitable venue.

A reintegration meeting will take place prior to the student returning. The aim will be to discuss the incidents that have led to them being offered the outreach package with the emphasis on supporting the successful reintegration to the academy. This meeting will involve the student, parents and other agencies (where applicable).

Students conduct outside of the school gates

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable.” If unacceptable behaviour and bullying occurs off the school premises and is witnessed by a staff member or reported to the school, the Principal will use the ladder of response and sanction accordingly. In all cases, the teacher can only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member. This includes:

- Any school organised or school-related activity
- Travelling to or from school
- Wearing school uniform that identifies them as a student from St Luke's Academy

Monitoring and recording behaviour:

- ☐ All behaviour incidents and achievements are to be recorded on Sleuth data management system.
- ☐ This data will be used to provide targeted pastoral support to meet the needs of the students and reduce the number of incidents impacting on the learning.
- ☐ Parents/carers will be regularly updated regarding behaviour so they know what is happening.
- ☐ Behaviour support strategies will be reviewed regularly by staff and discussed with Students, parents and carers.
- ☐ Students, parents and carers will have the right to discuss behaviour issues with staff.

Physical Intervention

It is recognised that challenging behaviour and Positive Handling can both involve a risk to staff and students and therefore all staff will consider the following points:

- ☐ Is this intervention in the best interests of the child and the safety of those around them, colleagues and themselves?
- ☐ Is it necessary?
- ☐ Is it reasonable and proportionate?
- ☐ External agencies may have their own policies for the care and control of students. When working within St Luke's Academy, it is the Safeguarding Officer's responsibility to ensure that colleagues from support services are aware of school policy and practice, and comply with this.

St Luke's Academy has adopted the DoF Policy on Positive Handling and the Use of Reasonable Force. This policy sets out the legal framework for the use of positive handling and reasonable force, it provides definitions of terms and sets out the principles which should guide schools when interpreting the policy in their own setting. The policy has been prepared for the information of all teaching and support staff who come into contact with student's, and for volunteers working with the school, to explain the school's arrangements for managing challenging behaviour. Its contents are available to parents and students. A statement about the Academy's behaviour policy is made available to parents and includes information on the use of reasonable force to keep students safe from injury to themselves, other, damage to property and public disorder.

☐ **Is it reasonable, proportionate and necessary?**

We strive to create a calm environment within the school which minimises the risk of incidents arising that might require the use of Positive Handling. All students are subject to a risk assessment which informs their individual Positive Handling Plan. Both risk assessments and Positive Handling Plans are updated and reviewed. Reasonable force is only to be used as a last resort, in the interest of safety and following all attempts to deescalate (as guided in Team Teach training - Six Stages of Crisis Model).

Team Teach Methods

The use of team teach techniques is one of our methods for reducing risks presented by student's challenging behaviour and all staff within the Academy are trained to use it effectively. It is a holistic approach and describes a board range of risk reduction activities including personal behaviour, diversion, diffusion and de-escalation. Team Teach methods should be used, for the shortest time possible, safely and only in the interests of keeping people safe.

Examples of when this could be required are if the students are:

- ☐ Causing harm to self
- ☐ Causing harm to others
- ☐ Causing damage to building and property
- ☐ Causing severe disruption to learning

St Luke's Academy has adopted the Swindon Borough Council Children Services Policy on Positive Handling and the Use of Reasonable Force. This sets out the legal framework for the use of positive handling and reasonable force, it provides definitions of terms and sets out the principles which should guide schools when interpreting the policy in their own setting.

This policy has been prepared for the information of all teaching and support staff who come into contact with pupils, and for volunteers working within the school, to explain the school's arrangements for managing challenging behaviour. Its contents are available to parents and pupils. A statement about the School's Behaviour Policy is made available to parents and includes information on the use of reasonable force to keep pupils safe from injury to themselves, others, damage to property and public disorder.

Underpinning values

Good relationships between staff and pupils are vital to maintain good order in our school. These ensure the well-being and safety of all pupils and staff in school. It is acknowledged that in certain circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required. St Luke's Academy acknowledges that physical techniques are only a small part of a whole school approach to behaviour management.

At St Luke's Academy we believe that everyone attending or working in the school has a right to be safe and to be protected from violence, assault and acts of verbal abuse.

Positive Handling, defined as the full range of strategies used to manage behaviour including, where necessary, Restrictive Physical Intervention, is seen as a proactive response to meet individual pupil needs. Any such measures will be most effective in the context of the overall ethos of the school, the way that staff exercise their responsibilities and the range of behaviour management strategies used.

Every effort will be made to ensure that all staff in this school:

- ☐ Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where use of force is necessary and
- ☐ Are provided with appropriate training to deal with these difficult situations

Minimising the need to use force

'Team Teach techniques seek to avoid injury to the client, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of attempts to keep people safe.' George Mathews – Team Teach Founder

We strive to create a calm environment within the school which minimises the risk of incidents arising that might require the use of Positive Handling or Restrictive Physical Intervention. In addition to this, all pupils are subject to a risk assessment which informs their individual Positive Handling Plan. Both risk assessments and Positive Handling Plans are regularly reviewed and updated.

All school staff are trained in skills to help them to defuse situations before behaviour becomes challenging and in how to de-escalate incidents should they arise. Reasonable force will only be used when the risks involved in doing so are outweighed by the risks involved in not using force.

Implications of the policy

As teaching and non-teaching staff work 'in loco parentis' and have a 'Duty of Care' towards their pupils, they could be liable for a claim of negligence if they fail to follow the guidance within this policy. The use of Team Teach techniques is one of our control methods for reducing risks presented by children's challenging behaviour. Pupils' Positive Handling Plans are Safe Systems of Work under Health and Safety Regulations. As such it is imperative that these plans are followed and implemented by all members of staff.

The application of any form of physical control inevitably carries an attached risk of unintended harm and this places staff and the school at risk of potential litigation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention. Staff need to be aware that they are responsible for:

- ☐ Assessing risks (dynamic risk assessment) related to individual circumstances which may arise in the course of their day-to-day duties and
- ☐ Making judgements about when the use of force is necessary and the degree of force which may be regarded as necessary to manage a situation.

Staff need to be aware that they are required to justify their decisions in writing through the school's recording and reporting procedures which are outlined later in this document.

Sexual harassment and sexual violence

Sexual violence and sexual harassment can occur between two pupils/students of any age and sex. It can also occur through a group of pupils/students sexually assaulting or sexually harassing a single pupil/student or group of pupils/students. Definitions of sexual violence and sexual harassment can be found in the document listed below.

See also Sexual violence and sexual harassment between children in schools and colleges (May 18)

Responding to an incident of sexual harassment or sexual violence.

Step 1 – Record the incident using the school's safeguarding concern form and report to the DSL /deputy in line with safeguarding and child protection procedures. Is information about the incident first hand or do other individuals need to be spoken to, to confirm?

Step 2 – The DSL will consider the following:-

- Ages of pupils/students / developmental stage
- Is there a power imbalance?
- One off or sustained pattern?
- Has a criminal offence been committed? If yes, contact the police

See also 'When To call the Police' (NPCC)

Step 3 - If there is no evidence to suggest that a criminal offence has taken place the DSL will consider next steps, in discussion with parents/carers unless to do so would increase the risk to the pupils/students involved. This may involve:-

- Dealing with internally under the school's behaviour policy
- Considering Early Help support for both the victim and perpetrator (does the perpetrator have unmet needs?)
- Making a referral to children's social care if the victim has been harmed, or is at risk of harm
- Making a referral to children's social care if the perpetrator is at risk of harm / being harmed (underlying welfare and safety concerns which may have triggered behaviours)

How does the school minimise the risk of peer on peer abuse?

Child-on-Child

All staff are aware that children can abuse other children (often referred to as child on child abuse). And that it can happen both inside and outside of school and online. It is important that all of our staff understand and recognise the indicators and signs of peer on peer abuse and they know how to identify it and respond to report it to the designated safeguarding lead (Mr T Marks.)

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not

coming forward to report it.

Child-on-child abuse can take various forms:

- ☐ Serious bullying (including cyber bullying, prejudiced-based and discriminatory bullying)
- ☐ Relationship abuse
- ☐ Child sexual exploitation
- ☐ Youth and serious youth violence (including gangs)
- ☐ Harmful sexual behaviour (including up-skirting & sharing of nudes)
- ☐ Gender/ race violence

These types of abuse rarely take place in isolation and often indicate wider safeguarding concerns (please see our safeguarding policy)

Teaching and learning

This school provides a Relationships and Sex Education (Secondary) curriculum which develops students' understanding of healthy relationships, acceptable behaviour and keeping themselves safe. This curriculum is broad, balanced and covers a range of safeguarding themes. It is progressive across the year groups. The school follows the Jigsaw scheme of work.

Reporting Procedures

The school's ethos encourages pupil/students to raise concerns with staff, knowing that they will be listened to, believed and valued. Displays are around the school which remind pupil/students how to respond if they are worried about peer on peer abuse, as well as posters advertising helplines e.g. Childline, this is also covered during tutor sessions, PSHE, RSE and sessions with the pastoral team and school counsellor

Staff Training

In accordance with Department of Education guidance and Swindon Borough Council, St Luke's Academy are committed to using Team Teach. Team Teach Ltd. is a well established training provider St Luke's Academy acknowledges that physical techniques are only a part of a whole school approach to behaviour management.

Team Teach emphasises the importance of diversion, diffusion and de-escalation. It provides a gradual, graded system of response and has very clear protocols which accompany it. It is a requirement that all staff attend Team Teach training delivered by our own instructors to ensure that they are fit to work and up to date with our behaviour management strategies. All staff must receive continuous updates following our programme of professional development refresher days.

It is essential that all staff at St Luke's Academy are Team Teach trained. All new members of staff are trained at the earliest opportunity. In accordance with Team Teach recommendations, St Luke's Academy ensures recertification of all staff members every two years. Taking account of the risk assessment for St Luke's Academy pupils, the Head Teacher considers that bi-annual recertification alone is insufficient and requires each staff member to undergo regular refresher training.

The Team Teach Approach

Team Teach describes a broad range of risk reduction strategies. It is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, diffusion and de-escalation.

Through Team Teach, the school identifies different levels of contact with pupils:

- ☐ Physical Contact

Situations in which proper physical contact occurs between staff and pupils e.g. in the care of pupils and in order to support their access to a broad and balanced curriculum.

It would seem reasonable that young children do require opportunities for close contact and as long as this is within public view, sensitively carried out and age/person-appropriate the Governors would fully support this approach.

- ☐ Positive Handling

These are interventions, including contingent touch, which may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder where the pupil is compliant or supportively holding a pupil to keep them or others safe until they have regained control of themselves or can be guided to an area to calm down. This technique cannot be emphasised enough and in the hands of a skilful practitioner many pupils can be deflected from a potentially volatile situation into a less confrontational situation i.e. it may be

possible to “defuse” a situation by a timely intervention.

- ☐ Restrictive Physical Intervention/Restraint

This will involve the use of reasonable force when there is an immediate risk to pupils, staff, property or good order/discipline in the school. The level of compliance from the pupil determines whether or not the interaction is a Positive Handling incident or a Restrictive Physical Intervention/Restraint. Restraint is defined by Team Teach as the positive application of force by staff, in order to overcome rigorous resistance, completely directing, deciding and controlling a person’s free movement.

All such incidents must be recorded in line with the school’s procedure outlined later in this document. If anyone is injured the appropriate accident form(s) (Available from the Staff Room) must also be completed. PSM/SLT must be informed as soon as possible, and within 24 hours at the latest.

Positive Handling Plans (PHP)

A Positive Handling Plan is a plan for the positive management of pupils’ challenging behaviour and identifies positive prevention strategies and how a pupil may need to be supported in a crisis. For each child, the likely risks are identified in a risk assessment and appropriate interventions are suggested. Positive Handling Plans are open to all members of staff, the pupil, their family and any outside agencies associated with the pupil.

Where there is clear documented evidence (such as a risk assessment) that particular sequences of behaviour escalate rapidly into violence, the use of a Restrictive Physical Intervention at an early stage in the sequence may be justified and will be included in the Plan.

Planned and emergency physical interventions

A planned intervention is one that is described/outlined in the pupil’s Positive Handling Plan and risk assessments. This should cover most interventions and may include the use of Team Teach techniques.

An emergency physical intervention may be necessary if a situation arises that was not foreseen or is uncharacteristic of the pupil. Members of staff retain their duty of care to pupils and any response, even in an emergency, must be proportionate to the circumstances. Staff should use the minimum force necessary to prevent injury and maintain safety, consistent with the training that they have received.

Deciding whether to use Restrictive Physical Interventions

Every effort is made to resolve conflicts positively using a gradual, graded system of response. All staff are aware of a range of strategies which may be employed to de-escalate a situation and may include ‘time out’ or use of a support space. Our support spaces are purpose built rooms to support pupils can use when experiencing difficulties controlling their emotions or actions. Pupils are encouraged to use these strategies with minimal support from staff. When a situation continues to escalate, it may be necessary to employ Positive Handling or Restrictive Physical Interventions or use of the quiet area.

In each case the decision will have been made

- ☐ Where action is necessary in self-defence or because there is an imminent risk of injury.
- ☐ Where there is a developing risk of injury, or significant damage to property.
- ☐ Where a pupil is behaving in a way that is compromising good order or discipline.

After an Incident

- ☐ Physical techniques are not used in isolation and the school is committed to ensuring that in all instances, Restrictive Physical Intervention uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property. Wherever possible assistance will be sought from another member of staff.
- ☐ The physical techniques are intended to reduce risk and Team Teach techniques always seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe. Any such injury will be reported using the appropriate accident form.
- ☐ In some circumstances, following the use of more restrictive holds, it is acknowledged that pupils may encounter some minimal discomfort when appropriate release techniques are used. However, this is very brief and transient and poses less of a risk than the behaviour they are employed in response to.

Alternatives to Restrictive Physical Interventions

- Sometimes, when faced with extreme behaviour, the judgement may be that by becoming physically involved the member of staff will increase the risk of somebody getting hurt. In this case the correct decision is to hold back but this does not mean that staff can choose to do nothing. They must decide on the most appropriate course of action which might be to make the environment safer, give clear directions to children, remove the audience, take vulnerable children to a safer place, ensure that colleagues know what is happening or get help. The chosen actions should always be designed to reduce the risk to others and to those taking the action.

Support Following Incidents

- Any member of staff or pupil at the school involved in or witnessing a serious incident involving the use of Restrictive Physical Intervention may require additional support following the incident.
- Staff should ensure that they are fully recovered from an incident before resuming their duties and colleagues are encouraged to seek and offer support where it is deemed necessary.
- As a result of incidents, learning opportunities are created for children that allow them to take responsibility for their behaviour at a level appropriate to their stage of development.

Pupils who may be distressed by events can be offered the following support:

- Quiet time taking part in a calming activity:
- Quiet time away from the incident/trigger
- Resuming their usual routine/previous activity as soon as possible
- Time with a member of staff to discuss what happened before, during and after the incident

These are also written into the Personal Handling Plans and are discussed with pupils to determine the best course of action following an incident.

Recording and reporting incidents

Where Positive Handling has been used, a record of every incident will be kept. This record should be made by the member of staff who initiated the intervention on the appropriate form. St Luke's Academy uses Sleuth to record all details of the incident. Sleuth is an online behaviour tracker which is legally binding. All incidents will be reported to parents. This may be by telephone.

An accident form will be completed and returned to the Local Authority in situations where injury has occurred to either a member of staff or pupils.

Monitoring incidents

Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented following agreed procedures. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert SLT/ PSM/ Safeguarding Officer to the needs of any pupil(s) whose Positive Handling Plan may require amending.

Monitoring of incidents will be ongoing and signed off by the Senior Leadership Team (SLT) on a regular basis with the results used to inform planning to meet individual pupil and school needs. To support the Head Teacher, school and ensure objectivity, a school governor will be involved in the monitoring process.

Complaints

The availability of a clear policy about the use of reasonable force, and early involvement of parents, should reduce the likelihood of complaints but may not eliminate them. Where a complaint or allegation is made, the school will follow the Swindon Borough Council protocol, as explained in the section 'Allegations against Staff' in the Swindon Borough Council Child Protection Procedures.

The matter will be reported to the Local Authority Designated Officer (LADO) in accordance with Swindon Borough Council procedures. In such circumstances the investigation of the complaint/allegation and any resulting action in respect of child protection, disciplinary or other procedures will be carried out in accordance with the guidance received from Swindon Borough Council.

Parents have a right to be informed about the school's complaints procedure.

Whistle Blowing

Whilst the training in Team Teach provided to all staff, encourages the use of help protocols and reflective practice, it is acknowledged that under some circumstances, physical intervention can be misapplied. Staff are reminded that part of their duty of care to pupils includes the requirement to report any such matters which cause them concern in relation to pupil management and welfare. Any such concerns should be raised with the Head Teacher or with the Chair of Governors in

Support Spaces

These are places to support the students and if necessary to hold students or to move them to if they are in a heightened state.

They should always have a member of staff present in the room with a student.

There should be no more than 2 students using one support space at any one period except in extreme circumstances.

These are places to enable students to go somewhere safe to support regulation and provide short periods of support before returning to the class to learn.

Headsets

These should be used to request support where staff feels the need for support in class or in supporting students outside of the classroom. The teacher, and where possible, the teaching assistant should remain in class to focus upon the learning.

Police Contact

If the Police arrive at the Academy to formally interview and possibly arrest a student, the following procedure should be followed:

- Police have a right to interview a student and school staff cannot refuse to allow this interview to take place
- A member of staff must be present at the interview
- Notes of the interview should be made by the member of staff and kept in the student's file
- Parents and carers should be contacted after the interview and informed that it has taken place unless there are Child Protection issues in which case the Police will advise regarding parental contact.

Searching Students

Upon entering the school site, all students will go through a scanner which aims to prevent any harmful or dangerous items being brought onto the school site.

School staff can search student for any item if the student consents to the search. This guidance has been taken from local Police and all authorised members of staff are aware of the procedures when searching students. The fundamental principles need to be kept in mind:

- Act with due care, consideration and sensitivity and remain mindful of the need to respect privacy
- Remember that the need to protect persons/property from injury/damage and from loss is paramount and that this duty of care can in certain circumstances override all other protocols. Further information can be found on the DFE website or by using the link <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

The Principal and staff authorised by the Principal have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that a student may have a prohibited item:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonable suspects has been, or is likely to be, used to commit an offence, or cause personal injury to, or damage to the property of any person
- Any item banned by the school rules which has been identified in the rules which may be searched for. This is currently mobile phones, headphones, keys, gaming devices, money or e-cigarettes.

The school staff can seize any prohibited item found as a result of the search or any item that they consider as harmful or detrimental to school discipline.

Procedures for recording data

- ☐ **Attendance** is recorded on Arbor
- ☐ **Safeguarding** CPOMS
- ☐ **Physical Interventions** are to be recorded on Sleuth
- ☐ **Behaviour incidents** (positive and negative) on Sleuth
- ☐ **De-escalation recorded** on Sleuth
- ☐ **Reward points** added to sleuth as well as scorecard.

Review

The pastoral lead (Miss E Potter) will review this policy every year. However, the policy may be reviewed earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.