



**Nethergate Academy**

# **Behaviour and Motivation Protocol**

Date; 23.11.23

Policy Review Due; January 2025

## Protocol Overview

The purpose of this policy is to provide staff, pupils, parents and our school community with information, strategies and legal requirements regarding how we approach behaviour and motivation at Nethergate.

### How positive behaviour is encouraged?

Nethergate uses positive behaviour support to enable pupils to inform our practice in supporting children who may exhibit behaviours of concern.

Our school values and ethos underpin our attitudes, actions and words towards pupils in our care. Just as we might support a pupil with the acquisition of academic skills it is fundamental that we also develop behaviour patterns which are functional, socially compatible, dignified, effective and respectful of others. The school's key drivers of communication, safety, independence and wellbeing ensures that these skills are not only expected but supported and taught to children who may have difficulties in these areas. All classes develop a code of conduct or agreement around expectations of themselves and each other based on our key drivers and underpinning principles (see below). Individual Positive Behaviour Support Plans and provision maps ensure the needs of every child are met.

At Nethergate we have the following underpinning principles

- Positive and meaningful relationships are imperative to our practice between all members of our school community
- Unconditional Positive Regard should be practiced and reinforced at all times
- Children and adults have a sense of belonging, feel safe, secure and valued
- The importance of fostering social relationships in a school community and appreciating and celebrating difference
- Responsibility and accountability for one's own actions and their impact on others
- Respect for others, their views, feelings and circumstances
- Fairness
- Consistency
- A willingness to create opportunities for reflective change in pupils and staff

We seek outside agencies and draw upon their expertise this might be through referrals, CPD or professionals modelling practice.

Some of our pupils will not have the verbal language to communicate their need, want or distress even where pupils have the capacity of speech to explain, this language is not always effective when they are in distress. Positive behaviour support plans and provision maps indicate pupils preferred method of communication even when distressed. Therefore, it is crucial that the adult attends to the behavioural conversation alongside any spoken conversation.

We would also regard the pupil's sensory needs as a fundamental physiological need so provision of an appropriate sensory programme or diet is put in place for many pupils to ensure they are sufficiently sensorily integrated before engaging with tasks. Sensory techniques are also used extensively to support the purposeful learning of pupils

We recognise that every child and situation is different. There is no one approach that will resolve every child's behavioural difficulties. We draw on a range of methodologies and proven techniques. However, the key to supporting each situation lives in understanding the context and the nature of the individual actions; all behaviour is communication. We engage in a reflective approach that is knowledge based and flexible in response as the situation develops. At Nethergate behaviour is analysed through data and so strategies are informed and effectively deployed.

### **Communication of expectations**

The individual class agreements are developed with students and informed by our key drivers and principles. Zones of regulation displays are consistent in classes across the academy and there is a curriculum to support pupils understanding their emotional states.

### **Restrictive Physical Intervention**

Our academy PRICE instructors train staff in positive behaviour support and restrictive physical intervention in line with the PRICE Safe schools programme. This involves strategies to manage behaviours of concern, de-escalation and diffusing skills and restrictive physical intervention for use as a last resort. As a school we recognised that unmet needs will impact on children's ability to engage and learn. Each pupil has a Positive Behaviour Support Plan written by the class team with input from parents, pupils and professionals where appropriate, this works in conjunction with risk assessments and pupil profiles. Members of staff at Nethergate receive regular CPD in strategies which support children's SEND needs from school staff and outside professionals.

New staff are trained in PRICE Safe Schools during the term they arrive and this is refreshed yearly. Existing staff have their Safe Schools training refreshed yearly and instructors also have their training refreshed in line with PRICE requirements. As a school we recognise and follow the standards of the restraint reduction network.

### **Pupil, Staff and Parent expectations.**

#### **Staff**

Staff are responsible for

- Practicing unconditional positive regard
- Implement the behaviour policy consistently
- Supporting children to identify strategies to help them manage their emotions
- Identify functions of behaviour and implement strategies to support children
- Model positive behaviour
- Ensure positive behaviour support plans are current and individualised

- Ensure all children are treated fairly with awareness of the protected characteristics
- Sharing achievements and successes with parents and carers
- Record behaviour Incidents and Restrictive Physical Interventions as per policy

## **Parents and Carers**

Parents and carers are expected to;

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstance that may affect their child's behaviour
- Discuss any behavioural concerns with school
- Be a good role model to their child
- Feel welcome in school to discuss their child in a positive atmosphere
- Build positive relationships with staff supporting their child in school
- Be receptive to new ideas and suggestions around their child's behaviour
- Feel informed about activities and events in school

## **Pupils**

Pupils are expected to engage positively in learning;

- What good behaviour means and looks like
- How to use strategies to self regulate
- To respect themselves and others
- To co operate with others
- How their behaviour may impact on others
- How to resolve friendship difficulties and differing opinions
- What makes them feel happy
- Respect for their property and that of others
- How to behave in a way which means all pupils can learn

## **Responding to appropriate behaviour**

Staff acknowledge that pupils respond more positively to adults when they have positive and safe relationships. We expect all staff to role model good behaviour (behaviour that is appropriate to the social context) and acknowledge this behaviour to encourage repetition. We expect staff to communicate verbally and non-verbally Nethergate's expectations and values to all pupils. All interactions give staff the opportunity to reinforce routines, expectations and develop meaningful, consistent and safe relationships with pupils. At Nethergate we use the following rewards;

- Verbal praise
- Communicating praise to parent/carer via call or email
- Celebrating achievements in home school diaries or learning journals
- Positions of responsibility

## **Positive Behaviour Support**

School uses a model of positive behaviour support. We believe that if you can identify the function of the behaviour, then you can teach someone a more effective and acceptable behaviour to replace a challenging one. We acknowledge that behaviours of concern may be fulfilling an unmet need such as a sensory need or may be to communicate for example hunger.

We record and categorise behaviours into four functions there are social attention, access to tangible items, escape or avoidance and sensory sensitivities. The identified function informs the response in each situation in order to reduce the behaviours of concern.

## **Responding to Behaviours of concern at Nethergate Academy**

Behaviour management at Nethergate involves the use of a range of strategies which can be personalised to meet the needs of the pupil involved. This is a multi disciplinary approach linked to the child's EHCP, school provision map and detailed in a Positive Behaviour Support Plan and in where applicable risk assessment.

Behaviour support begins with the curriculum and classroom practice across school. Classroom approaches ensure low level disruption is addressed, basic needs are met and a 'readiness to learn' supported. Communication and self-awareness are often areas in which our pupils need to further develop skills and our curriculum reflects this. We use a specific Approach (Zones of Regulation) to explicitly teach children self-regulation skills. (See Appendix 1 for further details)

Reactive strategies, these are designed to keep the person and those around them safe from harm. They provide a way to react quickly in a situation when the person is distressed or anxious and/or likely to display unsafe behaviours of concern. This may include the use of Restrictive Physical Intervention (please see Restrictive Physical Intervention Policy).

Consequences teach safety as well as ensuring expectations are clear, where possible and appropriate pupils are given opportunities for reparation. We do not use a punishment based approach and we work with pupils to develop their strategies around taking responsibility without invoking a feeling of shame. Many of her pupils have Adverse childhood experiences we avoid triggering further trauma whilst supporting the child to recognise and take responsibility for their behaviour.

Possible consequences are:-

- A verbal/written reminder of expectations of behaviour eg;- conversation, social story or use of symbols
- Reflection using resources such as What/Who/Why/Where book
- Change in activity or lesson eg;- Not able to access offsite provisions for safety purposes
- Positive contributions to the school eg;- watering gardens or tidying areas of school
- Suspension
- Permanent exclusion

Consistency is important across the academy, however reasonable adjustments to the policy may be made in relation to a pupils SEND status or their protected characteristics.

## **Removal from classrooms**

There may be occasions where pupils are not regulated enough to access their learning in a classroom. In these cases pupils may be required to spend limited time outside the classroom. If this occurs pupils will be supported in their regulation and when ready they may continue their learning back in the classroom or supervised in our library area. The work provided may differ from that in the classroom as appropriate. Pupils will be requested to leave the classroom independently, in the event that the child refuses to leave and the behaviour is compromising the safety or emotional wellbeing of others restrictive physical intervention may be used.

For some pupil their Positive Behaviour Support plan indicates that may choose to leave class and access a sensory room or time alone area such as the library or a defined space outside the classroom e.g. a chair. Pupils would be supervised in these areas and offered transitional support back to class.

## **Relationships and a Restorative Approach.**

At Nethergate we understand that some of our children will find regulation of their emotions and behaviours difficult. As adults we should always recognise that 'all behaviour is communication' and focus on what the behaviour is telling us. We recognise that this will differ from child to child. Positive Behaviour Support Plans detail strategies to support communication for that individual.

We use the following approaches to support relationships and a restorative approach.

- Respect- for everyone by listening to opinions and learning to value them
- Responsibility- taking responsibility for your own actions
- Repair- developing the skills within our school community to identify solutions and repair harm
- Re-Integration- Working through a structured, supportive process that aims to solve the problem

## **Individual behaviour support plans and risk assessments**

All pupils at Nethergate will have a Positive Behaviour Support Plan to support and manage their behaviour and mental health needs. This plan will be written jointly, by class teachers, teaching assistants and the Behaviour and Wellbeing Team. The reactive aspect which may include Restrictive Physical Intervention will be written by the Behaviour and Wellbeing Team. All aspects of Positive Behaviour Support Plans are overseen by the Behaviour and Wellbeing Team.

If a pupil is identified as needing more support than is currently detailed on their plan, class staff should liaise with the Behaviour and Wellbeing Team. At this juncture it is likely that parents/carers

would be included in discussions around the functions of behaviour and a plan to move forward. It may also be decided that support is required from other professionals eg;- social care, CAMHS or the Educational Psychology service. In addition to support plans pupils who exhibit behaviours of concern may also have a risk assessment.

### **Promoting and managing pupils' mental health**

The additional needs of our pupils mean that they are more vulnerable to mental health difficulties. It is therefore essential that we put support, interventions and strategies into place to prevent and respond to this. We make referrals and seek advice from other professionals in cases where our strategies and interventions have been exhausted.

The culture and structures that are in place to promote our pupils' mental health are:

- All staff at Nethergate set a culture which ensures that all pupils are valued and they feel that they belong/have a sense of belonging. This is upheld by all staff treating pupils with unconditional positive regard.
- An ethos of setting high expectations of progress for all pupils with consistently applied support both in and outside of the classroom. This includes clear policies on behaviour and bullying that set out the responsibilities of everyone in the school to manage behaviours of concern in an ethos of unconditional positive regard.
- A senior leadership team and SENCO that oversees the strategic development of provision for pupils' mental health. Key to this is ensuring that all adults working in the school understand their responsibilities to support pupils' mental health and needs highlighted in their EHC plan. This includes ensuring colleagues understand how the school identifies and meets pupils' needs, provide advice and support to colleagues as needed and liaise with external SEND professionals as necessary.
- Working with parents and carers as well as the pupils themselves, ensuring their opinions and wishes are taken into account and they are kept fully informed so they can participate in supporting their child in partnership with us.
- Continuous professional development for staff that makes it clear that promoting good mental health is the responsibility of all members of school staff and community, informs them about the early signs of mental health problems, what is and isn't a cause for concern, and what to do if they have spotted a developing problem.

We recognise that some of our pupils have had adverse childhood experiences and use approaches which will support them such as the use of emotion coaching and strategies which are attachment aware. These are developed through staff CPD either through the Educational Psychology Service or our own staff.

## **Recording and reporting**

To help support pupils in managing their behaviour and identifying functions of behaviour it is important to monitor when and where incidents of behaviour occur. All significant behaviour incidents should be recorded on CPOMS (the schools online recording system). Staff should record the incident and will be prompted for details such as the time. Staffs record should be factual and free from opinion and state the behaviour and the action. Staff will also record what they feel is the function of that behaviour and the Zone in which pupils where in linked to our Zones of Regulation curriculum. Staff may also use ABC charts and other systems of recording to spot patterns of behaviour and antecedents.

This information will be used to inform approaches to learning and curriculum content. Positive Behaviour Support Plans/Provision Map and where appropriate Risk Assessments. It is also used to inform provision across school and school development priorities.

If whilst dealing with an incident of behaviour of concern, an injury or the potential for injury to have been caused has occurred either to a member of staff or a pupil the relevant form (found at reception) should be filled in and given to the appropriate member of the leadership team. We recognise that we have a duty to work transparently with all stakeholders.

For incidents where a pupil has been injured parents should be contacted and informed as well as the relevant first aid documentation filled out.

## **Communication**

Staff teams communicate with parents/carers directly via home school diaries, telephone calls or email to celebrate achievement and positive contributions across school. School works in partnership with parents and carers to develop PBSP's, parents would be contacted directly for serious incidents such as the use of racist language, physical assault or bullying.

We share information with other professionals as appropriate in line with our safeguarding and GDPR policies.

## **Reasonable force**

Where it is necessary to prevent a pupil from

- Causing injury or harm to themselves
- Causing injury or harm to others
- Causing damage to property
- Prejudicing the maintenance of good order and discipline at Nethergate Academy

Reasonable force may be used by a member of staff.

The use of restrictive physical intervention is a last resort and all staff are trained to effectively de escalate challenging situations and this will be used wherever possible. This is detailed further in the academies Restrictive Physical Intervention Policy.



## **Searching and confiscation**

Principals and authorised staff can use force as is reasonable, given the circumstances, to conduct a search for the following prohibited items;

- Knives or weapons
- Alcohol
- Illegal drugs and paraphernalia
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury (physical or psychological) or damage to property.

Staff will always give pupils the opportunity to volunteer any prohibited items and support them to identify the dangers related to the items or situation. Where a member of staff reasonably suspects that a pupil is in possession of a prohibited item and the pupil refuses to cooperate with a search of their person or of their property, the Academy may treat this as a disciplinary matter and apply the appropriate consequence.

Nethergate follows the DFE's guidance on searching and confiscation when disposing of prohibited items. (Searching, screening and confiscation - Advice for Headteachers, school staff and governing bodies, July 2022)

Any cigarettes or e-cigarettes confiscated in the Academy may be destroyed.

## **Bullying**

Bullying is a behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber bullying), it is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. We follow and adhere to the Greenwood Academies Trust Anti-Bullying Policy. Our curriculum teaches pupils to recognise bullying in all forms and how to manage and respond to this. Pupils are supported to speak to an adult at any time if feeling uncomfortable or upset.

**This policy is written with reference to the Nethergate Academy Restrictive Physical Intervention and SEND policies. It recognises the Greenwood Academies Trust Behaviour and Exclusion and Anti-Bullying policies.**

## **Restrictive Physical Intervention**

### **Physical Intervention**

Physical intervention is kept to a minimum and is viewed as a last resort. As long as safety can be maintained, the policy is to step back from a child displaying aggression, giving space and time for them to regain control.

### **Approach to the use of reasonable force**

The academy recognises that there are times when physical contact with a student may be necessary, for example, giving first aid. If a student is in distress or needs comfort or calming down. It also recognises that there are some students for whom touching is unwelcome because of their special needs or personal history.

### **Reasonable Force**

1. The term 'reasonable force' covers the broad range of actions used by most teaching staff at some point in their career that involves a degree of physical contact with students.
2. Reasonable force can be used to prevent students from hurting themselves or others, from damaging property or from causing disorder. All members of teaching staff have a legal power to use reasonable force. It is unlawful to use force as punishment.
3. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
4. 'Reasonable in these circumstances' means using no more force than is needed.
5. The term 'control' means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom. The term 'force' is used when it is necessary to restrain a student.
6. Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
7. Academy staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

### **The circumstances in which reasonable force might be used:**

- remove a student from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts an academy event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety, or lead to behaviour that disrupts the behaviour of others;
- prevent a student from physically attacking another student or a member of staff;
- restrain a student at risk of harming themselves through physical outbursts.

This school adheres to the PRICE principles for physical intervention, which adheres to the Restraint Reduction Network. We aim to reduce reliance on physical intervention and only using minimum

force for the shortest time. Physical restraint methods will only be used by staff with PRICE training and as a last resort where de-escalation techniques have failed or cannot be used.

### **Use of Calm rooms/Time-Out spaces/Time alone areas**

It is the policy of the academy to give students the opportunity for time on their own when signs indicate that they can no longer cope in a group.

The aim is for the student to take themselves to a calm area before they lose control, if possible.

Time alone can take the form of removing themselves from a group, eg to their work bay or a designated chair, or to leaving the room and going to a agreed time-out area. Students will be encouraged to use these areas as well as strategies for calming down once there. For some pupils this may be co regulating with an adult. For others it will be having space on their own. Pupils will be supervised at all times.

It is the responsibility of all staff to support in the management of our most challenging students.

If a student loses control they should be left where they are to calm, if it is safe for them and others. It is sometimes safer to move the rest of the group as moving a student can sometimes escalate an incident, thereby causing more distress for all concerned.

If it is necessary to physically move a student, this will only be done using PRICE approved techniques by staff trained to do so.

Staff are PRICE trained to ensure that staff are competent and able to manage challenging situations. This training includes de-escalation and diffusing strategies, physical intervention only being used as a last resort. Records of all PRICE-trained individuals are kept in the academy office. The course of action should be determined by the member of staff immediately managing any incident, as they are generally more aware of the whole situation. A member of SLT should always be made aware of any violent incident in progress and, if necessary, further support will be sought. Students are always shadowed when they seek time alone or are escorted from a situation where they are being unsafe.

Children should never be left unsupervised in time alone areas, this may be outside/sensory spaces or work spaces. Constant observations should be made. This may need to be discrete. No staff member should observe a child for more than twenty minutes at any one time without a break. Should the situation appear dangerous, another member of staff must be called to the scene in the first instance. A senior member of staff must also be made aware.

Once a student is prevented from leaving a time alone area, this is no longer isolation, but regarded as seclusion. Seclusion should not be used as a technique to manage behaviour or discipline students. However, it may be used in *exceptional circumstances*, but only as an unplanned response to prevent harm in an emergency. There will be an immediate review of any risk assessment for a student in these circumstances that will then result in a revised plan that results in the use of proactive strategies and less restrictive options. [Any use of seclusion is likely to contravene Article 5 of the Human Rights Act: *The right to liberty and security* and its use in any setting should be questioned. Furthermore, the new Mental Health Act Code of Practice (2015) acknowledges the particular risks attached to seclusion: “*Seclusion can be a traumatic experience for any individual but can have particularly adverse implications for the emotional development of a child or young person.*”]

### **Post-Incident Resolution with Students**

Not all of our students have the skills for verbal resolution of a situation and even those who struggle to tell you what they should have done, or could have done, differently can rarely regulate sufficiently to put it into practice when under pressure. However, some may students may cope with discussion afterwards as part of learning new coping skills. As a general rule even for our verbal students we work on the rule of minimal language and minimal discussion. A student should be calm before returning to any group and monitored carefully afterwards.

Staff may also need recovery time and should cover for each other to give recovery time after an incident where needed.

### **Positive Behaviour Support Plan (PBSP)**

We involve parents and student in the management of strategies we use within the academy. All students have a Positive Behaviour Support Plan that is shared with parents and where appropriate students and these are regularly reviewed to ensure it is accurate and detail how the student present when they are becoming dysregulated and what adults supporting them should do at each stage. Positive Behaviour Support Plans are reviewed in light of incident reports to reflect any changes in practice that need to happen as a result of the incident. The highly 'individual' nature of each of our students and the courses of action we take need to reflect individuality. If incidents are reported consistently and conscientiously then a shared solution can be sought both to resolve the issue(s) and to support management of challenging behaviour by the whole staff team, parents and wider professionals.

So that levels of behaviour can be more easily monitored and discussed, a series of levels including the nature of parental involvement, have been generated:

### **Recording an Incident**

All incidents of physical intervention must be reported, recorded, monitored and evaluated. The school has a statutory obligation to keep a record of all physical interventions, and the records also enable staff to monitor patterns in behaviour or changes in need.

Following a physical intervention, and as soon after an incident as possible, staff should complete the following forms as necessary:

- Record of physical intervention (behaviour folder in All Staff)
- Accident / incident form

The 'accident / incident' and 'physical intervention' forms are a statutory obligation.

Incidents of physical intervention will always be reported to parents/carers. This may be by telephone call, of which a record will be made or the parent/carers preferred method of communication as detailed on the PBSP.

The recording procedure should be carried out as soon after the incident as possible, and if necessary after the staff involved have had time to recover emotionally. The forms should be completed by the member of staff who led the intervention and read by all members of staff involved, to ensure the report reflects objectively what has happened and can be used as part of a repair and reflection procedure for the pupil (if appropriate) and offer a concise evaluation of the incident. The records should be used to inform future strategies and to evaluate behaviour support plans and intervention plans that may be in place.

Physical intervention forms should be given to SLT at the end of the day. They will be reviewed by senior leaders, signed, parents contacted and uploaded to Cpoms that day by admin.

Once the recording forms have been completed; the pupil's PBSP should be reviewed.

A PBSP is to be compiled for every pupil. Following the first incidence of a physical intervention the reactive strategies section which contains a brief overview of the strategies used in any particular circumstance will be completed. The principle is that there can be one emergency intervention and after that, all interventions are effected in line with the plan. The form should be completed by the behaviour lead (as appropriate) and members of the pupil's class team, containing:

- A detailed account of behaviours that may cause concern
- Possible triggers, primary and secondary strategies to use and if necessary the physical interventions that are most appropriate to use.

The completion of this form should involve the pupil (as appropriate), behaviour lead, class team and parents/carers.

If further physical interventions occur the PBSP should be reviewed and amended as appropriate. Any amendments should involve the pupil (as appropriate) and parents/carers. Parents are welcome to visit the academy to discuss any aspect of the child's behaviour with the class team and/or senior leaders.

### **Planning for physical intervention**

Where we think a pupil might require physical restraint we plan in advance as per the child's PBSP. This planning includes helping pupils to avoid provoking situations, helping them find success and minimise frustration, and develops upon our own skills. It also helps us see better where we can head off difficulties when we spot them early enough. The plan will include:

- Involving the parents and the pupil to gain their views and to ensure that they are clear about what specific action the school might need to take
- A risk assessment that considers carefully the likely outcomes to the pupil and others of undertaking intervention/not undertaking intervention
- Managing the pupil (eg reactive strategies to de-escalate a conflict, at what stage and what type of holds to be used)
- Identifying key staff who should know exactly what action to take. Any member of staff who may have to use a physical intervention should always be fully briefed about the child in question and it is best if they are well known to the child
- Ensuring that additional support can be summoned if appropriate
- Identifying training needs and updates

The school recognises that there may be 'one-off' instances in which a child loses control and the principle that we apply is that there **should only be one emergency**. After a single incident within one school year a positive behaviour support plan will be composed to plan intervention in detail, share knowledge formally with parents and staff and equip all concerned with training and de-escalation strategies.

Parents are welcome to visit the academy to discuss any aspect of their child's behaviour with the class team and/or the Principal.

Our aim is to involve parents in all areas of their child's education and in the management of their behaviour, so that behaviours can be managed as pro-actively as possible. Behaviour management plans should reflect a student's Education, Health and Care Plan. Arrangements should detail behaviours displayed, their triggers, and strategies proposed for managing them.

Details for positive handling plans and behaviour management plans will be discussed with parents at review meetings and their signature of support sought when review reports are subsequently circulated. Plans will be regularly reviewed and updated particularly after an incident as this document needs to reflect accurate and clear practice.

*We believe that the more the academy and home work together, the better understanding we will all have of the child in order to reduce that child's anxiety and support the child in making their own decisions about behaviour.*

### **Behaviour Monitoring**

Behaviour monitoring and analysis is carried out monthly by the Designated Safeguarding Leads. Staff look at individual cases and actions as well as trends in classes, phases vulnerable groups or whole school concerns.

### **Staff Responsibilities**

The core to all the teaching we do is to manage behaviours to reduce confusion and anxiety, whether it is through TEACCH visual structures, or PRICE strategies. We can thereby create a calm working atmosphere where learning can take place. It is therefore the responsibility of all staff members to:

1. Familiarise themselves with all policies relating to behaviour and safety, together with our documents outlining the principles of TEACCH and PRICE, as well as seeking clarification from a senior staff member if necessary.
2. Engage in TEACCH and PRICE training and take responsibility for regularly practising these principles and techniques with other staff members (Registers and copies of certificates are available for inspection in the DSL office).
3. To follow safety procedures to protect both themselves and others. This includes completing risk assessments, filling in internal incident forms promptly for any incident involving aggression or potential danger eg running off, and completing the necessary incident forms where injury has occurred to either adults or students, (accident record in the academy's medical room) as well as recording on individual records.
4. Complete a school 'Injury at Work' form in Smartlog, our Health and Safety Recording platform.
5. To alert other staff members of potential incidents and to summon assistance, where necessary.
6. To support and seek support from other team members with the management of behaviour.
7. To make themselves aware of any specific strategies for dealing with individual children (particularly high risk behaviour children) through the Positive Handling Plans and Behaviour plans. Due to the nature of autism spectrum conditions management of behaviours often have to be pro-active rather than prescriptive. What works one day may not the next. Staff need, therefore, to use their professional judgement and knowledge of individual students when dealing with each issue to avoid getting into negative spirals.

8. Our students need our help to manage their behaviours and keep anxiety at a low level and this sometimes means going back a level in communication skills, work tasks and expectations to enable them to then move forwards.

The health and safety of all the students and staff must always be paramount and, therefore, the safe management of all the students is a shared responsibility of all staff members.

### **Suspensions**

In exceptional circumstances, it may be necessary to temporarily suspend a student if his/her behaviour consistently presents a threat to the safety of him/herself or others.

The academy considers that suspension is an absolute last resort and the over-riding philosophy is to ensure that individual placements are successful. We aim to overcome difficulties as quickly as possible with minimal effect on students' learning and the learning of others. Should these circumstances occur an Interim Review will be called to discuss the situation and draw up an action plan to support the child in their behaviour and to manage the anxiety. Should unacceptable behaviour continue it may lead to permanent exclusion.

The Principal may consider it necessary to suspend a student where there is:

- Persistent and/or disruptive behaviour unrelated to the student's SEND, where a wide range of strategies to modify the student's conduct has been attempted without success, OR
- an incident which has been deemed to place academy staff or students in considerable danger.

All suspensions are monitored by the Chief Executive Officer/SEND Director on a half-termly basis.

Where a suspended student is due to sit an external examination, suitable arrangements will be made to ensure this happens.

This document was informed by the Behaviour in School document, September 2022.

#### **Actions Taken Following a Serious Incident**

- The student is kept under direct observation during any investigation
- Written details of the incident are collected from those involved before any decision is made
- The parent/carer is telephoned by a senior member of staff to outline the incident
- The Local Authority SEN team will be informed, as our students all have a statement of SEN.

### **Fixed-Term Suspensions**

Once a decision has been taken to initiate a suspension:

- Parents are informed via letter (email and paper copy) outlining the incident and the length of the fixed-term suspension, which can be up to five school days. The parents' right of appeal is highlighted in the letter
- A reintegration meeting is set up for the parent/carer and student to attend on return from suspension, with a senior member of staff.

Following this meeting:

- The student is reinstated or further sanctions are decided upon
- The student may be placed on report
- Staff, parents and, where appropriate, the student will agree their PBSP and corresponding
- Risk Assessment will be reviewed to work together to find the best way to support the student to manage their own emotions and behaviour.
- Where appropriate, an apology is given to the member or staff or other students involved
- A record of the suspension and meeting is kept in the student's file.

### **Decision to Permanently Exclude**

Incidents which may lead to a permanent exclusion could include:

- Violence, including threatened violence
- Selling/supplying drugs on school premises
- Bringing a knife or other weapon onto the site
- Persistent, malicious disruptive behaviour including open defiance and refusal to agree with school policies which prevents other students from learning or presents a health and safety risk to themselves and others.

Where students are permanently excluded the exclusion letter will be accompanied by documents.

The report will include:

- A profile sheet including basic information about the student
- An overview of the case including a detailed account of the reason(s) for the Exclusion
- Confirmation that the current DfE exclusions guidance has been adhered to
- Where relevant, details of any behaviour modification strategies that have been used
- An indication of how the sanction applied is consistent with the school's Behaviour Policy
- Alternative sanctions that were considered (if applicable)
- Assurance that the relevant DfE guidance for students with SEN, a disability, or in the case of a Looked After Child, was considered before the decision to exclude was taken
- That in reaching the decision, equal opportunity legislation was complied with.

### **The Permanent Exclusion Report**

When the Principal seeks to permanently exclude a student, the Academy Advisory Council must set up a Disciplinary Committee to review the case.

In advance of the Disciplinary Committee, the Principal will prepare an exclusion report which explains why the student was excluded.



## **Safeguarding**

At Nethergate Academy, we have a Safeguarding Policy and Procedures that are available to all parties. The Designated Senior Leads for Safeguarding review and update these policies and procedures, in-line with any new legislation or recommendations, annually. Staff members are expected to read and record that they have read this policy.

## **Equal Opportunities**

Everyone has the right to work in a safe, healthy and happy environment. We strive to enable all our students and staff, regardless of ability, ethnicity, religion, gender or orientation to participate fully and happily in the life of the school. We believe that our behaviour management policy upholds the dignity and maintains the safety and well-being of all.

### *Documents consulted:*

*BILD Centre for the Advancement of Positive Behaviour Support,  
The Use of Seclusion, Isolation and Time Out, December 2015*

*DfE Departmental Advice. July 2013. 'Use of reasonable force',  
Education Act 1996*

*Education and Inspections Act 2006.*

*DfE Departmental Advice. 'Behaviour and Discipline in Schools', February 2014*

*DfE Departmental Advice, 'Exclusion from maintained schools, Academies and student referral units in England', 2011*

*Restraint Reduction Network (RRN) Training Standards First edition 2021*