# Behaviour Policy

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| **Responsible Officer** | **Lead for Behaviour & Safeguarding** |

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**Ascent Academies' Trust Behaviour Policy**

**1 Introduction**

The Ascent Academies' Trust is a welcoming and caring trust. It respects and values each and every individual associated with the Trust. It has a commitment to social inclusion and equality of opportunity for all and aims to provide an environment which is free from bullying, harassment and prejudice.

At Ascent Academies' Trust, we believe that every member of the school community has a responsibility for behaviour. Every member of staff should be seen to follow procedures confidently and consistently. All staff and pupils have an entitlement to achieve their maximum potential in a safe and secure environment where effective teaching and learning can take place. It is our belief that good behaviour needs to be taught, should be expected, and be consistently encouraged. Each academy within the trust has its own rules, rewards and corrective actions to meet the needs of their cohorts (please refer to specific academy guidelines).

**Aims**

This policy aims to:

- Provide a consistent approach to positive behaviour management by providing the basis for the development of a positive, whole-school ethos

- Provide guidance upon the implementation of a consistent approach to positive behaviour management

- Define what we consider to be behaviours that cause concern, including bullying

- Provide guidance and support for staff when dealing with complex behaviour

- Define the expectations that we have of each member of the school community

- Outline how pupils are expected to behave

- Provide guidance on the screening and searching of pupils

- Provide advice on the use of reasonable force and other physical contact

- Provide guidance on the positive behaviour management of pupils beyond the school gate

- Summarise the roles and responsibilities of different people in the school community with regards to positive behaviour management

- Provide guidance on when to involve and liaise with other agencies to assess the needs of pupils who display continuous behaviours that are a cause for concern

- Outline our system of rewards and sanctions

- Provide guidance to staff accused of misconduct and the management of pupil allegations (Child Protection Policy)

**2 Policy, Legislation and Statutory Guidance:**

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

- Behaviour and discipline in schools January 2016

- Searching, screening and confiscation at school January 2018

- The Equality Act 2010 June 2014

- Use of reasonable force in schools July 2013

- Supporting pupils with medical conditions at school August 2017

- <u>Mental Health and Behaviour Advice for Schools March 2016</u>
- <u>Participation of young people in education, employment or training October 2016</u>
- <u>Alternative Provision June 2016</u>
- <u>Preventing and Tackling Bullying July 2017</u>
- <u>Keeping Children Safe in Education 2018</u>
- <u>Positive environments where children can flourish March 2018</u>

It is also based on the <u>special educational needs and disability (SEND) code of practice</u>. May 2015
In addition, this policy is based on:

- Section 175 of the <u>Education Act 2002</u>, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the <u>Education and Inspections Act 2006</u>, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- <u>DfE guidance</u> explaining that maintained schools should publish their behaviour policy online
- Schedule 1 of the <u>Education (Independent School Standards) Regulations 2014</u>; 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

This policy should be read in conjunction with the following Trust policies and with individual academy procedures as appropriate.

- Code of Conduct Policy (Ascent Academies' Trust)
- Anti-Bullying Policy (Academy specific)
- Equality and Diversity Policy (Ascent Academies' Trust)
- Safeguarding Policy (including child sexual exploitation)
- E-Safety Policy
- April 2017 PI Guidance for Use and Recording Version 1

**3 Promoting Positive Behaviour**

Positive behaviour management is seen as a method to support pupils' development by the promotion of the appropriate behaviours displayed. The main method of achieving this is through the use of positive behaviour strategies which encourages praise and re-direction through pupils making appropriate choices. All staff within the trust are expected to model positive behaviour and be a positive role model for pupils to follow. Staff and adults within each academy do not control the behaviour of its pupils, they help and support pupils to make the right behavioural choices. Behaviour is the responsibility of the pupil who should be encouraged to see the way they behave as a choice. This sometimes takes a long time to teach, as often pupils are keen to blame others for how they have behaved. In extreme circumstances adults need to intervene and take control of a child's behaviour using the Team Teach™ approach to provide physical intervention.

It is vitally important that all members of Ascent Academies' Trust community know their respective academy rules and consistently apply them. Pupils will revisit the rules and expectations regularly with their tutors and through assemblies and workshops.

Pupil's will be taught how to carry out;

- **Simple daily routines**, for instance; lining up, entering and leaving the classrooms and walking through the building
- **Special routines**, such as; how to leave the building if the fire alarm sounds and how to behave during special events (Christmas dinner, sports day etc.) and;
- **Contextual aspects of lessons**, for instance; visits within the community or further and using specialist equipment (tools and handling foods etc.). We cannot assume that pupils will know what to do and how to behave in these events therefore will need specific teaching and support in routine practice; supportive feedback therefore reinforces positive feedback.

Teachers may also wish to develop classroom rules and expectations, these may differ depending on key stage, ability and/or Special Educational Need and Disability (SEND). Rules and expectations are kept simple, involve pupil voice and be shared at the beginning of the term and reinforced each lesson where necessary, for example; 'We are doing a mental maths test and the expectation is that we will all work quietly and independently.

This will support behaviour for learning in line with the three factors which affect behaviour for learning in the classroom.

- **Relationship with self:** a learner who doesn't feel confident and holds an 'internalised' view of themselves that they feel they cannot succeed may present behaviours that are challenging.

- **Relationship with others:** behaviours need to be understood in context. A learner's behaviour can be triggered as much by their interactions with others (pupils, teachers and other adults in school/setting) as it is by factors internal to the child.

- **Relationship with the Curriculum:** Pupil behaviour and curriculum progress are inextricably linked. Teachers who promote a sense of meaningful curriculum progress in learning for the individual will be more likely to create a positive learning/behaviour environment.

## 4 Consistent Management of Behaviour

Our pupils benefit from consistent responses and familiar routines. Our classrooms are places where young people should feel valued and nurtured. Teachers teach positive behaviour as part of everyday learning and use a range of techniques to encourage and discourage a range of behaviours. Positive behaviours can be reinforced by selected rewards for example, positive phone calls home or notes to parents; this also reinforces positive behaviour, it builds good rapport with parents; it does not take long but the impact is long lasting. Some pupils may need more tangible rewards, and used well these can be great motivators in promoting positive behaviours. However, these should be used sparingly as they can become meaningless.

It is important that staff share their behavioural expectations for the classroom and around and about the academy. The use of visuals to explain activities help pupils prepare for what is coming next and eases transitions from one activity to the next.

Whenever possible staff who initially support with behaviour remains with the pupil. In some circumstances another staff member may take over, simply as a change of face. This strategy can sometimes result in a quick, positive outcome for the pupil. Previously known behaviours displayed by a pupil should not come as a surprise; therefore, a planned approach to positive behaviour management is the key to successful outcomes.

Good practice recommends that staff use a communication strategies appropriate to the pupil.. Sometimes the most appropriate communication is non-verbal and passive. Staff shouting is not tolerated as a regular way of managing behaviour, as this makes the adult seem out of control and can frighten pupils and escalate situations. Behaviour that is cause for concern should always be managed in a calm manner.

staff must provide processing time when giving a pupil an instruction and use other augmentative communication where necessary. Confronting or openly challenging a pupil can produce a fight or flight response if a pupil is feeling anxious or upset. If possible, give time for pupils to think, for example, "I need you to come inside. I will give you three minutes to come in and then we can talk". It might also be effective to remind pupils of the corrective action, for example, "If you choose not to come in, then you will be choosing to pay back the time at lunch break". It is important after dealing with an incident that it is then 'finished' and not revisited at a later time and place; incidents are not dwelt on or re-visited where possible. This helps to prevent the feeling of failure and prevents the reinforcement of negativity. Pupils need to feel that they belong and are valued. It is of utmost importance that we understand the behaviour and separate 'the behaviour from the child'. Labelling children is unacceptable. We do not 'become' our behaviour.

The use of punitive measures will not be accepted within the Trust. Nor will we accept sarcasm, derogatory language or shouting from staff.

## 5 Assessing the needs of pupils with behaviours that cause concern
It is not always possible to immediately identify reasons why pupils behave in the way that they do, sometimes it is as a result of their diagnosis, home background, social difficulties or many other causes. Behaviour is often communication, and staff should take time to consider what the pupil may be communicating through their behaviour. For these reasons it is important to carefully monitor and record patterns of behaviour throughout the day over a period of time, incorporating different types of prevention strategies. This is done through the use of Behaviour Watch and Physical Intervention records. These help us understand why behaviours occur and what the child is communicating. They also help us to look at frequency, context and levels of behaviour.

### Recording levels of behaviour
Behaviour Watch is a web based programme designed to both store data and generate reports. Behaviour Watch is used to capture the different levels of behaviour. Behaviour could begin at level 1 and escalate, in such cases behaviour will be logged at the highest level. Pupils should always receive 2 supportive reminders of what they should be doing and why the behaviour is inappropriate before behaviour starts to be logged in at level 1. More extreme behaviours do not deserve a reminder. Some behaviours at level 2 at level 3 will be recorded without going through reminders. For example; if a pupil chooses not to come to class but is outside the lesson reminders can be given. However, if the pupil has refused to come to class and cannot be seen by the teacher, this will be recorded without the cause for reminders.

Examples within different levels include;

**Level 1**
- Low level disruptive behaviour-e.g. continual talking
- Teasing and name calling
- Misuse of technology –e.g. looking at websites instead of working
- Failure/refusal to complete expected work

**Level 2**
- Persistent disruptive behaviour –e.g. behaviours that stop others from learning
- Verbal abuse
- Persistent misuse of technology – e.g. use of phone in class
- Refusal to follow instructions
- Internal truancy
- Dysregulation including harm to self, physical contact with others
- Property liable to damage – e.g. tearing books/work

**Level 3**
- Serious disruptive behaviour
- Misuse of technology – hacking, accessing inappropriate areas of the internet, filming others without consent and viewing inappropriate content.
- Racist and homophobic language (These should be appropriately logged)
- Absconding
- Damage to property-e.g. kicking through doors, upturning furniture
- Threatening behaviour/language towards others
- Violence towards others
- Inappropriate activity/comments

Behaviour plans are implemented after behaviours have been fully analysed. Behavioural records over time will build up a profile of the pupil, identifying different methodologies, strategies, behaviours, anxieties and triggers. Academies use behaviour plans (BP) positive handling plans (PHP) and pastoral support plans (PSP) for pupils who have identified recurrent behaviours linked to their diagnosis. These plans are used to provide guidance to staff on how to effectively apply strategies to support individuals' behaviour and wellbeing. Pupils have an individual risk assessment (RA) identifying any potential known risks.

All staff working with pupils should be made aware of the pupils' needs; this may include any relevant plans including risk assessments working within the guidelines provided in these documents. A baseline identifying pupils' strengths and weaknesses is established, using a profile, and this becomes part of the completed behaviour/pastoral support plan. Once the behaviour/pastoral support plan is implemented and monitored there will be a timely review to ascertain its effectiveness. At this point if behaviours causing concern are not reducing we would seek to obtain advice from professionals, Local Authority representatives and parents/families to develop an appropriate way forward.

## 6 Parents and carers
Parents/carers are key partners in their children's behaviour. It is important that parents are contacted and made aware of positive choices as well as difficulties with their child's behaviour. Communication between home and school will allow a two-way exchange of information of anything that will affect the well-being of the young person. Rewards and corrective actions should be planned on an individualised basis so that they are meaningful and effective.

If a pupil has been identified as needing a behaviour plan, parents must be involved in the development of the plan, as they are often the experts when it comes to planning strategies for behaviour management. Where appropriate, parents should sign initial plans (Risk Assessments, Behaviour Plans and Pastoral Support Plans) and agree to all forms of supportive strategies before they are implemented. These supportive strategies will be monitored and adjusted and agreed with parents annually. There may be incidences that require adjustments during the academic year to support the individual pupil.

## 7 Acceptable forms of contact and physical intervention
There are occasions, for a variety of reasons, when staff will have cause to make 'physical' contact with a pupil. With this in mind, Ascent Academies' Trust does not operate a 'no touch' policy as it would not enable us to effectively support the safety and emotional well-being of our pupils. Reasons for 'physical' contact include:
- To comfort a pupil in distress, (as long as this is appropriate to their age and in a public place)
- To congratulate a child for something, (e.g. use of 'hi five', handshake or a pat on the back, or a hug with a young pupil)
- To gently direct or guide a pupil who is being compliant when they need additional support

- For curricular reasons, (e.g. in PE, Drama etc.)
- In an emergency in order to avert danger to the pupil or pupils
- As part of a pupils moving & handling/personal care plans where appropriate
- To provide sensory support e.g. pressure hug

In all situations where physical contact takes place between staff and pupils, staff will always consider:
- The pupil's age and level of understanding
- The pupil's individual characteristics and history
- The location; where the contact takes place

## 8 Physical Intervention (PI)

The Ascent Academies' Trust recognises Team Teach de-escalation and physical intervention strategies, accredited by the Institute of Conflict Management (ICM). Identified staff will receive initial intermediate Team Teach training. Training records are to be maintained and the training refreshed as stated in the Team Teach guidance. The training records are quality assured by the PI lead and a senior leader.

'There are many differences of opinion about whether interventions such as guiding children by the hand are restraint or not. If the intervention does not include an element of force, then it is not restraint. If it is not restraint, it does not need to be recorded as such. A provider may choose to record these interventions to understand what is happening for children – but that is their decision' *(Positive Environments Where Children Can Flourish, March 2018)*

Physical intervention may be necessary, for example, when pupils have become a danger and/or violent towards others or themselves, destructive towards property, being extremely disruptive or are in danger of committing an illegal act.

Physical interventions are used within a holistic, positive behaviour de-escalation approach, in order to encourage the promotion of socially acceptable behaviours for all concerned.

The use of physical intervention will always be:

- In the best interests of the pupil
- Using minimum force for the shortest time
- Using force which is reasonable and proportionate
- To prevent injury, pain and distress
- To maintain dignity

At all times wherever possible, there will be at least two members of staff supporting a pupil and possibly more where a risk assessment suggests this. This protects both the staff and the pupil. This does not necessarily mean that it will take more than one member of staff to physically support a pupil. A lead person should be identified to help manage and lead the situation safely and calmly, providing everyone involved with clear, calm instructions where necessary. The lead is responsible for ensuring that the PI is properly recorded (see section 10).

Following a physical intervention an opportunity will be provided for pupil and staff to reflect on the intervention which may include a 'debrief'. This helps us consider alternative options, to reflect on what went well and what could have been done better and consider any updates to the pupil's behaviour plan and risk assessment. A de-brief should always be held after a PI if there was anything remarkable about the incident, for example;
- The PI went on for longer than 10 minutes
- An advanced hold was used
- Team teach hold was attempted but was unsuccessful
- A student or member of staff was hurt

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- Is part of an emerging pattern for a pupil or member of staff

These should be held as soon after the event as possible, recorded electronically, referenced on Behaviour Watch and archived alongside the Bound Book.

## 9 Bullying (including Cyber-bullying)

Bullying is behaviour by a pupil or a group of pupils, repeated over time, that intentionally hurts another pupil or group of pupils either physically or emotionally. There are many different forms of bullying and can include for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video. Bullying can be motivated by prejudice against particular group, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. Bullying might be motivated by actual or perceived differences between pupils.

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. Therefore, Ascent Academies' Trust take bullying very seriously and have a zero toleration for those who are bullying and for those who stand by watching. Staff will always log and follow up any form of bullying by informing parents and developing strategies to support the perpetrator and the victim.

Further guidance is available in each academy's Anti-Bullying Policy which is available on request from each academy.

## 10 Recording and reporting

Recording and reporting incidents is vitally important as this allows the Trust and each academy to monitor and continually develop best practice. Any physical intervention (PI) must be recorded within 24 hours on Behaviour Watch. Once the PI has been recorded onto Behaviour Watch, it will be logged in the PI bound and numbered book. The voice of the student must be sought and recorded verbatim within the bound and numbered PI book. Pupils should be checked for any marks or injuries. Any injuries requiring first aid are recorded on an IR1 form and a first aid slip.

## 11 The Use of 'Time away'

The Trust recognises the use of time away in the form of allowing a pupil space and time to 'calm' or to 'reflect' on their behaviour. Academies have calm areas or spaces where pupils can be allowed to regulate and/or correct unwanted behaviour.
Pupils can also request to visit these areas to self-regulate and manage their own behaviour. They will always be under the supervision of a member of staff who must be able to see and hear them at all times. This may include;
- Working outside a classroom (Assertive Discipline move out).
- Working away from the class in a separate room with an adult.

There will be times when a pupil's behaviour is such that the corrective action may result in detention. Detention may be given at break or lunch time, however, there may be a time where a pupil will be required to stay behind when their peers have returned home. 'After school' detention will be planned and parental notice will be given (please refer to specific academy guidelines).

This use of corrective actions should be recorded under the appropriate level in BW.

## 12 Restriction of Liberty

The Trust recognises appropriate use of restriction of liberty in the following circumstances that are designed to keep our young people safe;

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- High door handles or thumb-locks that are used to protect pupils who have a cognitive impairment and/or are too young or to move freely around a building and/or who may become confused or anxious if they were alone outside of the classroom (this may include the use of sensory integration rooms/ quiet working rooms).
- The use of electronic fobs to operate entrances and exits in all of our academies in order to keep our students safe.
- The use of physical aids that contribute to the pupils physical well-being e.g. a standing frame advised for use by a physiotherapist, splints advised by an Occupational Therapist (OT) applied to prevent a pupil from hitting and biting themselves.
- The use of seatbelts and harnesses to help pupils sit correctly in transport.
- In rare circumstances we may need to supervise a pupil within a restricted space against their will. This will always be in the presence of an adult and be in the best interests of the pupil.

## 13 Seclusion
In emergency and/or exceptional circumstances it may be necessary to forcibly retain a pupil in a space without an adult physically present in the room with them, in order to keep themselves or others safe. This might be used for a pupil who has reached crisis and/or who may place themselves or others in significant danger if we were not to take control. In this situation pupils must be externally monitored by an adult who can see and hear them at all times. This is referred to as seclusion.

A pupil should never be routinely secluded. Any use of seclusion that prevents a child from leaving a room of their own free will should only be considered in emergency and/or exceptional circumstances. A member of SLT or Behaviour Support Manager must be informed during or immediately after such an incident.

All incidents of seclusion must be logged on Behaviour watch. Parents must be informed. A de-brief must be held and where possible a multi-disciplinary review planned.

## 14 Internal Exclusion
Internal exclusion is a planned strategy in response to a serious incident involving other pupils, staff or damage to property. The senior leadership team make the decision to use internal exclusion. This allows pupils who have behaved inappropriately to attend school and access their learning without interfering with the learning of others. All behaviours leading to internal exclusions will be recorded on Behaviour Watch and followed up appropriately with monitoring for effectiveness through the SEN team. During internal exclusion the pupil may be educated in a space away from their peers under the supervision of an adult. They must not be locked in a room and must have freedom to eat and drink and use the toilet at appropriate times.

## 15 Exclusion
The Ascent Academies' Trust has an Exclusion Policy.

## 16 Screening and Searching Pupils
The senior leadership team can determine whether to search as defined in 'Behaviour and Discipline in Schools – Advice for Head Teachers and School Staff' DFE January 2016

## 17 Behaviour Outside the Academy
Pupils' behaviour outside of the academy is subject to this behaviour policy and each academy's guidance. Behaviours that are a cause for concern will be dealt with as if it had taken place in school. These circumstances include the following;
- On academy trips

- Travelling to and from school, sporting events, residential trips etc
- When wearing academy uniform or adversely affecting the reputation of the academy
- Inappropriate use of social media
- Whilst attending alternative provision or placement

**18 Roles and responsibilities:**
An identified Senior Leader in each Academy is responsible for;
- The implementation of the behaviour policy
- Monitoring for compliance
- Ensuring that trustees are updated with the implementation of policy including its impact.
- Collating and reporting incidents of racism and bullying (to include all forms of prejudiced behaviour).
- Information from analysis informs curriculum developments and/or whole school learning opportunities, e.g. anti-bullying, e-safety.

The Trust Behaviour Support Lead is responsible for;
- Ensuring that policy is up to date including Each Academy's behaviour guidance
- Ensuring that policy is implemented consistently across the Trust
- Quality assuring the consistency of practice
- Leading the team of behaviour support managers across the Trust
- Supporting the behaviour team with the analysis of data
- Monitoring of the quality and effectiveness of behaviour plans
- Ensuring staff training needs are identified and are met
- Analysis of behaviour data across the Trust

The Academy Behaviour Support Manager
- Supporting pupils and staff with behavioural strategies
- Promoting positive behaviour across the academy ensuring consistency of approach
- Liaise with parents on a daily basis
- Monitor data and the tracking of trends and patterns and providing feeding back to SLT and SEN Team
- 1:1 and group intervention sessions
- Overseeing the quality, accuracy and timely recording of behaviour logs, risk assessments, behaviour plans, bound book etc.
- Being curious about events and asking why?
- Plan and deliver bespoke training to staff
- Plan and support de-briefs with SLT
- Hold staff to account for following policy

The Trust PI Lead is responsible for;
- The monitoring and development of Team Teach training
- Monitoring and evaluating the quality in the use of Team Teach
- Monitoring and evaluating the quality of recording and reporting physical interventions (PI)
- Monitoring and reporting the link between PI and PHP/PSP.

Tutors and staff are responsible for;
- Following the Trust Behaviour Policy and their Academy's Guidelines
- Modelling positive behaviour

- Communicating classroom rules and expectations
- Timely recording of any behavioural incident
- Updating risk assessments, behaviours plans', positive handling plans etc. in response to the need of the individual pupil
- Contact with parents and carers including the logging of communication between home and school

The HOA may use the pupil premium grant to allocate extra behaviour support through staffing, counselling etc.

Trustees are responsible for monitoring the effectiveness and appropriateness of the policy and holding each academy to account.

**All staff will be made aware of the Trust policy and government legislation; with which they will be expected to comply.**