

# Positive Behaviour for Learning (PBfL) Policy

**Updated October 2018**

**AWAITING RATIFICATION**

Title	Positive Behaviour for Learning Policy
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## Section 1: Expectations, Rewards & Consequences

### Rationale

Positive behaviour and attendance are essential foundations for a creative and effective learning and teaching environment, in which all members of the Academy community can thrive and feel respected, safe, and secure: the positive climate for learning.

The St Wilfrid's PBfL policy encompasses the Academy *PRIDE* ethos, expectations of pupils' behaviour and the rewards policy to support and maximise pupil engagement, learning and ultimate success.

The PBfL approach provides a framework which; promotes pupil success; develops our learning ethos and sense of community; teaches values, choices and consequences, whilst promoting standards of acceptable conduct; and ultimately ensures all children make both academic and social and emotional development. The '*Thrive Approach*' is used to identify emotional development needs in groups and individual, which can be addressed through strategies and activities designed to build resilience and reengage learners.

### Development of the policy

The PBfL policy has been created in consultation with students, staff and parents. Feedback from all members of the learning community have helped to identify what an outstanding SWA pupil should look like, the standards we should expect in lessons (Appendix I: Classroom Golden Rules) and around the Academy, and how pupils should get rewarded (Appendix III: Pride Rewards) for making positive choices.

Regular stakeholder voice has helped to shape our practice and ensure that all members of the learning community have frequent communication and the opportunity to share their views on behaviour and rewards.

### Aim

Our vision for St. Wilfrid's Academy is to create an outstanding alternative provision where pupils:

- Feel safe, valued and part of a community
- Are inspired and supported to choose to reengage in learning
- Develop positive emotional and social interactions with our learning community
- Develop a sense of self-belief, aspiration and pride in their ability and achievements.

### Behaviour Management

Our behaviour policy seeks to encourage young people to make positive choices and reinforces these through praise. In the event that a student does not follow expectations, a clear system of warnings are used which give them the opportunity, with support, to address their behaviour and make better choices. For students who fail to comply, despite the classroom warnings, the on-call team will remove them from the classroom to maintain a positive climate for learning and provide a quiet period of refocusing for the individual student. Appendix II details the classroom level consequences and Academy tiered consequences.

The PBL policy aims to embed our PRIDE ethos:



## Taking PRIDE around our Academy

**P**ride in yourself; be proud of your work; be proud of your appearance and how smart you look; be proud of our fantastic school environment.

**R**espect: Ensure everyone feels valued and safe by treating all members of our learning community with respect and kindness.

**I**mpeccable conduct: Ensure your behaviour helps to maintain a calm, orderly and purposeful environment, both in and outside of lessons.

**D**etermination and hard work will help you to succeed and to realise your full potential.

**E**ngage positively and contribute to the achievements and success of our learning community: Be part of our team.



PRIDE: #SWAsuccess

### Statutory requirements

This policy reflects statutory requirements and is supported by a range of additional policies. The policy is reviewed regularly by the Senior Leadership Team and the EAB.

### The rights and responsibilities of St Wilfrid's Academy, pupils and parents/carers in ensuring an orderly climate for learning

At St Wilfrid's Academy we recognise that promoting positive behaviour is the responsibility of the learning community as a whole. For our policy to be implemented comprehensively, we acknowledge that there are specific rights and responsibilities for stakeholders, reinforced by:

<b>SWA</b>	
<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"> <li>• <i>To make clear the academy's statutory power to discipline students and that students and parents will need to respect this.</i></li> <li>• <i>To enforce their academy behaviour policy – including rules and disciplinary measures.</i></li> <li>• <i>To expect pupils and parents' cooperation in maintaining an orderly climate for learning.</i></li> <li>• <i>To expect pupils to respect the rights of other children and adults in the academy.</i></li> <li>• <i>Not to tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not conduct himself/herself properly, the academy may ban them from the premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution.</i></li> <li>• <i>To reserve the right to charge parents/carers for any criminal damage or repairs to the building or equipment damaged by their child.</i></li> <li>• <i>To take firm action against pupils who harass or denigrate teachers or other academy staff, on or off premises – engaging external support services, including the police, as appropriate.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>To ensure the whole learning community is consulted about the principles of the academy behaviour policy.</i></li> <li>• <i>To establish and communicate clearly measures to ensure good order, respect and discipline. (Appendix IV)</i></li> <li>• <i>To cooperate and agree appropriate protocols with other schools in the Trust and local school collaborative for behaviour and persistent absence.</i></li> <li>• <i>To ensure the academy behaviour policy does not discriminate against any pupil e.g. grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities.</i></li> <li>• <i>To ensure teachers' roles in academy discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload and workforce remodelling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers.</i></li> <li>• <i>To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.</i></li> <li>• <i>To support, praise and as appropriate reward pupils' good behaviour.</i></li> <li>• <i>To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate.</i></li> <li>▪ <i>To make alternative provision from day 6 for fixed period excluded students, and where appropriate to arrange reintegration interviews for parents at the end of a fixed period exclusion.</i></li> <li>• <i>To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.</i></li> </ul>

	<ul style="list-style-type: none"> <li>•To ensure staff model good behaviour and never denigrate students or colleagues.</li> <li>•To promote positive behaviour through active development of pupils' social, emotional and behavioural skills.</li> <li>•To keep parents/carers informed of their child's behaviour – good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.</li> <li>•To work with other agencies to promote equal opportunities, community cohesion and safety.</li> <li>•To support students to regulate their strong emotions by building positive relationships to contain, soothe and calm appropriately.</li> </ul>
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PUPILS	
Rights	Responsibilities
<ul style="list-style-type: none"> <li>•To contribute to the development of the academy behaviour policy, with every pupil involved in the consultation process.</li> <li>•To be taught in environments that are safe, conducive to learning and free from disruption.</li> <li>•To expect appropriate action from the academy to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.</li> <li>•To appeal to the Head of Academy / governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably.</li> <li>•To expect staff to take into account their SEN needs and/or disability when offering support/challenge</li> </ul>	<ul style="list-style-type: none"> <li>•To follow reasonable instructions by academy staff, obey academy rules and accept sanctions in an appropriate way.</li> <li>•To have regard for their own safety and that of others</li> <li>•To act as positive ambassadors for the academy when off academy premises.</li> <li>•Not to bring inappropriate or unlawful items in to the academy.</li> <li>•To show respect to staff, fellow pupils, academy property and the academy environment.</li> <li>•Never to denigrate, harm or bully other pupils or staff.</li> <li>•To cooperate with and abide by any arrangements put in place to support their behaviour.</li> </ul>
PARENTS/CARERS	
Rights	Responsibilities

<ul style="list-style-type: none"> <li>• <i>To contribute to the development of the academy behaviour policy.</i></li> <li>• <i>To be kept informed about their child's progress, including issues relating to their behaviour.</i></li> <li>• <i>To expect their children to be safe, secure and respected in the academy.</i></li> <li>• <i>To have any complaint they make about their child being bullied taken seriously by the academy and investigated / resolved as necessary.</i></li> <li>• <i>To appeal to the Head of Academy / governors, and beyond that to the Secretary of State, if they believe the academy has exercised its disciplinary authority unreasonably.</i></li> <li>• <i>To appeal against a decision to exclude their child, first to the governing body of the academy and then – in cases of permanent exclusion – to an independent appeal panel.</i></li> <li>• <i>To expect staff to take into account the SEN needs and/or disability of their child when offering support/challenge.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>To respect the academy's behaviour policy and the disciplinary authority of academy staff.</i></li> <li>• <i>To help ensure that their child follows reasonable instructions by academy staff and adheres to academy rules.</i></li> <li>• <i>To send their child to school each day punctually, suitably clothed in uniform, fed, rested, and equipped and ready to learn.</i></li> <li>• <i>To ensure academy staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm.</i></li> <li>• <i>To be prepared to work with the academy to support their child's positive behaviour.</i></li> <li>• <i>To attend meetings with the Head of Academy or other academy staff, if requested, to discuss their child's behaviour.</i></li> <li>• <i>To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour.</i></li> <li>• <i>If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the academy at the end of a fixed period exclusion.</i></li> </ul>
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## Appendix I



# Classroom

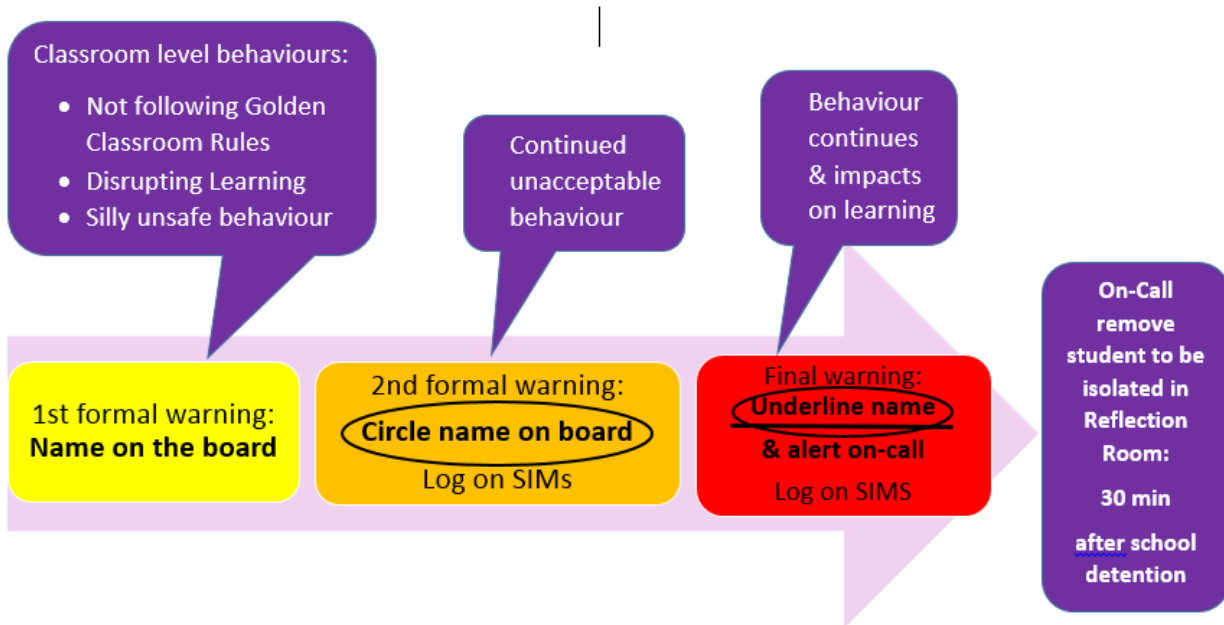
## Golden Rules

- 1. Follow instructions. First time, every time**
- 2. Use your manners: Listen to the teacher and others when they are talking**
- 3. Sit in your seat and do not leave it unless asked to do so**
- 4. Eating, drinking and chewing in class is not allowed**
- 5. Engage in your learning, work hard and make progress**

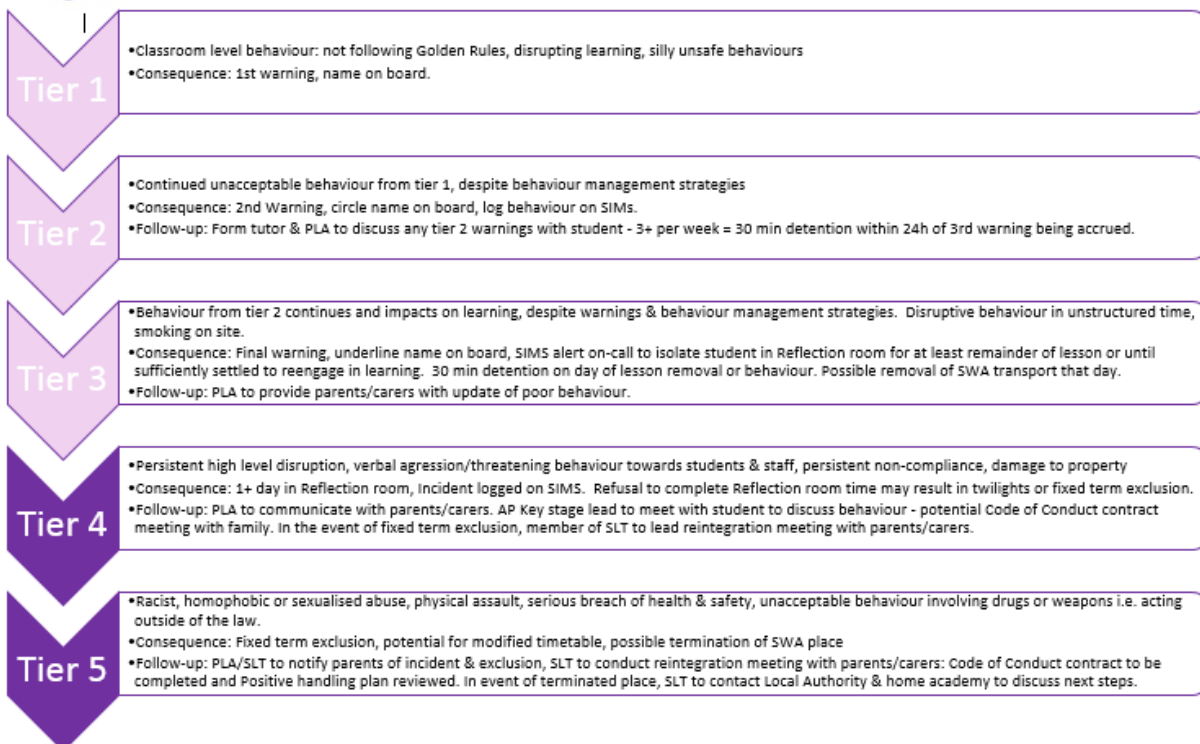




## Classroom Level Consequences



## SWA Tiered Consequences



### Appendix III: Rewards System



**SWA Stars**

**St Wilfrid's Academy: Rewarding Success #SWASuccess**

<b>Daily awards</b>	<p><b>Star Card lesson stamps for:</b></p> <ul style="list-style-type: none"> <li>★ Following Golden Rules</li> <li>★ Quality work, including using PRIDE presentation</li> <li>★ Supporting the learning of others</li> </ul>	
<b>Bonus awards</b>	<p><b>Outstanding pieces of work:</b></p> <ul style="list-style-type: none"> <li>★ Displayed on Student Showcase board, website gallery &amp; Twitter</li> <li>★ Postcard home</li> <li>★ Golden ticket</li> </ul>	
<b>SWA Star Cards</b>	<ul style="list-style-type: none"> <li>★ 10 stamps: Form tutor post card home + reward treat</li> <li>★ 20 stamps: Key stage leader post card + reward treat</li> <li>★ 30 stamps: Key stage certificate + golden ticket</li> <li>★ 40 stamps: VP award certificate + golden ticket</li> <li>★ 50 stamps: Head award certificate + golden ticket</li> </ul>	
<b>Weekly awards</b>	<ul style="list-style-type: none"> <li>★ 100% attendance golden tickets</li> <li>★ PRIDE nominations: 1 per year group, gathered by KS leaders: certificate in assembly, reward treat + golden ticket</li> </ul>	
<b>Half termly awards</b>	<ul style="list-style-type: none"> <li>★ Progress awards presented in rewards assembly: subject certificates, most progress made certificates &amp; gift vouchers, 100% attendance certificates</li> <li>★ Golden ticket draws for star prizes</li> <li>★ Highest scoring form group team prizes e.g. café tokens, special lunches, chocolate fountain etc</li> </ul>	
<b>Termly/year end rewards</b>	<ul style="list-style-type: none"> <li>★ Rewards trips and star prizes</li> </ul>	

**.....time to shine!**

Every single student is important in this room and every single student has the right to learn, make progress and be successful.



Our goal is for every young person to maximise their success and to make this happen we expect all colleagues to follow clear routines to ensure consistency across practice.

### **Consistency is the key to establishing an outstanding learning environment**

These are our basic classroom expectations:

1. Be punctual: Meet and greet your class at the door, consistently every lesson.
2. Ensure an orderly entry to the classroom – this should include:
  - Students lining up outside the classroom (where appropriate) in a designated place.
  - Every lesson having a seating plan.
  - Students to be immediately engaged by having a learning activity available for them to access as soon as they enter the classroom.
3. All students should be ready to learn at the start of the lesson. Provide equipment, if required, to reduce barriers to learning.
4. All students should be dressed in full school uniform and not be allowed into classrooms wearing coats.
5. Registers must be taken within the first 5 minutes of the lesson. Any late-comers must be added to the register using the L code. Students should answer the register in a polite manner (such as “Yes Miss”, “Morning Miss”) and in turn, staff should thank them.
6. Learning objectives should be made explicit to all students. This should happen at the beginning of the lesson but could happen at other stages to reflect on learning and progress.
7. When asking questions to the class, allow thinking time and encourage a culture where all students are expected to contribute.
8. If student behaviour needs to be addressed follow the ‘3 warnings system’ and make this visible by following these steps: 1) name on the board, 2) circle the name and 3) underline the name to show which warning the student has reached.
9. Homework should be set in line with school policy.
10. Praise more than criticise using formal and informal approaches, following the rewards policy where appropriate.
11. Ensure students calmly pack away their equipment, ensure the classroom is tidy before dismissal.
12. Dismiss students in an orderly fashion e.g. per row, per table and monitor the movement of students as they leave the area.

## **Section 2: Positive Handling Policy**

### 1. Overview

#### 1.1 The purpose of this policy is to:

- provide staff working across the setting with a framework for supporting children and young people who experience difficulties in managing their emotions or present challenging behaviours
- enable staff to effectively dispense their duty of care towards young people
- define in broad terms what may constitute a physical intervention in a variety of settings
- ensure the health, safety and welfare of children, young people and those who work with them

1.2 The term 'Positive Handling' is used to describe the full range of strategies used to de-escalate, defuse and divert in order to prevent violence and reduce the risk of injury to staff, children, young people and others. The use of force only forms a small part of the Positive Handling Framework and will always be used as a last resort across the service. All physical interventions, including restraint, are conducted within a framework of positive behaviour management. It is important to reward effort and application, encouraging children and young people to take responsibility for improving their own behaviour. Preventative approaches to risk reduction involve identifying and communicating early warning signs, situations, settings and other factors which may influence behaviour, then taking steps to divert behaviours leading towards foreseeable risk. For those who require them, children and young people are encouraged to participate in the development of their own Positive Handling Plans by focusing on positive alternatives and choices. Parents are also encouraged to contribute.

### 2. Glossary

#### 2.1 Positive Handling

The term 'Positive Handling' describes a broad spectrum of risk reduction strategies. Positive handling 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. Included in this framework are a small number of responses which involve the use restrictive physical interventions to overcome active resistance.

#### 2.2 Positive Handling Plan

Positive Handling Plans are working documents outlining the agreed intervention strategies, non verbal, verbal and physical, which support a child or young person. Risk assessment information is used to provide simple guidance to ensure that, where risk is present, all staff and others who are responsible for managing risk have knowledge, skills and understanding of the agreed strategies to reduce risk.

## 2.3 Restraint/Restrictive Physical Interventions

The positive application of force with the intention of safeguarding people and property.

## 3. The Legal Framework

### 3.1 Interest Principle

The overriding principle relating to positive handling is that the welfare of the child or young person takes precedence over every other consideration. The first paragraph of the Children Act 1989 in the UK and the third paragraph of the United Nations Convention on the rights of the child state that the welfare of the child shall be the paramount consideration. Paramount in this context means that it is the first thing people should think about and it should take precedence over every other consideration.

### 3.2 Duty of Care

The term “duty of care” is an important legal term. Anyone who is paid to work with children has a duty of care. We do not need to wait for damage or injury. A responsible approach is to anticipate what could go wrong and try to prevent it. A breach of duty of care may involve either taking unreasonable action or failing to take reasonable action to prevent harm to another person

St Wilfrid’s Academy takes seriously its duty of care towards staff and endeavours to provide information and training to enable them to carry out their duties. Staff also have a duty to cooperate with the management overall health and safety matters.

### 3.3 Section 93 Education and Inspections Act 2006

This section describes the circumstances in which staff and others authorised by the Head of Academy may use reasonable force to control or restrain children and young people. Examples of when such action may be reasonable are to prevent injury to people, serious damage to property or the breakdown of discipline. The term “physical restraint” is used when force is used to overcome active resistance. These are referred to as ‘Restrictive Physical Interventions’ in National Guidance (DfES/DoH 2002).

### 3.4 Risk Assessment and Risk Control

Health and Safety legislation applies to children and young people who may present a hazard to themselves or others. Wherever a hazard can reasonably be foreseen there should be an assessment of the risk and a plan to reduce the risk. It is not always possible to eliminate risk and staff will need to be able to show that they have attempted to control it. Children and young people who present a risk should have a positive handling plan. Staff who come into contact with a child or young person presenting a risk are given guidance and training to enable them to assess and reduce the risk.

### 3.5 Reasonable and Proportionate

Common law hangs on the word 'reasonable' yet the meaning can change depending on the circumstances of each case. For example, an action taken in response to an attack with a baseball bat might be deemed reasonable in court, whereas exactly the same action taken in response to a verbal assault would be judged to be excessive and unreasonable. What determines the reasonableness of a particular intervention is often governed by whether or not it was 'proportionate'. Staff should always use minimum force for the shortest time to keep people safe. Use of force should always be a last resort and be in proportion to the consequences it is intended to prevent. It should be the minimum necessary to achieve the desired result. Good training provides techniques which rely on a combination of psychology and biomechanics to reduce the amount of force required.

### 3.6 Absolutely Necessary

3.6.1 The United Kingdom adopted the United Nations Convention on the Rights of the Child in 1991 and incorporated European Human Rights legislation into the legal framework. All institutions have to consider the human rights implications of their policies. In normal life people do not normally touch other people unless invited; yet for staff there may be times when such actions are reasonable and necessary. If a member of staff takes any action that could be seen as restricting the child's or young person's human rights it must be 'absolutely necessary.'

3.6.2 There are times when those with a duty of care believe that they must take action to protect the interests of the child or young person. If they fail to take action, and as a result negligently allow a child or young person to come to harm, they could be liable for any damage which ensues. When staff are honest in their attempts to do the right thing they are said to be acting in 'good faith.'

### 3.7 Key Questions

It can help staff to maintain their focus on values and principles if they keep three questions in mind whenever they consider using force to control a child's or young person's behaviour. It may be true that staff are legally empowered to use force to prevent injury, damage, the commission of criminal offences or even to prevent serious disruption. However, rather than focus on the rights of staff, it is better to focus on the rights and interests of the child or young person. Whenever a member of staff chooses to use a physical intervention they should consider three key questions:

- Is this intervention in the best interests of the child or young person?
- Is it absolutely necessary?
- Is it reasonable and proportionate?

### 3.8 Reasonable and Proportionate

3.8.1 Any response to extreme behaviour should be reasonable and proportionate. People should make every effort not to react in anger. If they feel they are becoming angry they should consider withdrawing to allow someone else to deal with the situation. Where staff act in good faith, and their actions are reasonable and proportionate, they will be supported.

3.8.2 When physical controls are considered, staff should think about the answers to the following questions:

- Do I have to act now?
- Am I the best person to be doing this?
- Is my intervention likely to reduce risk?

3.8.3 If staff can answer 'yes' to these questions it is more likely that a physical intervention will be judged to be reasonable and proportionate. Whenever a physical intervention has to be made there should be a verbal warning. In some cases urgent action is necessary and this may not be possible. Where possible, staff should always attempt to use diversion or diffusion in preference to physical interventions.

#### 4. Positive Handling Plans

Risk management is an integral part of positive behaviour management planning. All children and young people who have been identified as presenting a risk should have a Positive Handling Plan. This is in effect a risk assessment. The plan details the settings and situations which increase risk. It also details any strategies which have been found to be effective in reducing risk for that individual, along with any particular responses which are not recommended. If particular physical techniques have been found to be effective they should be named, along with alerts to any which have proved ineffective or which caused problems in the past. Positive Handling Plans should be considered alongside a Statement of Special Educational Need and any other planning documents which relate to the child or young person. They should take account of age, gender, level of physical, emotional and intellectual development, special needs and social context. Positive Handling Plans should result from multi-professional collaboration, including contributions, where possible, from parents, carers and the children and young people themselves.

#### 5. Responding to Unforeseen Emergencies

Even the best planning systems cannot cover every eventuality and the Service recognises that there are unforeseen or emergency situations in which staff have to think on their feet. The key principles are that any physical intervention should be:

- In the best interest of the child or young person;
- Reasonable and proportionate to the consequences it is intended to prevent
- Intended to reduce risk;
- The minimum necessary to achieve the desired result.

#### 6. Training

Staff who are expected to use planned physical intervention techniques should be trained. All training courses should be fully accredited by the British Institute of Learning Disabilities (BILD) in accordance with the Department for Education (DfE) and Department of Health guidance.

Positive handling training should be provided by qualified instructors according to the BILD code of practice.

## 7. Recording

Whenever overpowering force (restraint) is used the incident must be recorded. Where possible it is encouraged that more than one person is available for corroboration. All staff involved in an incident should contribute to the record which should normally be completed by the end of the same day as the incident or, if this is not possible, within 24 hours. Staff should read through the recording form carefully, taking time to think about what actually happened and explain it clearly. Names should be completed in full and all forms should be signed and dated. These records will be retained and cannot be altered. They will be kept for many years and could form part of an investigation at some time in the future. Serious incident reports should not be completed until the individuals concerned have recovered from the immediate effects of the incident. They should not be rushed. A concise record should be written into the Bound and Numbered Book, which can refer to supporting incident sheets and other relevant information.

## 8. Monitoring and Evaluation

The Head of Academy should ensure that all incidents are reviewed at least termly to identify trends and instigate further action as required. The incident log should be open to external monitoring and evaluation.

## 9. Positive Behaviour Management

The policy is intended to reward positive social and emotional skills and encourage children and young people to take responsibility for improving their own behaviour. Part of our preventative approach to risk reduction involves looking for early warning signs, communicating any factors which may influence behaviour and taking steps to divert behaviours which might lead towards foreseeable risk. Children and young people are encouraged to participate in the development of their own Positive Handling Plans by focusing on positive alternatives and choices.

## 10. Alternatives to Physical Controls

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can:

- Show care and concern by acknowledging unacceptable behaviour;
- Request alternatives using negotiation and reason;
  
- Give clear directions to the students to stop;
- Remind them about rules and likely outcomes;
- Remove an audience or take vulnerable children or young people to a safer place;
- Use the *Thrive Vital Relationships* Functions; Attunement to emotional state; validation of how they are feeling; containment of those strong feelings; soothe and calm to regulate emotions



- Make the environment safer by moving furniture
- Make the environment safer by removing objects that could be used as weapons;
- Use positive touch to guide or escort children to somewhere less pressured;
- Ensure that colleagues know what is happening;
- Get help.

## 11. Help Protocols

The expectation is that all staff should support each another. This means that staff always offer help and always accept it. Help does not always mean taking over. It may mean just staying around in case you are needed, getting somebody else or looking after somebody else's group. Supporting a colleague does not always mean agreeing with their actions and offering sympathy when things go wrong. Real support sometimes means acting as a critical friend to help colleagues become aware of possible alternative strategies. Good communication is necessary so that colleagues avoid confusion when help is offered and accepted. Agreed scripts as outlined in positive handling training should be used so that all parties understand what sort of assistance is being offered/required and what is available. When somebody offers help a member of staff should tell them clearly how they can help.

## 12. Well Chosen Words

A well-chosen word can sometimes avert an escalating crisis. When children or young people are becoming angry there is no point in getting into an argument. Repeatedly telling people to calm down can actually wind them up. Pointing out what people have already done wrong can make things even worse. The only purpose in communicating with an angry person is to prevent a further escalation. Sometimes it is better to say nothing. Take time to choose your words carefully, rather than say the wrong thing and provoke a further escalation. The time to review what has happened and look at ways of putting things right is after everyone has completely calmed down and recovered.

## 13. The Last Resort Principle

Physical restraint should only be used when there is no other realistic alternative. This does not mean that we always expect people to methodically work their way through a series of failing strategies before attempting an intervention in which they have some confidence. Nor does it mean always waiting until the danger is acute and imminent, by which time the prospect of safely managing it may be significantly reduced. Reasonable use of force is the minimum necessary to achieve the desired result. It does mean that we expect staff to conduct a risk assessment and

choose the safest alternative available. This includes thinking creatively about any alternatives to physical intervention which may be effective.

## 14. The Post Incident Support Structure for Pupils and Staff

14.1 Following a serious incident it is the policy to offer support to all involved. People take time to recover from a serious incident. Until the incident has subsided the priority is to reduce risk and calm the situation down. Staff should avoid saying or doing anything which could inflame the situation

during the recovery phase. Immediate action should be taken to ensure medical help is sought if there are any injuries which require more than basic first aid.

All injuries should be reported and recorded using the school systems.

14.2 It is important to note that an injury in itself is not evidence of malpractice. Even when staff attempt to do everything right things can go wrong. Part of the post-incident support for staff may involve reminding them of this, as people tend to blame themselves when things go wrong.

14.3 Time needs to be found to repair relationships. When careful steps are taken to repair relationships a serious incident does not necessarily result in long term damage. This is an opportunity for learning for all concerned. Time needs to be given to following up incidents so that children and young people have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other people's perspective, to be completed in the student views section of the bound and numbered book. When time and effort are put into a post-incident support structure the outcome of a serious incident can be learning, growth and strengthened relationships. Children and young people should come to an understanding that the reason staff hold them is to keep them safe. The concept of restorative justice can help in this process.

14.4 Where necessary the Head of Academy will be able to direct staff to sources of further emotional support.

### **Section 3: Exclusions Policy**

Definition

The Exclusion Policy is a system that helps the people that implement it to:

- Encourage and promote acceptable behaviour and attitudes to learning
- Enforce an exclusion in line with Government guidance

## Aim

The policy will enable the appropriate staff to ensure that an exclusion is only given for a serious incident and that the process leading to the exclusion is thorough, lawful, reasonable and fair in accordance with the DfE guidance.

## Ownership

This policy has been developed working with staff, governors and in accordance with the DfE guidance.

## Statutory Requirement

The Academy has to identify how discipline will be maintained and have a policy that indicates this. The linked documents to this policy show in depth information regarding the Academy's approach to behaviour management. The Academy has a duty to ensure pupils are not discriminated against in this process on the basis of disability or race. Particular care is given to the fair treatment of students from groups who are vulnerable to exclusion. The policy will be reviewed regularly by the Senior Leadership Team and EAB.

## Exclusion from Academy Policy

- Exclusion from the Academy is a serious sanction and will be recorded on a student's Academy record. It is the Academy's response to behaviour that is deemed inappropriate and may compromise the health and safety of others.
- Exclusions can be recommended by senior leaders in the Academy. The Principal has delegated the powers to the Vice Principal to make the decision to exclude. Parents will be contacted and safe arrangements will be made to ensure the student arrives home.
- A student may be excluded for one or more fixed periods (up to a maximum of 45 school days in an academic year), or permanently (placement terminated). The behaviour of students outside the Academy can be grounds for exclusion and students who are disruptive at lunchtime can be excluded from the premises for the lunchtime period.
- The Academy may direct a student off-site for their education to improve their behaviour and a 'managed move' to another alternative provision, that is agreed by all parties, may be used to help improve the behaviour of the student.
  
- A decision to permanently terminate an academy place will be taken if :
  - there is a serious breach, or persistent breach of the Academy's behaviour policy; and
  - where allowing the student to remain in the Academy would seriously harm the education or welfare of the student or others within the school
- Any exclusion will be followed by a re-integration meeting to discuss the events leading to the exclusion and how best the Academy can support the student to enable them to continue their education.
- A student may be given a fixed term exclusion or have their placement permanently terminated for any of the following :

- Physical assault against a student or adult
- Verbal abuse or threatening behaviour, including aggression and intimidation.
- Bullying
- Racist or homophobic abuse
- Sexual misconduct
- Drug/alcohol related behaviour
- Damage – vandalism, arson
- Theft
- Persistent disruptive and/or defiant behaviour
- Any serious breach of health and safety

Students may be given an Internal Isolation for any of the above as a means to try and alter their behaviour and ensure they don't repeat an offence. Parents will be notified of this.

Students at risk of having their place terminated permanently will be placed on a Code of Conduct contract, where parents, the student and key members of staff will work together on strategies to improve behaviour through agreed targets and regular meetings.

The Academy has working partnerships with other Delta academies, the Local Authority and various other agencies to help support pupils following exclusions. The school has an agreement with the Local Authority to accept pupils from the IYFAP panel.

## EAB

The EAB/Governing Body or a nominated sub-committee of the body are statutorily required to review the Principal's decision to exclude when:

- An exclusion will result in a student missing an examination
- A permanent exclusion is issued by the home (referring) academy
- An exclusion takes the student's total days of exclusion above 15 in a term
- When an exclusion has taken a student's total days of exclusion above 5 in a term and the parents request a Governing Body meeting

Full details and scheduling of these meetings can be found in the DfE Guidance.