



Ascent Academies' Trust Behaviour Regulation Policy

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1 Introduction

The Ascent Academies' Trust is a welcoming and caring trust; it respects and values each and every individual associated with it. The Trust recognises all behaviour as a form of communication and strives to develop a deep insight, and understanding, of the complex needs of its students and how this contributes to their individual ability to self-regulate and manage their behaviour positively.

The Ascent Academies' Trust is committed to the emotional mental health and well-being of all of its staff, students and parents/carers. Its ethos promotes strong relationships and positive experiences. It believes these are central to emotional well-being and sense of belonging, creating a positive culture and climate that fosters connection, inclusion, respect, value and equality of opportunity for all.

The Trust aims to develop a sense of worth, identity and achievement for all. Staff and students are motivated by an intrinsic curiosity and a desire to learn and to reach their potential in an environment which is safe, secure and free from bullying, harassment and prejudice.

It believes that every member of the school community has a responsibility for behaviour and regulation and all staff should be seen to follow procedures calmly, confidently and consistently. It is the Trust's belief that good behaviour needs to be taught and should be both expected and encouraged.

Each academy within the Trust has its own rules, rewards and corrective actions to meet the needs of their cohorts (see 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
- Outline the principles of Emotion Coaching
- Define what is considered to be behaviours that cause concern, including bullying
- Provide guidance and support for staff when dealing with complex behaviour
- Define the expectations from each member of the school community
- Outline how students are expected to behave
- Provide guidance on the screening and searching of students
- Provide advice on the use of reasonable force and other physical contact
- Provide guidance for the use of Restriction of Liberty and Seclusion
- Provide guidance on the positive behaviour management of students 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 students who display continuous behaviours that are a cause for concern

- Provide guidance to staff accused of misconduct and the management of student 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 July 2020
- The Equality Act 2010 June 2018
- Use of reasonable force in schools July 2013
- Supporting pupils with medical conditions at school August 2017
- Mental Health and Behaviour Advice for Schools November 2018
- Participation of young people in education, employment or training October 2016
- Alternative Provision June 2016
- Preventing and Tackling Bullying July 2017
- Keeping Children Safe in Education September 2020
- Positive environments where children can flourish March 2018

It is also based on the special educational needs and disability (SEND) code of practice April 2020

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, 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
- DfE guidance explaining that maintained schools should publish their behaviour policy online
- 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
- Gus, L & Gilbert, L. (2019) Staffordshire Virtual School: Attachment & Trauma and Emotion Coaching Training Final Report.

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
- Physical Intervention Guidance for Use and Recording v5 (2019)
- Advanced Physical Intervention Guidance for Use and Recording (2019)

3 Promoting Positive Behaviour

Positive behaviour management is a method used to support students' development. By promoting positive relationships based on experiences and mutual respect students are able to feel confident, listened to and understood. This promotes self-regulation, resilience and the capacity to make positive choices, developing a culture of praise and encouragement in which all students can achieve.

The Trust promotes a positive approach of noticing students doing the right thing and giving specific, descriptive praise (or for those students who find it difficult to accept praise, staff offer discrete non-verbal feedback). Using praise effectively is one of the simplest and most powerful tools to engage and motivate students. It can turn around behaviour challenges and improve students' attitudes about learning. This strategy means avoiding using global statements such as "good boy" and encourages staff to use positive recognition by:

- Noticing the effort made by the student
- Deciding what to say that is specific to the task
- Making eye contact with the student
- Smiling
- Delivering praise to students in proximity.

Although it requires some practice, reinforcing rules and expectations positively elicits a far more constructive response. It is also important to be aware of language used when engaging and communicating with students. The language used by adults directly impacts students' understanding of expected behaviours in a variety of situations including self-esteem, motivation and engagement. The use of explicit/implicit language needs to be considered based on the knowledge of each student and it should be adapted appropriately to the students' level of functioning. Continuously repeating negative comments such as "don't run" inevitably often leads to argumentative exchanges. Similarly, choice: "behave or get a reminder" does not really offer a choice at all as a negative outcome was the alternative. By offering two positive outcomes, such as "put that on my desk or in your bag", students can retain a level of control, allowing them to follow instructions on their own terms.

All staff within the Trust are expected to model positive behaviour and be positive role models. Staff should not aim to control the behaviour of students; they should recognise that all behaviour is a communication and respond accordingly in a calm, empathetic and non-judgemental manner. If a student becomes emotionally overwhelmed, staff are encouraged to be understanding and to avoid being defensive. For example, if comments or insults are directed at staff they understand these are not personal; they will support students by maintaining a sense of unconditional positive regard, acknowledging and validating their emotions, as well as showing open and accepting body language. When the student is ready, problem solving can begin and boundaries can be set (if necessary) in order for learning to continue. This maintains both the student's self-dignity and a positive staff and student relationship.

It is vitally important that all members of the Trust know their respective academy rules and consistently apply them. Students will revisit the rules and expectations regularly with their tutors and through assemblies and workshops. Students will be taught how to carry out:

- **Simple daily routines** e.g. lining up, entering and leaving the classrooms and walking through the building
- **Special routines** e.g. how to leave the building if the fire alarm sounds and how to behave during special events (Christmas dinner, sports day etc.)
- **Contextual aspects of lessons** e.g. a visit within the community or further and using specialist equipment (tools and handling foods etc.). It cannot be assumed that students 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 student voice and are to 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 student 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 student's behaviour can be triggered as much by their interactions with others (students, teachers and other adults in school/setting) as it is by factors internal to the child.
- **Relationship with the Curriculum:** student 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 Parents and carers

Regular communication between home and school is vital. In addition to building positive and supportive relationships it allows a two-way exchange of information of anything that will affect the well-being of the young person. 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. Rewards and corrective actions should be planned on an individualised basis so that they are meaningful and effective. *Being fair is not about everyone getting the same (equality) but about everyone getting what they need (equity).*

Parents should be involved in the development of a Pastoral Support Plan, as they are often the experts when it comes to planning strategies for behaviour management. Parents should sign initial plans and agree to all forms of supportive strategies before they are implemented. These supportive strategies will be monitored, adjusted and agreed with parents annually. However, there may be incidences that require adjustments throughout the academic year to support the individual student.

5 Emotion Coaching

At Ascent Academies' Trust we strive to take a consistent approach to Emotion Coaching in order to ensure all students feel that: they have been heard; their

emotions are valid and they are empowered to solve their own problems. This approach is inclusive for all and benefits the whole school community.

What is Emotion Coaching?

Emotion Coaching is an evidence-based approach that provides an understanding of the neuroscience behind behaviour. Based on research by American Psychologist John Gottman, Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child/young person about more effective responses. Through empathetic engagement, the child/young person's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child/young person's neurological system and allows them to calm down, physiologically and psychologically. An individual's social engagement system develops throughout childhood and as a result of their experiences and relationships. Staff must therefore ensure that they consistently use positive social interactions and communication with students to ensure they develop rational thinking and responding skills. Through repetitive, consistent and empathetic Emotion Coaching, the ability of a child/young person to regulate their emotions is promoted.

Why do we use Emotion Coaching?

Emotion Coaching not only benefits students but also parents/carers and professionals to better understand and regulate their emotions, in order to manage strong feelings and take ownership of behaviour. Research indicates that staff in schools feel more confident managing behaviour when they have increased knowledge of the link between behaviour and emotion. Moreover, Emotion Coaching helps to raise the awareness of students with attachment needs and the understanding that there are reasons behind their behaviour. When students feel a sense of being heard, understood and cared about, they can begin to express their emotions in a more acceptable way, which will benefit everyone.

The following principles are central to Emotion Coaching:

- All emotions are natural and normal, and not always a matter of choice
- Behaviour is a communication
- Emotional 'first aid' (calming, soothing) is needed first: 'Connect before re-direct' (Siegel, 2013), 'Rapport before reason' (Riley, 2009)
- 'Emotion coaching builds a power base that is an emotional bond – this creates a safe haven, a place of trust, respect, and acceptance, a sense of self. This in turn leads to children and young people giving back respect and acceptance of boundaries' (Rose and Gus, 2017)

How do we use Emotion Coaching?

The Trust advocates an '**Authoritative**' versus '**Authoritarian**' approach where adults are '**in control**' versus '**controlling**'. Staff are required to **consider** what emotions might be lying behind the behaviour of students and remember that empathy comes before limit-setting or problem-solving; 'Engage don't Enrage' and 'Connection before Correction'. For example, work avoidant behaviour can be linked to a fear of taking risks or feelings of vulnerability. Staff should use emotion coaching scripts e.g. "I'm wondering if (you are shouting out "this is boring!" because) you feel scared/worried about getting the answer wrong? I know what that feels like, it can be really scary to have a go at something, in case you might fail".

Using the simple phrase, "I understand, but I need you to..." is empathetic and assertive in equal measure. By showing an interest rather than dismissing concerns, the risk of

comments such as "you don't care" is reduced and interactions become less antagonistic.

6 Maintaining Clear Boundaries and Expectations

In order to help students feel safe, their educational environment needs to be high in both nurture and structure. Students need familiar, predictable routines and consistent expectations and responses to behaviour. It is therefore vitally important that:

- Classrooms are places where young people feel valued and nurtured.
- Staff use a planned approach to positive behaviour management, following Pastoral Plans and Multidisciplinary Team (MDT) advice in order to achieve successful outcomes - previously known behaviours displayed by a student should not come as a surprise.
- Staff teach and share their behavioural expectations for the classroom and throughout the academy as part of everyday learning.
- Positive behaviours are reinforced by praise and selected rewards e.g. Behaviour Watch slips, merits, certificates, positive phone calls home or notes and emails to parents. This also reinforces positive behaviour, builds good rapport with parents and it does not take long but the impact is long lasting.
- Staff use communication strategies appropriate to the individual student. Sometimes the most appropriate communication is non-verbal and passive.
- Visuals are used to explain activities, help students prepare for what is coming next and ease transitions from one activity to the next.
- Whenever possible staff who initially support with behaviours will remain with the student. 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 student.
- Staff must provide processing time when giving a student an instruction and use other augmentative communication where necessary. Confronting or openly challenging a student can produce a fight or flight response if a student is feeling anxious or upset. If possible, give time for the student to think, for example, "I need you to come inside. I will give you three minutes to come in and then we can talk".
- Incidents are not dwelt on or re-visited at a later time or place where possible. This helps to prevent the feeling of failure and prevents the reinforcement of negativity.
- Staff understand the behaviour, the emotions driving the behaviour and separate 'the behaviour from the child'. Labelling students is unacceptable. We do not 'become' our behaviour.
- Behaviour that is cause for concern is always to be approached in an understanding, empathetic, calm and non-judgemental manner.

The use of punitive measures will not be accepted within the Trust. Nor will there be any acceptance of sarcasm, derogatory language or shouting from staff as this makes the adult seem out of control and can frighten students and escalate situations.

7 Assessing the needs of students with behaviours that cause concern

It is not always possible to immediately identify reasons why students behave in the way that they do, sometimes it is as a result of their diagnosis, home background, social difficulties or

many other causes. Staff should take time to consider what the student may be communicating and look beyond the often very challenging behaviours displayed by students and question what emotions or sensory need may be driving these behaviours.

The Trust understand and recognise that negative behaviour may often be the only way some students can communicate. Staff recognise negative emotions as a signal of a need for support as well as an opportunity to connect, help label emotions and where necessary, when the student is calm, set limits.

When presented with challenging behaviour, often sight of the positives can be quickly lost and using language like the word "don't" can be reverted to all too often. By consciously focusing on seeking and praising positive behaviour confrontation is removed and students are able to regulate and adapt without losing face.

Staff should consider rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat I can help you with your work."

It is important staff carefully monitor and record trends and patterns of behaviour throughout the day over a period of time. This is done through the use of Behaviour Watch and helps to understand why behaviours occur and what the student is communicating. They also help to look at frequency, context and levels of behaviour.

Staff should ask themselves the following questions to ensure their analysis is effective:

- What appears to be the underlying cause of the student's behaviour?
- Where and when does the student display this behaviour?
- What are the triggers of the behaviour?
- What environmental changes could support the student?
- What can I do to support the student during tasks they find difficult?
- What acceptable behaviour can the student use to ensure their needs are met?

Pastoral Support Plans are completed and implemented after behaviours have been fully analysed. Behavioural records over time will build up a profile of the students' behaviour, identifying different methodologies, strategies, behaviours, anxieties and triggers. All students have a pastoral support plan; these plans identify recurrent behaviours which may be linked to a student's diagnosis. They provide guidance to staff on how to effectively apply strategies to support individuals' behaviour and wellbeing. Students have an individual risk assessment (RA) within the plan identifying any potential known risks and how to mitigate them.

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

Staff will always use known de-escalation strategies. However, in extreme circumstances, as a last resort to keep everyone safe, adults may need to intervene and take control of a student's behaviour using the Team Teach™ approach to positive behaviour management,

de-escalation and positive handling techniques.

8 Recording and reporting

Recording and reporting incidents is vitally important as this allows each academy to monitor and support students and for the Trust to continually develop best practice.

Behaviour Watch is used by staff in all academies. It is a web based programme designed to both store data and generate reports. Behaviour Watch is used to capture the different levels of behaviour and complexity of any physical interventions. Behaviour could begin at level 1 and escalate; in such cases behaviour will be logged at the highest level. Students 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 at level 2 at level 3 may be recorded without going through reminders. For example: if a student begins to disrupt a lesson and the learning of others, reminders will be given and hopefully the behaviour will stop. However, if the student absconds or uses racist or homophobic language, this will automatically be recorded as a level 3 behaviour.

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 e.g. 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 or upturning furniture
- Threatening behaviour/language towards others
- Violence towards others
- Inappropriate activity/comments

Any incident involving a physical intervention (PI) or seclusion must be recorded within 24 hours on Behaviour Watch. The voice of the student must be sought and recorded verbatim. Students should be checked for any marks or injuries. Any injuries requiring first aid are recorded on Evolve Accident Book. All physical interventions recorded will be monitored and signed off by the Behaviour Support Manager (BSM) (or other identified person responsible)

and a member of Senior Leadership Team (SLT) within one week. A sample of interventions recorded will be monitored internally in each academy by the Trust's Behaviour Support Lead each half term prior to archiving.

9 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 student. With this in mind, the Trust does not operate a 'no touch' policy as it would not enable effective support for the safety and emotional well-being of students. Reasons for 'physical' contact include:

- To comfort a student in distress (as long as this is appropriate to their age and in a public place)
- To congratulate a student for something (e.g. use of high five, handshake or a pat on the back, or a hug with a young student)
- To gently direct or guide a student 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 student or students
- As part of a student's 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 students, staff will always consider:

- The student's age and level of understanding
- The student's individual characteristics and history
- The location where the contact takes place.

10 Physical Intervention (PI)

The Trust recognises Team Teach - Positive behaviour management strategies emphasising de-escalation and positive handling, 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 Behaviour Support Manager 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 students have become a danger and/or violent towards themselves or others, 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 student

- 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 student and possibly more where a risk assessment suggests this. This protects both the staff and the student. This does not necessarily mean that it will take more than one member of staff to physically support a student. 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 8).

Following a physical intervention, an opportunity will be provided for student and staff to reflect on the intervention which may include a 'debrief'. This helps to consider alternative options, reflect on what went well and what could have been done better and consider any updates to the student's Pastoral Support 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
- Is part of an emerging or increasing pattern for a student or member of staff.

These should be held as soon after the event as possible, recorded electronically, referenced and attached to Behaviour Watch and archived with physical intervention records.

It is the duty of the Special Educational Needs and Disabilities (SEND) Team to respond promptly and impact actions on reducing Physical Interventions. If there are concerns or an escalating trend of PIs which continues, despite all actions in school and/or referrals to MDT, a case review will take place followed by an Education, Health and Care Plan (EHCP) meeting if necessary.

11 Bullying (including Cyber-bullying)

Bullying is behaviour by a student or a group of students, repeated over time, which intentionally hurts another student or group of students either physically or emotionally. There are many different forms of bullying and can include cyber-bullying via text messages and social media or gaming, which can include the use of images and video. Bullying can be motivated by prejudice against a particular group e.g. 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 students.

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.

- The Trust take bullying very seriously and have a zero tolerance approach 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.

12 The Use of 'Time away'

The Trust recognises the use of time away in the form of allowing a student space and time to 'calm and regulate' or to 'reflect' on their behaviour. Academies have calm areas and regulation stations where students can be allowed to regulate and/or correct unwanted behaviour with help from staff and/or the use of sensory equipment if appropriate. Students can 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 student'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 student will be required to stay behind when their peers have returned home. 'After school' detentions will be planned and parental notice will be given (see specific academy guidelines).

This use of supportive strategies or corrective actions should be recorded under the appropriate level in Behaviour Watch.

13 Restriction of Liberty

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

- High door handles or thumb-locks that are used to protect students 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 academies in order to keep students safe.
- The use of physical aids that contribute to the student's physical well-being e.g. a standing frame advised for use by a physiotherapist or splints advised by an Occupational Therapist (OT) applied to prevent a student from hitting and biting themselves.
- The use of seatbelts and harnesses to help students sit correctly in transport.
- In rare circumstances supervision of a student 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 student.

14 Seclusion

In emergency and/or exceptional circumstances it may be necessary to forcibly retain a student 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 student who has reached crisis and/or who may place themselves or others in significant danger if control was not taken. In this situation students must be externally monitored by an adult who can see and hear them at all times. This is referred to as seclusion.

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

All incidents of seclusion must be logged on Behaviour watch within 24 hours by a member of SLT or the BSM who will complete the slip with all staff involved, ensuring the reason for the seclusion is clear. This will ensure all details logged are correct as well as ensuring any follow up actions can take place where necessary. Parents must be informed and a debrief must be held; where possible a multi-disciplinary review must also be planned.

15 Internal Exclusion

Internal exclusion is a planned strategy in response to a serious incident involving other students, staff or damage to property. The senior leadership team make the decision to use internal exclusion. This allows students 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 SEND Team. During internal exclusion the student 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.

16 Exclusion

The Trust has an Exclusion Policy. Please refer to this for further information.

17 Screening and Searching Students

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.

18 Behaviour outside of the Academy

Students' behaviour outside of the academy is subject to this behaviour regulation policy and individual 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 and visits
- Travelling to and from school, sporting events, residential trips etc.
- When wearing academy uniform or adversely affecting the reputation of the academy
- When under the charge of a member of staff
- Inappropriate use of social media
- Whilst attending an alternative provision or placement

19 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.
- The monitoring and development of Team Teach training
- Monitoring and reporting through the SEND Team:
 - Links between physical interventions and Pastoral Support Plans
 - The quality of Pastoral Support Plans
- Collating and reporting incidents of racism and bullying (to include all forms of prejudiced behaviour).
- Information from analysis which 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 Pastoral Support Plans
- Monitoring and evaluating the quality of recording and reporting of physical interventions
- Ensuring staff training needs are identified and are met
- Analysis of behaviour data across the Trust

The Academy Behaviour Support Manager is responsible for:

- Supporting students and staff with behavioural strategies
- Promoting positive behaviour across the academy ensuring consistency of approach
- Liaising with parents on a daily basis
- Monitoring data and the tracking of trends and patterns and providing feeding back to SLT and SEND Team
- 1:1 and group intervention sessions
- Overseeing the quality, accuracy and timely recording of physical intervention and behaviour logs
- Monitoring and evaluating the quality in the use of Team Teach
- Ensuring Pastoral Support Plans and Risk Assessments are updated as necessary following incidents
- Being curious about events and asking why?
- Planning and delivering bespoke training to staff
- Planning and supporting de-briefs and case reviews with SLT
- Holding staff to account for following policy

Tutors and staff are responsible for:

- Following the Trust's Behaviour Regulation Policy and their individual academy guidelines
- Modelling positive behaviour
- Communicating classroom rules, expectations and sharing the Behaviour Regulation Policy with students at an appropriate level
- Timely recording of any behavioural incidents
- Updating Pastoral Support Plans including Risk Assessments in response to the need of the individual student
- Contact with parents and carers including the logging of communication between home and school

The Head of Academy 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 Academy policy and government legislation with which they will be expected to comply.