

Cleanliness

# Springbank Academy

Fairness



**Where dreams are realised and success is celebrated**

Our whole school vision is:

Springbank Academy is a place where all of our children and staff will have the opportunity to excel. Everyone will be safe, happy and cared for. Our curriculum and values will inspire everyone in the school family to be motivated and curious learners and offer core skills, knowledge and enrichment to enable all to gain the foundations for a quality future and a love for life-long learning.

## Behaviour and Attitude Policy

December 2023

Respect

Friendliness

Reflection

Service Project



**Policy Lead: Emma Leonard**

Springbank Academy is committed to equal opportunities for all. It is our aim that every policy is written to have a positive impact on every child/all children irrespective of race; religion; gender; sexual orientation or age.

Springbank = success for all

There is a key that unlocks every child's learning, our job is to find that key.

Every staff member and governor must take the responsibility and accountability to ensure the procedures within this policy are delivered and implemented as per Springbank Academy Policy.

- Vision
- Introduction
- STARFISH
- Classroom management
- Classroom expectations
- Support framework and procedures
- Advice
- Rewards and sanctions
- Roles and responsibilities
- Malicious accusations
- Bullying
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- Power to use reasonable force
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#### Appendices

Appendix 1: Guidance for dealing with violence

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Appendix 10: Extracts from DFE guidance on behaviour in schools January 2016

Appendix 3: Roles and responsibilities of staff concerning behaviour management

## Whole School Behaviour Policy



Headteacher/Behaviour & Attitude Quality Assurance: Adam Lumley

### Challenge Response Team



School & Local Community Behaviour & Attitude Champion/Lead:  
Emma Leonard



Behaviour Challenge: Claire Fletcher



Community and behaviour champion:  
Karen Gainey



Behaviour Challenge: Charlotte Potter



Behaviour Challenge: Dawn Wigley

### Wider Skills and Expertise



Caroline James- SENCo.



Counsellor and External Agencies Liason Champion: Dawn Wigley

### **Sensory Specialists**



Amanda Timby



Claire Fletcher



Alison Spellman

### **Forest Schools**



Claire Fletcher



Sharon Shipman

### **SBAP Representative**



Charlotte Potter

### **Music Therapy**



Caroline Salloway

### **Lunchtime Behaviour Team**



Emma Leonard



Karen Gainey

## **Vision**

At Springbank Academy we seek excellence for all of our students, within the context of a caring and mutually supportive partnership between school, home and community.

After consultation with staff and governors, we have agreed upon the principles outlined in our 'Behaviour and Attitude Policy'.

The Head teacher annually brings the policy to the attention of all pupils, parents and school staff (including anyone working in the school on an unpaid / voluntary basis).

This policy is publicised for every parent/carer in our school, so they are fully aware of the procedures and can work in partnership with the school.

### **Everyone in school is important in its smooth running**

Children  
Teachers  
Headteacher  
Teaching Assistants  
Midday Supervisors  
Admin Team  
Premises Team  
Cleaning Staff  
Governors  
Parents and Carers

This policy is written to provide an overview of the responsibilities and duties for school staff, and support staff in achieving a consistent and fair approach to behaviour provision.

The behaviour and attitude policy is supported and backed-up by senior staff and the Headteacher.

## **Introduction**

Our foremost aim is to provide for every child a safe and supportive environment in which they can develop their full potential, and to embed a culture which fosters self-discipline and mutual respect between pupils, and between staff and pupils.

Throughout this policy there are measures which aim to:

- promote good behaviour, self-discipline and respect
- prevent bullying
- ensure that pupils complete expected outcomes
- continually and consistently regulate the conduct and attitude of pupils

### **We do this by:**

- leading by example
- having high expectations by challenging and motivating all pupils
- providing well prepared, stimulating and challenging lessons
- ensuring the school community is an organised, well maintained, safe and calm environment
- maintaining interesting and supportive learning environments
- being positive and praising good effort
- providing a clear behaviour and attitudes policy, with the expectation that the rewards and sanctions will be consistently followed by everyone in the school community

We achieve our high expectations of attitudes and dispositions to learning through the embedding of STARS and British values:

**S**trength

**T**eamwork

**A**mbition

**R**espect

**S**elf- regulation

There are weekly values (STARS and British) assemblies to educate our children through stories, songs, discussions and reflection about each of the aspects of STARS values. Individual children from each class are identified and rewarded for displaying these qualities. British Values are high profile and integrated in to the daily life of school.

Furthermore, aspects of **S**piritual, **M**oral, **S**ocial, **C**ultural education is included in all lessons. A PHSE planned programme is also delivered across school each week, which includes Character Education, philosophy and R.S.E. expectations.

### **Classroom management**

We have developed a consistent approach, which is clear and well understood by staff. This enables it to be used by everyone throughout school.

We strive at all times to provide the children with an environment which is stimulating, safe and conducive to good learning. We do this by:

- having clear rules and expectations which are well established and shared in all classes.
- ensuring children have sufficient time to complete their learning task/tidy up their Learning Zone.
- quality assuring all learning environments through regular learning walks.

- challenging and supporting all children by catering for all different learning styles and ability.
- dealing with all incidents of behaviour immediately in a fair and consistent way in line with our ethos and policy.

## **Classroom Expectations**

### **'Everyone has the right to learn'**

- Enter the classroom in an orderly way; coats off, equipment ready, bags and coats in the cloakroom and engage yourself in learning straight away.
- Show active listening skills when other pupils or your teacher is talking (Magnetic eyes/hands still).
- **Respect other people's points of view** even if you don't agree with them.
- Stay focussed on tasks and take responsibility for your own learning.
- Always co-operate with other students and make a contribution to group activities.
- Ask yourself these questions at the end of each lesson: 'What have I learnt today?' 'Have I challenged myself?' 'How resilient have I been?' 'Do I need help or want to talk to an adult?' 'What knowledge can I remember today, tomorrow or in the future?'
- Respect the classroom environment and everyone in it, both pupils, visitors and staff.
- Always have a growth mind-set when you are engaged in learning.

## **Support Frameworks and Procedures**

Positive standards of behaviour and attitude to learning will be supported and reinforced:

- through a range of rewards.
- through the 'Behaviour Ladder', Pre-teaching Behaviour Strategies and 'Unlock Your Potential' documents.
- by a supportive system that seeks to provide care, guidance and support. Each student is a member of a class, managed by a teacher, who is in turn managed by a member of the Senior Leadership team. The Headteacher has the responsibility line managing the Senior Leadership team. Students with particular behavioural or emotional needs will also get support from the Behaviour team.
- by a differentiated, progressive, well-resourced and engaging curriculum appropriate for all students.

- by the consistent application of school rules/codes of conduct, at all times, by all members of staff.
- through positive role models, provided by all members of staff.
- through the implementation of the school's policies on equality, bullying and safeguarding/child protection.
- through support and training for staff in behaviour management strategies with an emphasis on child centred approaches, conflict resolution and de-escalation.
- through whole school values assemblies, the teaching of British Values, SMSC, philosophy and the PSHE curriculum.
- through the school's behaviour management and intervention strategies, which are monitored, and reports presented to governors. Behaviour targets are set and monitored by school and parents, via the school's behaviour team.
- through the SBAP partnership.
- through partnership with other relevant external support agencies such as the Family Support Service, Early Help, CAMHS, Virtual School and Springboard.

#### **Advice for all staff at Springbank Academy**

If you witness any situation which is threatening or potentially violent, whether it be with students, trespassers or parents:

- send immediately for a member of the Behaviour Team/Lead Behaviour Teacher or Headteacher. Always avoid confrontation.
- send away other students - if this is impossible send a student to find other staff to help.
- try to calm the situation down by speaking quietly and reassuringly.
- do not put yourself in any position that is dangerous or where you could be injured.
- avoid physical contact or barring the way of anyone during a conflict situation, except in circumstances where someone is at immediate risk of harm.
- a member of the Behaviour Challenge Team will deal with the situation and decide whether or not to involve the police.

#### **Rewards and Sanctions - Positivity and rewards are important!**

We have in place a range of rewards to reinforce and praise good behaviour and clear sanctions for those who do not comply with the school's behaviour policy.



These ensure consistent, proportionate and fair responses throughout the school.

Pupils are rewarded for demonstrating good behaviour and positive attitudes through praise and positivity at all times.

The staff team have a responsibility to support and promote the positive behaviour of pupils at all times, including non-directed times e.g. when pupils are in the corridor, in the lunch hall or entering the classroom.

Praise begins with frequent use of encouraging language and gestures, both in lessons and around the school.

#### **We celebrate our successes by:**

1. **WELL DONE!** Positive praise and the child's name being written on the happy side of the board.
2. **WE'RE REALLY PLEASED!** Text/postcard home- The class teacher informs staff in the office and a text praising the child's achievement is sent to their parents/carers. The class teacher can also send home a postcard again celebrating the child's success.
3. **FANTASTIC!** Tuck shop vouchers- The child receives a voucher from the class teacher which entitles them to a free item at the school tuck shop.
4. **WOW!** Treats from the treasure box- The child selects a prize from the Headteacher's treasure box.
5. **WONDERFUL!** A dip in the teacher's own treasure box.

#### **Extra incentives**

1. Marbles in a jar: The class choose a prize for the whole class. Classes are given a marble for whole class attainment and successes. When the class have collected 10 marbles, they win a treat for the whole class.
2. Golden Assembly: This assembly is held every Friday to celebrate the successes at Springbank Academy. Certificates are awarded and achievements are celebrated. Praise and rewards may be for an individual pupil, whole class or year group.

#### **Discipline**

**Key Points included in the DFE document 'Behaviour and discipline in schools', which was published July 2013 and was last updated September 2020:**

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a

reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

- The power also applies to all paid staff (unless the Headteacher has instructed them otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

### **Roles and responsibilities of staff in regard to behaviour management**

All staff at Springbank Academy, both teaching and non-teaching, have a role to play in maintaining an orderly and calm environment for everyone to work in. All staff should challenge unacceptable language or behaviour if observed first-hand and report to staff with specific responsibilities for behaviour to follow up. All staff should model acceptable behaviour in their own conduct and be visible at all times of the school day.

<b>Role</b>	<b>Responsibility</b>
Midday supervisors	To praise and recognise the majority of students who are doing the right thing e.g. thank them for clearing tables. To maintain an orderly and safe environment during lunchtime by challenging unacceptable behaviour, e.g. dropping litter, entering classrooms without permission, queue jumping, rowdy/raucous behaviour and supporting duty staff in ensuring lunch time is an orderly and pleasant time for everyone. To be vigilant in monitoring student behaviour whilst not in lessons, identifying any student whose behaviour is causing concern and reporting to senior staff to take action.
Teachers	To regularly praise, recognise and reward the majority of pupils who are doing the right thing through verbal feedback, home contact and following the school's reward systems. To maintain an orderly and calm learning environment in their classroom, challenging any behaviour that impacts negatively on the learning or safety of self or others; to put in place sanctions for failure to complete tasks, low level disruption or any other subject specific incident; to contact parents where necessary, with the support of a member of the

	<p>Behaviour Team, if behaviour is negatively impacting on progress and hold meetings to help effect change; to inform the Behaviour team to ensure records are kept up to date with behaviour concerns and seek help from the Behaviour Lead when required; to give students a fresh start each lesson and be prepared to engage in mediation or other interventions to improve teacher/pupil relationships where necessary; to make sure any work missed through sanctions or disruption is caught up; to complete comments on students' TLCs accurately and fairly; to take professional responsibility for understanding the behaviour needs of students in your care including familiarising yourself with case studies and/or profiles and any updates to them. To report wider behavioural issues observed in the classroom, e.g. bullying to relevant member of the behaviour team.</p>
SLT	<p>To monitor the use of praise across their team and to ensure the school's reward systems are used to recognise the majority of students who consistently do the right thing. To support classroom teachers in maintaining an orderly classroom environment; to provide a place for students to be accommodated who are sent out of lessons for short or medium term periods; to facilitate meetings with parents over concerns about behaviour/progress in particular subjects; to support the team where teachers are finding behaviour challenging; to ensure case studies, profiles and behaviour reports for students with persistent behaviour problems are followed; to support teachers and children in cases where pupils need to be reintegrated into lessons; to arrange training and support for teachers in their team on behaviour management and the needs of specific pupils.</p>
Behaviour team	<p>To provide day to day support for Head teacher, teachers and Behaviour Lead in maintaining good behaviour in school; to patrol the school regularly and have a high visual presence, identifying hotspots of poor behaviour and challenging students when required; to help organise short/medium and long term interventions for students with behaviour difficulties; to hold mediation sessions between pupils and staff where necessary; to support with managed moves and exclusions; to keep records on behaviour incidents and interventions and alert Headteacher, behaviour lead and</p>

	<p>Senior Leaders to significant issues; investigations and statement taking for infringements of the behaviour code; to have a caseload of vulnerable students to work with on a regular basis to modify behaviour through mentoring/target setting/counselling etc; to contribute to PSHE/SMSC, values assemblies, 'You can do it' activities and special behaviour events etc, in order to pre-empt issues becoming problems; to monitor patterns and trends of behaviour through analysis of records and behaviour books; liaison with outside agencies and completion of EHAFs and other relevant referrals to get support for behaviour modification.</p>
<p>Behaviour and Attitude Champion.</p>	<p>To develop, review and oversee a system of praise and recognition to ensure students who are doing the right thing are recognised and rewarded as appropriate and to ensure all staff are actively using praise as the main tool in managing behaviour</p> <p>To oversee the behaviour of the entire school, analysing data and monitoring trends and patterns in terms of individual students; teachers; subject areas, etc; to provide strategic oversight for the way behaviour is dealt with developing, reviewing and writing policies linked to behaviour management; training new staff in behaviour management systems and strategies; setting and upholding the ethos and tone of the school; monitoring all individuals to ensure they are fulfilling their responsibilities; reporting to the Headteacher and Governors in regards to behaviour; holding re-admittance meetings and organising managed moves, liaising and making referrals to SBAP and supporting the Head teacher with permanent exclusions.</p>
<p>Head teacher</p>	<p>To set the ethos and tone of the school in regards to behaviour, attitude and conduct management; to ensure all policies adhere to legal requirements and take account of special needs of students and issues of equality and diversity when dealing with behavioural issues; to support all staff in the day to day management of behaviour; to oversee the permanent exclusion of any student; to work with SLT to monitor overall trends and patterns in behaviour in the school and respond accordingly; to appoint appropriate people to oversee the day to day management of behaviour in the school; to ensure all staff are aware of their responsibilities and that appropriate training is in place.</p>

To ensure that sanctions imposed are consistent, reasonable and proportionate to the circumstances of the case, children who break the rules are dealt with first using strategies included in 'Pre-teaching Behaviour Strategies'.

Administered by:

Member of staff involved

For 'behaviour for learning' my teacher will use:



### Preventing Low Level Disruption Strategies

1. Visual anchoring- make eye contact with the child, in such a way you let them know what is happening and you don't approve.
2. Snap focusing- a singular sharp click to obtain the child's attention and redirect this back to their work. This can also be supported with a point.
3. I do... you do.... (rhymes and rhythms).
4. STARFISH whisper- discuss the child's behaviour making reference to STARFISH and challenge them to explain how they are going to improve within these areas.
5. Move the child to a quieter location in the classroom.
6. Buddy the child up to support them in making the correct behaviour choices.
7. Sit the child near the front of the class.
8. Remove distractions so that the child can concentrate on their behaviour.
9. Ask the child what we can do to support them with their behaviour.
10. Verbal warning- the next step is the Behaviour Ladder

If these are not effective then all staff will follow the appropriate stage of the Behaviour Ladder, which are displayed in every classroom and learning room.

#### **NOTE**


**The Behaviour Ladder is not exhaustive and should be used flexibly, taking the type of behaviour into account. Students with behavioural difficulties, special educational needs and persistent offenders will be dealt with differently to those involved in one-off incidents.**



SPRINGBANK ACADEMY

## Unlock Your Potential



Behaviour Threshold	Behaviour Ladder 	Inappropriate Behaviour <b>Expected behaviour</b>	Why might this be happening?	Support and Therapies
<p>1 Behaviour is managed within the classroom and school setting.</p>	<p>1 Verbal warning A member of the behaviour team will talk to me about my behaviour.</p> <p>To use a timer- I would like this... done by this time Removal of all possible distractions in their immediate learning environment- the</p>	<ul style="list-style-type: none"> <li>Poor attitude to learning in lessons/lack of work.</li> <li>Low level disruption.</li> </ul> <p><b>I will be engaged with my learning</b></p> <ul style="list-style-type: none"> <li>Talking over a teacher or out of turn.</li> </ul> <p><b>I will show respect towards my teacher</b></p> <ul style="list-style-type: none"> <li>Inappropriate language in class/break/lunch - eg, general swearing.</li> </ul> <p><b>I will be polite and sensitive towards others</b></p> <ul style="list-style-type: none"> <li>Running in corridors.</li> <li>Boisterous behaviour, eg, pushing, running on corridors</li> </ul>	<p><b><u>Classroom Management/rules</u></b> Learning targets not matched to the individual Visual, auditory, kinesthetic (VAK) not considered Inappropriately matched expectations from staff Lack of challenge Poor routine</p>	<ul style="list-style-type: none"> <li>Squabble Busters</li> <li>British Values</li> <li>Starfish</li> <li>Quality practise</li> </ul>

	<p>child only has access to the resources they require at that precise moment. To move place to a quieter location within the classroom- this could be to a table exhibiting exemplary behaviour or even by themselves for a fixed period. Give an ultimatum- If this isn't done by.... Then this will happen. Behaviour buddy- an appropriate child is selected for the child to work with: offering support, modelling expected behaviour and providing a buffer between possible distractions.</p> <p><b><u>Administered by:</u></b> Member of the Behaviour team</p>	<p><b>I will walk safely and sensibly through school</b></p> <ul style="list-style-type: none"> <li>• Breaking uniform/dress code- the child will be provided with a spare.</li> </ul> <p><b>I will come to school wearing my uniform</b></p> <ul style="list-style-type: none"> <li>• Chewing gum or eating within class without permission.</li> </ul> <p><b>I will eat my 'tuck' at playtime</b></p>	<p>Poor physical environment Sensory issues not adapted for Speech and Language development Lack of structure Inconsistency <b><u>Relationships</u></b> Lack of structure and boundaries Inconsistency Poor relationships <b><u>Outside actors/additional needs</u></b> Low expectations (from support staff or adults at home) Poor routine Lack of structure Inconsistency Poor physical environment Lacks age appropriate social skills</p>	
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1	2	<p>Break/Lunch suspension</p> <p><u>Administered</u> by: Member of staff involved</p>	<p><b>REPEATING ANY OF THE ABOVE</b></p> <ul style="list-style-type: none"> <li>• Minor damage to property (other students/school), eg, graffiti on book/deliberately breaking equipment</li> <li>• Low level disruption, resulting in work not being completed (to catch up work missed)</li> <li>• Rudeness to staff or Student Leaders eg, arguing /having the last word</li> <li>• Throwing items in class/corridor/playground - no harm intended or caused</li> <li>• Pushing or hurting another child</li> <li>• Minor theft from school or another child.</li> </ul>	<p>Lacks emotional vocabulary to express feelings</p> <p>Family issues outside of school</p> <p>Abuse, harm or neglect</p> <p>Impact of social media</p> <p>Sensory impairment</p> <p>Neuro-developmental problems (ADHD/ASD)</p> <p>Speech and Language development</p>	<ul style="list-style-type: none"> <li>• After school Homework Club</li> <li>• Catch-up Club lunch time during</li> <li>• Classroom environment Health Check</li> </ul>
1	3	<p>I will have a 'Cool Down' morning/ afternoon within a Learning Room outside my classroom. A senior member of staff will talk to me about my</p>	<p><b>REPEATING ANY OF THE ABOVE</b></p> <ul style="list-style-type: none"> <li>• Persistent poor attitude to learning, eg, lack of engagement or work not completed in lesson</li> <li>• Refusal to attend break/lunch detention</li> <li>• More serious damage to property (other students/school), eg, graffiti on desk/deliberately causing soiling of another student's uniform or work</li> </ul>		<ul style="list-style-type: none"> <li>• Class curriculum Health Check</li> <li>• Environment Health Check at different times of the day</li> <li>• Check of patterns and groups</li> <li>• Counselling program</li> </ul>



		<p>behaviour during the day.</p> <p><u>Administered by:</u> Member of the Behaviour team</p>	<ul style="list-style-type: none"> <li>• Repeated poor behaviour reported by lunch supervisors, eg, running around inside the building</li> <li>• Refusal to wear spare uniform provided</li> <li>• Targets not met whilst on report</li> <li>• Minor violation of ICT user agreement, eg, accessing a website not connected with the lesson or has been banned</li> </ul>		<p><b>Behavioural Therapy:</b> Behavioural Classroom management e.g. rewards and routines Peer interventions: peer modelling, peer initiation training, classroom-wide tutoring</p> <p><b>Cognitive Therapy:</b> resilience and persistence in facing challenges</p>
1	4	<p>My parents/carers will be informed of my inappropriate behaviour.</p>	<p><b>REPEATING ANY OF THE ABOVE</b></p> <ul style="list-style-type: none"> <li>• Leaving the site without permission</li> </ul>		<p><b>Thoughts, feelings, actions therapy:</b> Worry Book</p>

	<p>I will have a 'Cool Down Day' within a Learning Room outside my classroom. A member of the behaviour team will monitor my behaviour.</p> <p><u>Administered by:</u>  Member of the Behaviour team  Behaviour Lead  Member of SLT  Headteacher</p>			<p><b>Cognitive Therapy:</b>  motivational/inspirational videos and stories e.g. 'The Man Who Leads with No Limbs'.</p>
<p><b><u>Behaviour is managed within the classroom and school setting</u></b></p>	<p><b><u>Level 1</u></b>  <b><u>What can I do about it?</u></b>  Look for patterns in behaviour and triggers (ABC chart, tick sheets, tracking sheet), Speak to Behaviour Lead, Observe good practice, Gather other information from staff, Target particular behaviours, Complete the Behaviour for Learning audit, Consistent approach to individual children's behavioural needs - ensure team agreement, Consider parental involvement, Complete assessment/observation as appropriate - consider Boxall Profile, Pivots, B Squared, Consider structured conversation with parents, Consider SBAP referral, Consider CPD.</p> <p><b><u>Resources</u></b></p>			

		<p>ABC charts Star chart Observation sheet (attention, time on task) Behaviour for Learning audit Refer to school Behaviour policy, Home-school agreement C.P.D. I.D.P.(Inclusion Development Programme) - autism, dyslexia, speech and language - available online NASEN Primary toolkit - available online Autism education Trust materials - available online Dyslexia Trust materials - available online Boxall Profile, Circle-time, Midday Supervisor training/support - Janet Tyers.</p> <p><b><u>Staff and child help</u></b></p> <p>Reward charts, Follow school behaviour programme, Catch them being good, Circle of Friends/SEAL, Lunch time clubs/Play time support, Co-operative activities, Attention needs - avoid too much or too little, Check routines, Check the child knows expectations, Adjust seating layouts, Consider working groups in classroom, Refer to Home School Behaviour Plan.</p> <p><b>Resources</b></p> <p>Behaviour for Learning audit Feelings chart What Helps Me Visual timetable, e.g. rockets Circle time/Buddy system information SEAL/PSHE programme information Incentives information - e.g. raffle, Oreo's Nurture Group information Out of class arrangements - checklist Home-school agreement - example Structured conversation - example.</p>			
2	5	<p>My parents/carers will be informed of my inappropriate behaviour. I will have a 'Cool Down Day' working with a senior member of staff in a</p>	<p><b>REPEATING ANY OF THE ABOVE</b></p> <ul style="list-style-type: none"> <li>• Repeated failure to follow a reasonable request from a member of staff. (Refusal rule)</li> <li>• Fighting/threatening/intimidating behaviour towards other students</li> </ul>	<p><b><u>Classroom Management/rules</u></b></p> <p>Insufficient differentiation of tasks Insufficient deployment of classroom support Lack of opportunity to work in chosen learning style</p>	<p><b>De-escalation Therapy:</b></p> <p>Worry management Breathing: Balloon, Shoulder Roll, Take 5 Breaths, Bumble Bee, Back to Back, Tummy, Elephant, Bubble</p> <p><b>Cognitive Therapies:</b> achieving goals or</p>

		<p>Learning Room. I will have a meeting with the Behaviour Lead and they will create a behaviour chart, which I will have to complete for 2 weeks.</p> <p><u>Administered by:</u> Behaviour Lead Member of SLT Headteacher</p>		<p>Tasks that limit success Inconsistency in rewards and sanctions Inconsistency between adults Rules and routines unclear Lack of recognition of need to teach rules and routines</p> <p><b><u>Relationships</u></b> Poor relationships between pupils and adults Lack of opportunity for child to take responsibility</p> <p><b><u>Outside factors/additional needs</u></b> Insufficient deployment of classroom support Inconsistency in</p>	<p>changes including a way of feeling, acting, thinking or dealing with physical or mental problems.</p>
2	6	<p>I will have a fixed period of suspension. My parents/carers will have a meeting with the Behaviour Lead or Headteacher. They will sign a behaviour</p>	<p><b>REPEATING ANY OF THE ABOVE</b></p> <ul style="list-style-type: none"> <li>• Repeated poor behaviour whilst on report, eg, more than one lesson per day</li> <li>• Sexual harassment (Verbal or Physical)</li> <li>• Serious damage to property - (other students/school), eg, a computer/Science-Technology-Art-PE equipment</li> </ul>	<p><b><u>Outside factors/additional needs</u></b> Insufficient deployment of classroom support Inconsistency in</p>	<ul style="list-style-type: none"> <li>• Quick and effective action taken by the school</li> <li>• Appropriate relationships and sex education</li> <li>• Named behaviour key worker</li> <li>• Counselling</li> <li>• Behaviour risk assessment</li> </ul>

	<p>contract and meet with a member of the Behaviour Team weekly and every time I break the contract. I will have a named behaviour worker and a behaviour chart for 6 weeks. A report about my behaviour will be sent to the governors.</p> <p><u>Administered by:</u> Behaviour Lead Member of SLT Headteacher</p> <p>Restriction of use of ICT facilities</p>	<ul style="list-style-type: none"> <li>• Serious violation of ICT user agreement, eg, accessing pornography/violent websites</li> <li>• Bullying - race/religion/disability/sexual orientation/physical/verbal/written/cyber (Could be higher consequence depending on context)</li> </ul>	<p>rewards and sanctions</p> <p>Inconsistency between adults</p> <p>Poor relationships between pupils and adults</p> <p>Rules and routines unclear</p> <p>Lacks age appropriate social skills</p> <p>Doesn't conform to classroom norms</p> <p>Lacks emotional vocabulary</p> <p>Target or perpetrator of bullying</p> <p>Family issues outside of school</p> <p>Over protected child</p> <p>Abuse/harm/neglect/domestic</p>	<ul style="list-style-type: none"> <li>• Behaviour and attitude profile</li> </ul> <p><b>Behavioural Therapies:</b></p> <p>Behavioural parent training</p> <p>Evaluation of external influences from the home, community or elsewhere,</p> <p>STAC training for the victim and the perpetrator</p>
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	<u>Administered</u> <u>by:</u> ICT Lead		violence/young carer	
Needs can be largely met within universal services but with additional targeted support Audience - Class teachers/Support staff/Senior Leaders/Pastoral Staff	<p><b><u>Level 2</u></b>  Refer to SBAP Graduated Response document following section 1, School Support (involve school Behaviour Lead as needed): 1. Refer to Behaviour Policy 2. Behaviour for Learning guidance 3. Classroom audit 4. ABC sheet, Incident log 5. Structured conversation 6. Consider: Boxall Profile Behaviour Plan Refer to Concerning Behaviours Pathway if appropriate Refer to local offers and Partnership offers Consider referral to SBAP Consider referral to Springboard Consider completing an EHAF.</p> <p><b><u>Resources</u></b>  Boxall Profile Behaviour for Learning Guidance Behaviour Plan Concerning Behaviours pathway information EHAF.</p>			

<p>2/3 Needs cannot be met within universal services without additional targeted support.</p>	<p>7 Extra sanctions will be agreed by the Governing Disciplinary Committee, with the knowledge of my parents/carers, for example: Fixed term suspension within school or fixed term isolation away from school e.g. in a family isolation unit within another local school. A letter warning that I may be excluded will be sent to my parents/carers and they must talk each day to</p>	<p><b>REPEATING ANY OF THE ABOVE</b></p> <ul style="list-style-type: none"> <li>• Very serious violation of ICT user agreement, e.g., using social media for cyber bullying or sexting or repeated e:safety violations</li> <li>• Repeated or major theft from students/school</li> <li>• Abusive/threatening language perceived to be directed towards a member of staff.</li> <li>• Deliberate damage/vandalism to student/school property</li> <li>• Behaviour likely to endanger the safety of other students/staff/visitors, e.g., throwing a chair across a classroom/corridor</li> <li>• Refusal to co-operate/disruptive behaviour whilst in the isolation</li> <li>• Offensive or lewd behaviour</li> <li>• A pre-meditated/arranged fight</li> <li>• Deliberately setting off the fire alarm</li> <li>• Persistent poor behaviour whilst on behaviour report</li> </ul>	<p><b><u>Need for specialist staff training to address individual needs</u></b></p> <p>Speech and Language needs lead to lack of good communication Difficult relationships between pupils and adults Lacks age appropriate social skills Doesn't conform to classroom norms Lacks emotional vocabulary Target or perpetrator of bullying Family issues outside of school</p>	<p><b>Cognitive Behavioural Therapy:</b> distinguish between thoughts and feelings, awareness of how thoughts can influence our behaviour, evaluate critically, and develop skills to notice, interrupt and correct these thoughts independently.</p> <p><b>Art Therapy:</b> draw or paint your emotions, create an emotions wheel, make a meditative painting, put together a journal, explore puppet therapy, use line art or pointillism, design a postcard you will never send or create a family sculpture.</p> <p><b>Sport Therapy:</b> creating, planning and</p>
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	<p>a member of the Behaviour Team each day about my behaviour. The class teacher will keep a daily record of my behaviour.</p> <p><u>Administered by:</u> Behaviour Lead Member of SLT Headteacher Disciplinary Committee</p> <p>Restriction of use of ICT facilities <u>Administered by</u> ICT Lead</p>		<p>Over protected child</p> <p><b><u>Abuse/harm/neglect/domestic violence/young carer</u></b> Disruption in the family home requiring professional intervention</p> <p><b><u>Emotional/mental health issue</u></b> known at CAMHS Tier 2 Self-Harm requiring medical support</p>	<p>participating in team games, trust games and activities</p> <p><b>Play Therapy:</b> role-play, regressive play opportunities, sand, music, Lego, The Mad Game, The Slow-Motion Game, Bubble Breaths, The Second Story, Positive Postings.</p>
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<p><b>Needs cannot be met within universal services without additional targeted support Audience - Class teachers/Support staff/Senior Leaders/ Pastoral Staff</b></p>	<p><b><u>Level 3</u></b>          Similar to Level 2 responses Items below must be implemented and the impact evidenced in writing in order to develop a comprehensive case history          Springboard and/or SBAP are involved, Assessments have taken place, Behaviour Plans are reviewed/Incident logs are regularly completed, Structured conversations are taking place with parents/staff, Staff/parent training/signposting accessed as appropriate, Counselling accessed if appropriate, Individualised timetable in place, Referral to MASH if appropriate, Managed Move considered if necessary.</p>			
	<p>8 I will be excluded from school. The governors and the Head teacher will decide for how long. Before I can come back to school, I will meet with all the adults involved and sign a new</p>	<p><b>REPEATING ANY OF THE ABOVE</b></p> <ul style="list-style-type: none"> <li>• Assaulting a member of staff</li> <li>• Repeated serious assault on a student</li> <li>• Being in possession of any weapon in school, either with or without the intention of, or actually using it in a threatening/intimidating manner. (Police will be informed)</li> <li>• Attempted arson</li> <li>• Extreme behaviour likely to seriously endanger the safety of themselves, other staff/students/visitors</li> </ul>	<p><b>Child factors</b>          Diagnosis of emotional /psychological health problems which meets CAMHS Tier 3 thresholds          Diagnosis of physical sensory or medical disorder (includes ADHD)          Moderate to severe learning difficulties</p>	<ul style="list-style-type: none"> <li>• Tenacious attempts made to engage support services</li> <li>• Alternative provision, checked by Behaviour Lead</li> <li>• Follow-up work</li> <li>• Reintegration meeting</li> </ul>

		behaviour contract.  <u>Administered by:</u> Behaviour Lead Member of SLT Headteacher Disciplinary Committee		Diagnosis of ASD Diagnosed conduct disorder Loss (divorce/bereavement) Confusion over sexual orientation <b>School factors</b> Learning environment cannot be sufficiently modified to meet need Staff lack specialist knowledge or expertise <b>Family factors</b> Persistent non-attendance caused by parents Victim of abuse or neglect which meets the child at risk threshold Looked after child or	
4 Behaviours are likely to be complex and from multiple origins, requiring input from more than one agency	9	I will be permanently excluded and will not be allowed back into school. Arrangements will be made for me to attend another school or alternative education will be provided.  <u>Administered by:</u> Behaviour Lead	<b>REPEATED INCIDENTS/CONTINUED POOR BEHAVIOUR AFTER FIXED TERM ISOLATION OR FIXED TERM EXCLUSION</b> <ul style="list-style-type: none"> <li>Severely assaulting a member of staff</li> <li>Repeated serious assault on a student</li> <li>Being in possession of any weapon in school and actually using it to inflict harm. (Police will be informed)</li> <li>Arson</li> </ul>		

	Member of SLT Headteacher Disciplinary Committee		experiencing multiple carers Over protected child unable to develop own identity Significant caring responsibilities that impact on development Disordered attachments Extreme domestic violence Disruption within the family home Bereavement Physical/mental health issues <b>Community factors</b> Unable to protect self from significant harm including contact with unsafe adults or young people	
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				Anti-social behaviour resulting in Police involvement Gang related activity E-safety issues Sexual exploitation	
<b>Audience - Headteacher/SLT/SENCo/Behaviour Lead</b>		<b><u>Level 4</u></b> Items below must be implemented, and the impact evidenced in writing in order to develop a comprehensive case history. Best practice may include referral to specialist/acute services/statutory services. Evaluated use of Tier 3 strategies, Statutory Assessment has been instigated, IEP involving young person in target setting and monitoring, Participation in multi- agency meetings (Case conference, Section 17, LAC review, child specific planning meeting), Internal exclusions increasingly used, Regular Educational Psychologist involvement, CAMHS involvement, Additional therapeutic support, MASH referral. <u><i>Behaviours will present extreme challenge to the child's infrastructures (school, family, community, support). Some behaviours are likely to be complex and from multiple origins, requiring input from more than one agency</i></u>			

List of resources to support different levels of behaviour

ABC chart

Autism Education Trust materials - available online at

[www.autism.org.uk/education](http://www.autism.org.uk/education)

Behaviour for Learning audit

Behaviour plan

Boxall Profile

**Buddy system information**

**Circle time information**

**Concerning Behaviours Pathway information**

**Dyslexia Trust materials - available online at [www.thedyslexiaspldtrust.org.uk/resources](http://www.thedyslexiaspldtrust.org.uk/resources)**

**EHAF (Early Help Assessment form)**

**Feelings chart**

**Home-school agreement**

**Incentives information**

**IDP (Inclusion Development programme), Autism - available online at [www.idponline.org.uk](http://www.idponline.org.uk)**

**IDP (Inclusion Development programme), Behavioural, Emotional & Social Difficulties (BESD) - available online at [www.idponline.org.uk](http://www.idponline.org.uk)**

**IDP (Inclusion Development programme), dyslexia - available online at [www.idponline.org.uk](http://www.idponline.org.uk)**

**IDP (Inclusion Development programme), Speech and Language - available online at [www.idponline.org.uk](http://www.idponline.org.uk)**

**Levels of Behaviour document**

**NASEN Primary toolkit - available online at [www.nasen.org.uk/resources](http://www.nasen.org.uk/resources)**

**Nurture group information**

**Observation sheet**

**Out of class arrangements checklist**

**SBAP information:**

**SBAP handbook**

**Graduated Response**

**Specific Pupil Funding request**

**Non-pupil Specific Funding request**

**Counselling Specific Funding request**

**School behaviour policy**

**Star chart**

**Structured conversation example**

**Visual timetable**

**What Helps Me**

In addition, we have a range of disciplinary measures which are clearly communicated to school staff, pupils and parents and should be used in conjunction with the Behaviour Ladder, or for specific reasons. They include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing apology letters or an essay. These may be completed during periods of timeout.
- Detention including during lunch-time- pupils are given reasonable time to eat, drink and use the toilet. Parental consent is not required for detentions.
- School based community service or imposition of a task - such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after mealtimes; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report", with a behaviour chart for behaviour monitoring.

### **Pupils' conduct outside the school gates**

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

In response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, we will:

- Ensure the Headteacher or Behaviour and Attitude Champion is informed.
- Record what has happened using an Incident Report Form.
- Ensure the parent/carers of all children are supported, informed and involved.
- Implement sanctions in line with school policy.

Teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school.
- poses a threat to another pupil or member of the public.
- could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the member of staff.

### **Malicious Accusations**

The Head Teacher can temporarily or permanently exclude pupils who make false allegations. In extreme circumstances, they can involve the police if there are grounds for believing a criminal offence has been committed.

### **Bullying**

*'Behaviour of an individual or group usually repeated overtime, that intentionally hurts another individual or group either physically or emotionally.'*

We ensure that as a school we are alert to the signs of bullying and act promptly and firmly against it:

- To promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.
- To take positive action to prevent bullying from occurring through a clear school policy.
- To show commitment to overcoming bullying by practising zero tolerance.
- To foster a productive partnership with pupils and parents which helps maintain a bully free environment.
- To make staff aware of their role in fostering the knowledge and attitudes required.
- To ensure pupils and parents feel confident they are safe and cared for in school, and incidents when they do occur are dealt with correctly.

**Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.**

Springbank Academy has produced a booklet for parents/carers and children to explain all forms of bullying and raise awareness in this vital area.

### **Confiscation of inappropriate items**

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability



for damage to, or loss of, any confiscated items provided they have acted lawfully.

Confiscated items must be given to the child's teacher and kept in their lockable cabinet. All confiscated mobile phones and expensive items must be signed for by staff and children and kept in the Main School Office.

2) Power to search without consent for "prohibited items", including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

### **Power to use reasonable force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

As soon as an adult in school feels they may have to physically restrain a child a trained member of the Behaviour Response Team must be sent for and the incident recorded using the correct incident report form. The team are all 'Managing Risky Behaviours' trained.

The Head teacher and Lead Behaviour Teacher may also authorise such force as is

reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

### **Use of Isolation**

Our school's policy allows for disruptive pupils to be placed in a Learning Room, in a different class or away from other pupils for a limited period.

We use identified Learning Rooms as a disciplinary penalty. These must be used consistently in line with the school policy. The children are comfortable and allowed drinks and access to the toilets.

## **Monitoring and reporting of behaviour**

### **For most children:**

Adults and children to follow the chronological sequence of sanctions listed in the school's Behaviour Ladder.

All incidents, above stage 2 of the Behaviour Ladder has been used are recorded and the details fed back to the Behaviour Team.

This is monitored by the Behaviour Team weekly, to identify individuals or vulnerable groups of children who may need additional support. This is included in a termly report presented to the Headteacher and Governors.

### **Pupil support systems**

Children and their parent/carers may receive a programme of counselling from our trained counsellor. Additional support systems are included in children's individual Behaviour Case Studies.

Each class has elected 'Squabble Busters', who receive training regarding conflict solutions, and are available for support and mediation for children throughout the school. They also know when it is appropriate to involve an adult member of staff.

Children who present challenging behaviours will receive if required an individual:

- case study
- risk assessment
- behaviour agreement
- bespoke behaviour contract
- behaviour profile
- aptitude profile

If the teacher needs support with difficult behaviour, a child or urgent message is sent to a member of the Behaviour Team, SLT or named person on their case study/risk assessment.

### **Equality**

Springbank Academy respects its legal duties under the Equality Act 2010 and in respect of pupils with SEN. This includes consideration as to whether continuing disruptive behaviour might be the result of unmet educational or other needs which may require a multi-agency assessment.

This is not a standalone policy and should be read in conjunction with:

- SEND policy
- Inclusion policy
- Equality policy
- Physical intervention policy
- Anti-Bullying policy
- Exclusion policy

### **Scholarship**

For further information please refer to the following documents:

- Ensuring Good Behaviour in Schools
- Behaviour and Discipline in Schools- Guidance for Head teachers and School Staff
- Behaviour and Discipline in Schools- Guidance for Governing bodies
- Use of Reasonable Force
- Screening, Searching and Confiscation
- Dealing with Allegations of Abuse against Teachers and other Staff
- Preventing and Tackling Bullying Advice for School Leaders, Staff and Governing Bodies.

Bill Rogers on behaviour

<https://youtu.be/KTxGXiuLgb4>

Primary Special Needs - Tackling Challenging Behaviour

<https://youtu.be/FVnrwcQfmA4>

May I Have Your Attention Please?

<https://youtu.be/XsiGMgQoOAM>

5 steps to handle a defiant student in your classroom

<https://youtu.be/ROj12TOnnOg>

### **Guidance for dealing with Violence at Springbank Academy**

The Senior Leadership Team and Governing Body of Springbank Academy fully understand that the risk of a violent attack in our setting is a possible hazard. This guidance therefore is aimed at providing practical advice of how staff can tackle violence and aggression at work and to make everyone fully aware of the school procedures necessary for dealing with violence and aggression towards school staff whether it is by other members of staff, pupils or parents and carers.

We do not believe that violence at work is:

- something which is part of the job;
- the result of a worker's incompetence;

- the fault of an individual's personality characteristics.

However, the HSE has published a guidance document which states very clearly that:

"the problem of violence is often associated with the main purpose of an organisation - providing a service to the public".

### **What is Violence at Work?**

- incidents which cause death or physical injury;
- threats by parents or pupils using a weapon or an implement;
- verbal abuse that is violently aimed at staff members;
- attack on staff property such as their car;
- sexual and racial harassment.

### **The School Responsibility to Staff**

#### **We will:**

- take all reasonable precautions necessary to secure the health and safety of all staff;
- support staff who have been assaulted or suffered verbal abuse;
- not see incidents as an adverse reflection on the individual's ability to perform their role in school;
- avoid the need for staff to work alone or tackle incidents;
- have a formal system for reporting and recording violent incidents;
- investigate all incidents and control any potential or underlying problems associated with violence at work within Springbank Academy.

#### **We ask all staff to:**

- report all incidents of violence in a formal manner;
- take extreme caution when confronted with a weapon and not attempt any action which may result in themselves/other members of staff/students being injured.
- never put themselves or pupils in danger and to call immediately for the SLT if an incident occurs;
- take reasonable care for the health and safety of themselves and of other persons who may be affected by their acts or omissions at work, and to co-operate with their employer to enable them to perform or comply with their duties or requirements.

### **Reporting of Incidents**

It is very important to report an incident **as soon as possible** after the event, to allow the SLT to fulfil their legal requirement to report any acts of violence to employees under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations. "Near misses" also need reporting, so that we can be proactive in ensuring minor incidents do not escalate and action further control

measures. The incident must be fed back directly to Julie Vaccari, or in her absence Adam Lumley or Kerry Williams. We will evaluate all incidents to support us in reducing the frequency of violent and aggressive incidents.

### **Prevention**

The purpose of these policy guidelines is to reduce the anxiety of staff. The policy will be displayed on the website for reference at all times. The procedures will be reviewed annually and a staff briefing will be held after every incident to take feedback so that extra control measures can be integrated into the policy in the light of what happened.

The DfE Safeguarding Children and Safer Recruitment in Education guidance came into force in January 2007 clearly states it is our responsibility to safeguard and promote the welfare of young people. There is specific advice on this in ED/01/2007. Page 70 gives clear guidance of how to deal with Children and Adults who display extreme behaviour. Our legal obligation under the 1992 Management of Health and Safety at Work Regulations is to undertake regular risk assessments and consider preventative measures. Springbank Academy has identified the need for:

- Instant evaluation and refining of practice to ensure an incident does not re-occur.
- Re-structure the SEND team to make sure respite time is built in for all SEND TA's involved in incidents.
- Allocate SEND TA's according to strengths and skills.

#### **At Springbank Academy we are proactive in dealing with violence by:**

- making it clear that assaults on staff will not be condoned or tolerated either by parents or pupils.
- removing pupils from circulation, isolating them as quickly as possible and dealing with them in accordance with the school's behaviour policy.
- ensuring instant behaviour management team action when incidents arise;
- having identification badges for all staff.
- providing training for staff who need support.
- having lead behaviour specialists as a single point of contact for incidents.
- being committed to handling (and defusing) situations of confrontation and dealing with all threats, violence, aggression and incidents of assault.
- offering the member of staff involved relief from duties after a minor incident.

#### **After a major incident the SLT will ensure:**

- the incident is reported to the police immediately and any weapon retained for evidence.
- if the member of staff concerned does not wish the police to be informed, their views will be taken into consideration.

- first aid is administered and advice will be given to the staff member to consult a doctor as soon as practicable in order to secure a medical statement about any injuries.
- every employee is treated with dignity and respect.
- exclusion procedures are always instigated in the case of student assailants.
- offer in-house counselling.
- completion of RIDDOR/Well-Worker forms and produce supplementary corroborative evidence as to the nature of the incident. A statement detailing the events in question will be obtained, at the earliest opportunity, from the member of staff concerned having allowed her/him sufficient time to recover from the immediate effects of the event and offering a friend to support if required.
- a follow-up call if the member of staff needs to go home to enquire after their welfare.
- give feedback to all staff members and governing body as soon as possible to notify everyone of changes in working practices to reduce any further risks associated with this pupil/student.

**Governors will:**

- take all reasonable steps within their power to ensure that school premises are safe and without risks to health.
- have a shared responsibility with the LA.
- prioritise money and actions where resources are required for safety.
- review annually security needs, through noting any incidents such as break-ins, theft and violence.
- ensure that the premises do not present health and safety risks to those using the premises, whether lawfully or unlawfully.

Springbank Academy is a private property, which means that persons who enter the school without permission or without lawful authority to be there may be treated as trespassers. We understand that parents do have an expectation that they should be allowed to enter school's premises, for example to bring or fetch their children to and from school. However, we believe that parents – as all visitors should conduct themselves properly by not causing a nuisance or disturbance, or act in way that may give rise to civil or criminal prosecution. If a parent does not conduct him / herself properly the school will write to them, the LA via legal services team or phone them to tell them that they are no longer allowed to enter the premises, unless the school gives them permission to do so. We will however, give the parent pre-notification and time to respond. If parents continue to enter the premises and cause a nuisance or disturbance, we will inform them that they may be liable to prosecution under section 547 of the Education Act 1996.

### **Springbank Academy will take action against trespassers by:**

- asking them to leave and if they refuse informing the police immediately to remove the trespasser.
- asking the LA legal team to warn the trespasser by letter that the incident must not be repeated.
- if the incident is repeated bring procedures under section 547 of the Education Act 1996 and take civil action to compensate for any loss or damage.
- Seeking an injunction for persistent trespassers.

This policy is in place to ensure Springbank Academy is a safe place for everyone to be. For only when we all feel safe and happy can we work together effectively and ensure every one of our children succeed.

### **Guidance on de-escalation**

As a member of school staff, it is your responsibility to attempt to de-escalate conflict situations and provide pupils with opportunities to 'get it right'. Our aim, at all times, is to minimise disruptive behaviour and to support pupils in avoiding breaching our behaviour code. In order to do this, we must take full responsibility for our own behaviour and ensure that we do not create or escalate conflict.

Some students, with particularly challenging behaviour, have de-escalation plans and risk assessments written for them. We expect staff to be familiar with these and follow their guidance. In addition, the guidance below should help reduce conflict with any pupil who is showing signs of anger or frustration, thereby supporting them in making the right choice and minimising the disruption to learning.

- Be vigilant for signs a child is becoming angry frustrated e.g. clenched fists, heightened colour, shallow breathing, pacing
- Remain calm yourself, being respectful and detached, speaking quietly and giving the child time and space to calm down
- Keep physical distance from the child, avoiding barring their way or entering their personal space
- Avoid adopting threatening body language and raising your voice
  - Attempt to empathise with the student and accept responsibility for your own behaviour
  - Accept an apology given, offer one yourself if appropriate and do not attempt to force an apology

- Clearly outline choices the child can make and give them time to choose
- Avoid using 'you' statements, blaming statements, forcing eye contact or focusing on secondary behaviour

### **Disciplinary process following malicious allegations against staff**

If an allegation made by a student against a member of staff is determined to be unfounded or malicious, the school will refer the matter to the LADO and social care to determine whether the child concerned is in need of additional services.

If an allegation is shown to be deliberately invented or malicious, the Headteacher/Behaviour and Attitude Champion will consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil. Malicious allegations against staff will be taken very seriously by the school and may well be considered as gross misconduct and treated as consequence 7 or above on the Behaviour Ladder.

### **Searching Guidance and Procedure - based on DFE guidance for Head teachers on Searching, Screening and Confiscation**

#### **Introduction**

School staff can search a pupil for any item if the pupil agrees. This consent does not have to be formal written consent. A pupil refusing to comply with a search can be treated in the same way as a student refusing to follow any reasonable instruction of a member of staff and sanctioned according to the Consequence Ladder.

Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are: knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.



## **Confiscation**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. Illegal or stolen items of any value must be submitted to the police at the earliest possible moment, other banned items such as alcohol and cigarettes can be disposed of by the school as they see fit.

Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

However, school staff must be mindful of the child's right to privacy under Article 8 of the European Convention of Human Rights. Any interference with this right must be justifiable and proportionate.

## **Who can conduct the search?**

The Head teacher can authorise any paid member of school staff to conduct a search, however this right is restricted to senior staff, Head teacher and Behaviour team staff.

The person conducting the search must be of the same sex as the pupil being searched and there must be a witness to the search. The only exception to this is if there is a risk of significant harm and a staff member of the same sex is not available.

## **Where should the search be conducted?**

Searches without consent can only be carried out on the school premises, or if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England or in training settings.

The search should be conducted in a private room with a witness present but with sufficient space for the student not to be crowded and/or feel threatened.

## **The extent of the search**

The person conducting the search may not require the pupil to remove any clothing other than outer clothing.

'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

'Possessions' means any goods over which the pupil has or appears to have control - this includes desks, lockers and bags.

### **Use of Force**

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules. Force should only be used in exceptional circumstances.

### **Electronic Items**

Where the person conducting the search finds an electronic device, they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.

- The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:
- In determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.
- If inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

### **Telling parents and dealing with complaints**

- Schools are not required to inform parents before a search takes place or to seek their consent to search their child.
- There is no legal requirement to make or keep a record of a search.
- Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about screening or searching should be dealt with through the normal school complaints procedure.

## List of banned items

*Please note the school reserves the right to update this list due to societal trends. Parents and students will be notified of updates via the school website*

- Weapons
- Laser pens
- Legal and illegal drugs
- Aerosols
- Pornographic material
- Cigarettes or e-cigarettes, tobacco or any other smoking paraphernalia
- Alcohol
- Fireworks
- Solvents

## Physical Restraint Guidance

### Physical Intervention and Positive Handling Policy



**Policy Lead: Adam Lumley**

## HEALTH AND SAFETY STATEMENT

### Context:

This policy conforms to the recommendations and guidelines issued by the Department of Education, C.C.M.S., and B.E.L.B. (Reasonable Force/Safe Handling 2005, Welfare and Protection of Pupils 2003, Promoting Positive Behaviour 2001, Child Protection: Code of Conduct for Staff 1999).

This policy lies within one of a number of policies within the remit of our Personal Development, Behaviour and Welfare provision and should be read in conjunction with our Behaviour, Child Protection, Special Needs, Health and Safety, and Anti- Bullying policies.

As this policy explains the school procedures with regard to physical interventions, we understand that it is imperative that all staff understand and adhere to it.

### At Springbank Academy we promote and respect:

- the dignity of each pupil and their right to be educated in a safe and secure environment.
- the expectation of parents and carers that their children are entrusted to us to be educated in a safe and caring community which affirms and enhances their self-esteem.

- the entitlement of all staff to a workplace which has a safe, secure and non-threatening atmosphere.
- that the use of reasonable force will only to be employed in exceptional circumstances after all other behaviour management strategies have been exhausted or in an emergency where a pupil appears to be unable to exercise self-control and presents a threat to him/herself or others.

**At Springbank Academy we will always:**

- create a safe and secure learning and teaching environment for both teachers and pupils.
- safeguard the welfare and protect every person in the school community.
- protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful.
- develop and implement guidelines for all staff so that they are aware of the instances in which reasonable force to restrain pupils may be used and how such force may be applied.

**Who is empowered to use Reasonable Force/Safe handling techniques?**

Reasonable Force/Safe Handling can only be used by members of staff who has undergone Managing Risky Behaviours training but in Springbank Academy in the first instance it should always be members of the behaviour challenge response team.

**When should reasonable force be used?**

The school actively promotes positive behaviour management strategies with known behaviour parameters which reduces the need for the use of any form of physical intervention other than in exceptional circumstances.

Preventative strategies for inappropriate behaviour are detailed in this Policy.

Our school objective is always to defuse and de-escalate conflict, confrontation and aggression.

All staff have a duty of care. To take no action where the outcome is that a child injures him/herself, or another, including staff could be construed as negligence. It is reasonable to expect a member of staff to engage in some risk where there is evidence of danger to others and intervention is likely to be effective.

However, staff should not place themselves in personal danger merely to safeguard property, but we understand that there will always be an element of personal judgment in these decisions.

Staff should not intervene in an incident without help if there is a risk that he/she may be injured or may endanger his/her life.

Reasonable force may be applied for the purpose of preventing a pupil doing or continuing to do any of the following:

- committing any serious offence.
- causing personal injury to any person (inc. the pupil him/herself) or damage to property of any person (inc. him/herself) and in self defence.
- engaging in any behaviour prejudicial to the maintenance of good order in the school or among its pupils, whether that behaviour occurs during a teaching session or otherwise.

#### **Examples of incidents where physical intervention may be required:**

- a pupil attacks a member of staff or another pupil.
- pupils are fighting.
- a pupil is engaged, or about to engage in deliberate damage or vandalism to property.
- a pupil is causing, or at risk of causing, injury or damage by accident by rough play, or by misuse of dangerous materials or objects.
- a pupil is running in a corridor or in the classroom in a manner likely to cause an accident or injury to themselves or others.
- a pupil persistently refuses to obey an instruction to leave a classroom.
- a pupil is behaving in a way that is seriously disrupting a lesson.

#### **What Constitutes Reasonable Force/Safe Handling?**

Reasonable force is the minimum intervention or force that should reasonably be employed and is '*dependent on the age, sex, physical strength, size, understanding, medical condition and any special needs of the pupil*' and used in a way that '*preserves the dignity and respect of all concerned*'

It must involve a calm measured approach at all times.

It must be in accordance with the national agreed strategies and the following procedures.

#### **Forms of Reasonable Force and Safe Handling:**

- Separating pupils who are fighting or about to fight
- Blocking a pupil's path
- Holding
- Breakaway techniques
- Leading a pupil by the arm
- Shepherding a pupil away by placing hands on the backs of elbows
- Using more restrictive holds.

#### **At Springbank Academy we recognise the limits on the use of force:**

The use of force as punishment or to intentionally cause pain, injury or humiliation would contravene the school's Child Protection Policy. Staff should never act in a way that might reasonably be expected to cause injury such as:

- holding around the neck
- any hold that would restrict breathing
- kicking
- slapping
- punching
- using an implement
- tripping
- forcing limbs against joints
- holding or pulling hair
- holding the pupils face on the ground
- touching or holding a pupil in any way that might be considered indecent.

### **Reasonable Force Procedures:**

#### **In the event of an emergency situation developing:**

- (a) Send a sensible and reliable pupil to the Admin Office to contact a member of the behaviour team who has been trained to provide support in such circumstances. If Headteacher or Behaviour Lead is not present on site, then please ask office staff to text them immediately and inform them of the situation.
- (b) Tell the pupil to stop the inappropriate behaviour.
- (c) Ask the pupil to behave appropriately, clearly stating the desired behaviour.
- (d) Tell the pupil that physical intervention will take place if the inappropriate behaviour continues.
- (e) During the incident, repeatedly assure the pupil and tell him/her that physical contact will stop as soon as he/she is ready to behave appropriately.

#### **Record Keeping:**

- Where physical intervention has been used to manage a pupil a record of the incident must be recorded on the official form available from Mr Lumley, the Behavior and Attitude Champion.
- Any teacher(s) involved must record the incident on an incident record form.
- Parents will be contacted, informed about the incident and asked to sign the form.
- Any complaint will be dealt with according to the School's Complaints Procedure.
- A Risk Assessment will be carried out to try to prevent further incidents.
- Support will be offered to any member of staff or pupil involved in an incident in which reasonable force/safe handling techniques have been used.

Key points:

- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

What the law allows:

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Head teacher;

The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and

It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

The school's behaviour policy should set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.

The behaviour policy should acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform or is some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

Parental consent is not required for detentions.

Outstanding behaviour is our ultimate aim and challenge. This policy will support us in achieving this. After every incident the policy will be refined if necessary. Awareness and Scholarship will help us to excel in this vital area.