



Behaviour Policy

(including Physical Intervention)

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Aims and Key Beliefs

Aim

- To create a positive culture that promotes positive behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- To establish a whole-academy approach to maintaining high standards of behaviour that reflect the values of the academy
- To outline the expectations and consequences of behaviour
- To provide a consistent approach to behaviour management that is applied equally to all pupils
- To define what we consider to be unacceptable behaviour, including bullying and discrimination
- To provide guidance to staff, parents and carers, governors and other stakeholders on how to support our learners to self-regulate, manage their behaviour and feel safe so they are ready to learn
- To provide a framework for our collective beliefs, understanding and insight into human behaviour as it relates to learners with complex learning needs
- To provide a holistic, whole-person, inclusive model for our understanding of self-regulation and behavioural needs
- To underpin our beliefs with evidence-based practice and current research.

Pupils in our academy are either permanently excluded or at risk of exclusion and come to roll in the academy with sometimes historically ingrained poor behaviours. All of our pupils have additional needs in a variety of forms. Esteem South Academy aims to equip all pupils with the knowledge, skills and aptitude that provide and encourage their capacity to:

- make informed choices, create opportunities and be responsive to changes
 - develop and increase self-belief, self-awareness and the ability to build strong lasting relationships
 - Enable pupils to interpret, interact and be included in the world
 - ensure pupils are resilient in the face of adversity, willing to accept challenge and persist in all endeavours they encounter
 - actively seek out opportunities for kindness and happiness for others and themselves.
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Values and Mission

At Esteem South Academy, we have endeavoured to ensure that our Positive Behaviour Policy reflects the latest research and our insights and understanding of the complex needs of our learners. This understanding recognises the impact of those needs and their varied starting points, which contribute to their ability to self-regulate and manage their behaviour in a positive manner so they can be ready to engage with their learning. We incorporate a holistic, whole-person approach to ensure we are reflecting and planning for the needs of all our learners with complex layered needs.

We are aware that behaviours that challenge always happen for a reason and might be the only way a learner can communicate and can arise for different multifaceted reasons which are personal to the individual.

Pupils, Staff and Governors at Esteem South Academy have clear expectations and responsibilities.

Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Children and Families Act 2014

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

Roles and responsibilities

The governing committee

The governing committee is responsible for:

- › Reviewing this behaviour policy in conjunction with the Executive Headteacher and Head of School
- › Monitoring the policy's effectiveness
- › Holding the headteacher to account for its implementation

The Head of School

The Head of School is responsible for:

- › Reviewing this policy in conjunction with the governing committee
 - › Giving due consideration to the academy's statement of behaviour principles (appendix 2)
 - › Approving this policy
 - › Ensuring that the academy environment encourages positive behaviour
 - › Ensuring that staff deal effectively with all behaviours
 - › Monitoring that the policy is implemented by staff consistently with all groups of pupils
 - › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
 - › Providing new staff with a clear induction into the academy's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
 - › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
 - › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
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- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the academy's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering the impact of their own behaviour on the academy culture and how they can uphold academy rules and expectations
- › Recording behaviour incidents promptly with appropriate follow up actions
- › Challenging pupils to meet the academy's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- › Get to know the academy's behaviour policy and reinforce it at home where appropriate
 - › Support their child in adhering to the academy's behaviour policy
 - › Inform the academy of any changes in circumstances that may affect their child's behaviour
 - › Discuss any behavioural concerns with their form tutor or site lead promptly
 - › Take part in any follow up work suggested by the academy (for example, attending reviews of specific behaviour interventions)
 - › Raise any concerns about the management of behaviour with the academy directly, while continuing to work in partnership with the academy
 - › Take part in the life of the academy and its culture
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The academy will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the academy's policy and working in collaboration with them to tackle persistent behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the academy's behaviour culture:

- › The expected standard of behaviour they should be displaying in the academy
- › That they have a duty to follow the behaviour policy
- › The academy's key rules and routines
- › The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- › The support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the academy's behaviour policy and wider culture.

Introduction

Most systems of behaviour modification and management are based on sanction and reward. There is an increasing body of evidence to suggest that sanction of negative behavioural choice is an ineffective method of affecting change. Our approach to behavioural modification will be based on three main components.

- An effective reward system based on short-medium- long-term rewards, a reduced behaviour monitoring period and an emphasis on positive reinforcement.
- Curriculum modification to enhance the teaching of social skills, social problem-solving skills and emotional regulation.
- Intervention to ensure that post-event learning opportunities are fully utilised.

There will be no use of sanctions on a day-to-day basis and staff will not use language that can be associated with punitive approaches. All our interactions with pupils will be positive, avoid confrontation and promote de-escalation. Poor choices will however have a consequence. Our consequence will be appropriate for each individual pupil considering their history and SEND.

Rationale

Some pupils respond to sanction. There is evidence to support that the actual sanction is relatively unimportant, and people respond to the feelings of discomfort they experience when faced with the disapproval of others. They learn to associate these feelings of discomfort with the negative behaviours that precipitated them. There is, however, a significant population of pupils who do not respond well to this aversive conditioning and for whom sanction, or the fear of punishment is less effective in promoting behavioural change. 9

- Some pupils with social communication difficulties may find it hard to recognise how they or others feel and therefore less likely to respond to punishment cues. Sanctions may well be less effective for this type of pupil.
- Some pupils show callous-unemotional (CU) traits. Pupils displaying these traits are less likely to experience empathy or to care about the feelings of others and therefore will be less responsive to aversive conditioning. Restorative justice techniques are often inappropriate for these pupils.
- Pupils with a combination of SEMH and ADHD have been shown to have a suppressed fear response to aversive stimuli. This lack of fear may make them less responsive to aversive conditioning.

As well as being ineffective for a sizable group of our pupils, punishment may militate against positive behavioural modification. Evidence shows that pupils are more responsive to work on modifying poor choices when they feel a sense of well-being and are emotionally resilient. Punishment does not contribute to positive feelings of self. The anger that many pupils feel when sanctioned is often transferred and used to 'justify' the original misdemeanour or fuel feelings of negativity about any victims of the behaviour. Such pupils are less likely to analyse their behavioural choices and develop new strategies to cope with challenging situations.

The Esteem South Academy Positive Behaviour Policy is based on a variety of research-based and evidence-backed initiatives such as the Thrive Approach and Thinking Schools, the expert knowledge of its' staff and evidence from the Education Endowment Fund 2019 report 'Improving Behaviour in Schools', summarised below (see appendix 1). This is also underpinned by the expert knowledge and understanding of the academy's staff and continuing professional development. The academy seeks to be proactive in promoting positive behaviour management and follow the model below.

Learners want to behave well. We believe that our learners are happy when their needs are understood and met, allowing them to self-regulate and behave well. Their effort to manage themselves and their behaviour should be recognised and acknowledged by adults

and their peers. We consider their communication styles, social interaction skills, sensory and emotional needs as well as the role we play in supporting them to develop these skills. Learners are better able to behave well when their needs are well met in school, at home and in the community. Learners can learn to improve their behaviour. Learners at Esteem South Academy find learning difficult: learning new behaviour is a task, just like learning to read or write.

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If we can meet each learner at their point of need and development, it is more likely that challenging, harmful or self-injurious behaviour that is challenging will decrease or stop.

Most of our learners need support in developing their communication, social interaction skills and social imagination skills (to cope with changes to familiar routines) to develop effective self-regulation skills that Enable them to positively manage their behaviour throughout their school day. Behaviour that challenges is often the result of a communication breakdown. To support a learner that has become dysregulated or in distress, we should aim to understand the function of the behaviour e.g., what is causing the learner to become distressed. Class teams need to have strategies in place to support learners to express how they are feeling and how we can meet their needs proactively.

As adults, we must consider the learning styles and needs of children and young people; we must also have realistic expectations about the rate of progress a learner will make when learning to adapt or develop new behaviours.

Most of our learners learn in small, incremental steps over a long period.

Mistakes are part of the learning process. We do not make a judgement about it – instead, we support our learners to get it right.

All adults can learn strategies to support learners to improve their behaviour. Most adults have evolved ways of responding to learners' behaviour based on a combination of personal and professional experiences and training and experiential learning.

At Esteem South Academy we encourage staff to reflect on what may be the underlying issues that drive or trigger behaviour in learners and to think about ways of responding to behaviour that challenge in a non-judgemental and supportive way. Pupil Information Packs (PIPs) including the One Page profile and the risk assessment provide the framework for this to happen.

All adults must be committed to developing their practice and sharing their skills and experiences. This is a commitment to continuous professional development, reflective practice, and peer support to improve practice, professional competence and responsibility.

Starting Points and Expectations

At Esteem South Academy believe that:

- Our learners want to behave well
- Behaviour is a means of communication – we must ensure that all learners are supported to communicate their needs safely and appropriately using their preferred communication systems.
- With the right support and intervention, all learners can learn to self-regulate and manage their behaviour over a period of time. We acknowledge that some pupils may take longer than others to amend unwanted behaviours.
- Mistakes are part of the learning process, and we recognise that all our learners are at different stages of the developmental process.
- All learners must be given the opportunities and tools to self-regulate and access a high-quality education
- All our learners have lost learning and/ or have learning difficulties and other needs which impact how they learn to regulate and manage their behaviour.
- Staff must be allowed to learn, understand and have insight into why our learners become dysregulated, and reflect on how/why it impacts their behaviour. To work collectively with our learners, their parents/caregivers and other professionals to develop strategies as part of a positive behaviour support plan to support them to self-regulate and positively manage their behaviour.

All staff can support our learners by:

- Being mindful and reflecting on the quality of our relationships with each other and them.
- Being self-reflective and being committed to continuously improve the quality of our provision.
- Reflecting with parents and carers and other professionals so we are well-informed and have insight and understanding of their individual needs.
- Reflecting and planning the “scaffolding” we put in place to support them to learn self-regulation skills.
- By observing, gathering and analysing data on behaviour – to ensure our interventions are personalised, well informed and planned according to the needs of everyone within the context of their class or particular lessons on and off-site.
- To work in close partnership with our learners, their parents and carers, and other professionals working with them e.g. occupational therapy, speech and language therapy, CAHMS etc.
- To invest time and allow safe spaces and opportunities for learners to practise these skills and make mistakes from which they can learn, develop and grow.

Academy behaviour curriculum

ESA Entry and Tutor Time

At the start of the day

Pupils will...

- Hand in valuables including vapes, mobiles and other electronic devices before they come into the building
- Walk to their correct entrance and wait
- When the doors open, enter using "indoor voices" and say hello to peers and adults
- Walk to their tutor room
- Find their seat and sit on it

Staff will...

- Be ready at the doors on time
- Stand at the door and greet all pupils warmly with a smile and say hello
- Collect in all belongings such as phones and vapes outside
- Ensure the tutor time programme and any resources are ready and displayed
- Deal with any immediate concerns, arrange a follow up discussion or report to site lead
- Encourage pupils to settle quickly through meaningful interaction and sit with pupils on chairs
- Offer breakfast and a drink where applicable
- Promote a positive culture in and around the academy (postcards, certificates, phone calls)

Why we expect to see this behaviour from pupils

- To ensure a calm and orderly entrance to the academy
- To ensure tutor time is safe, successful and enjoyable
- To develop and practice life skills such as how to enter a room, college or workplace in the correct manner
- To develop social skills

Support for staff not following expectations

- Positive reminders of the expectations
- Modelling how to apply the Rewards Policy in terms of points and following the scoring explanation sheet consistently
- Site Leads to ensure all staff are setting and reinforcing high expectations
- Site Leads to remind staff of their role applying our Behaviour Policy

ESA Lessons and transition

During lesson time and change over

Pupils will...

- Walk to and from the classroom on the left if others are coming
- Follow all timetables in place and attend the correct room
- Make safe decisions about equipment and using it correctly
- Interact positively with peers, showing respect and being mindful of personal space
- Ask for help and support when needed
- Remain in class, unless there is an absolute need to leave
- Tidy away at the end of a lesson, push chairs under the tables and hand in books and stationary neatly in a pile
- Pick up any rubbish and put it in the bin

Staff will...

- Be on time for lessons with all equipment necessary
- Walk in class and in the corridors
- Demonstrate safe and appropriate use of equipment
- Follow all timetables in place and not deviate from timetabled lessons. Teach the work in the MTP
- Be on time to collect pupils and promptly return them to class to start learning
- Plan exciting, interesting and engaging lessons
- Remain in class at all times
- Give pupils the opportunity to practise tidying away at the end of lessons
- Pick up rubbish as they see it and put it in the bin
- Promote a positive culture in and around the academy (postcards, certificates, phone calls)

Why we expect to see this behaviour from pupils

- Lesson times will be enjoyable for all pupils and staff
- Following rules and high expectations will ensure pupils and adults are safe during unstructured times
- It will reduce the loss of learning time as there will be less incidents
- Lessons will start on time
- Our academy will be tidy

Support for pupils not following expectations

- Loss of equipment for a period of time decided by the staff
- Apply rewards policy in terms of points and follow the scoring explanation sheet consistently using 0-3
- We believe that our learners should always be allowed to repair mistakes. Pupils should be given the opportunity for a reset. The reset includes repairing relationships, or 'making good' in some way
- Informing parents/carers
- Positive reminders of the expectations

Use Positive Language

Always use positive language

Pupils will...

- Be encouraged to use positive language
- Use alternative appropriate language when asked
- Speak politely to others

Staff will...

- Challenge **all** negative language by using appropriate phrases in a non - confrontational way, such as:
 - Stop swearing, thank you.
 - Can you use an alternative word, thank you.
 - Thank you for correcting yourself.
- Deal with immediate concerns or arrange a follow up discussion with parent if necessary
- Encourage pupils to settle quickly and use appropriate language
- Remind all pupils of value points (Target 2 – be responsible)
- Praise positive language to reinforce wanted behaviours

Why we expect to see this behaviour from pupils

By following these expectations, we are providing a calm, purposeful day. This will ensure all pupils are ready for their learning. Pupils and adults feel valued and welcomed which sets a positive tone for the day. Use of positive language will help our pupils be positive citizens in society and be more likely to secure employment.

Support for staff not following expectations

- Positive reminders of the expectations to individual staff or in briefing for all
- Modelling how to apply the Rewards Policy in terms of points and following the scoring explanation sheet consistently
- Site Leads to ensure all staff are setting and reinforcing high expectations
- Site Leads to remind staff of their role applying our Behaviour Policy in supervision

Proactive Approaches

1

Know and understand your pupils and their influences



- Pupil behaviour has multiple influences, some of which teachers can manage directly
- Understanding a pupil's context will inform effective responses to misbehaviour
- Every pupil should have a supportive relationship with a member of school staff

learner to access sensory strategies that may allow them to deescalate and return to a state of better regulation.

- Know what motivates each learner and use this as positive reinforcements.
- Monitor physical and emotional well-being of pupils and recognise signals of being distressed, unwell, in pain or upset.

We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both positive and negative. This is part of helping our learners to take responsibility for their behaviour.

Know and Understand Your Pupils

Each adult is a significant adult for our learners. To foster successful relationships we need to:

- Actively build trust and rapport with all children and young people.
- We should have high expectations for all learners. When we demonstrate our belief in them, it supports them to succeed.
- We always treat learners with dignity and respect by communicating carefully and clearly in a way that is accessible and appropriate.
- Consider the function of the behaviour; why the learner is behaving in this way and what need does it serve?
- Quietly but firmly hold appropriate boundaries for the learners.
- Seek support from wider professional networks to problem-solve behaviour that challenge.
- We are always respectful to learners; we do not talk about them over their heads or in front of other learners.
- We are non-judgemental about learners' life experiences, but we use behavioural data to inform our planning for them.
- Know their 'triggers', dislikes and sensory processing difficulties and have appropriate strategies and resources available to support the

- It is important to work jointly and plan with parents and carers to ensure consistency in our approaches between home and school. PIPs are co-created by parents, the team around the child and reviewed 3 times per year as a minimum. This includes and any form of restrictive physical intervention used to keep a child or young person safe during their academy day.

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Our pupils will:

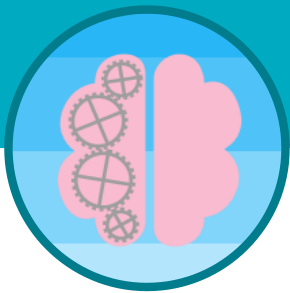
- Feel safe, valued and trusted
- Recognise and achieve their full potential
- Take responsibility for their behaviour and make healthy lifestyle choices
- Be positive about themselves and their future
- Be tolerant of others, and of the beliefs and views of others
- Be successful learners, both independently and when working with others
- Be self-motivated and increase their expectations

We will achieve this by:

- Creating a safe learning environment, free of stigma and negativity
- Celebrating the success and achievements of every member of the learning community
- Establishing nurturing and supportive relationships between staff and pupils
- Reinforcing our expectations for behaviour and academic success
- Providing a broad, balanced and relevant curriculum that provides the skills, confidence and qualifications to access opportunities in life
- Innovating learning, to engage and inspire
- Promoting tolerance and mutual respect
- Providing opportunities for pupils, parents and carers to voice opinions which form part of the decision-making process
- Providing an inclusive programme of learning opportunities and experiences that promote engagement

2

Teach learning behaviours alongside managing misbehaviour



- Teaching learning behaviours will reduce the need to manage misbehaviour
- Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning
- Teachers should encourage pupils to be self-reflective of their own behaviours

becoming dysregulated (label emotions and feelings) so they can learn to ask for a break or an appropriate self-regulatory strategy to support them in regulating better.

- We use specific descriptive praise when we see them making a good choice – we can never do too much of this.
- Rewards are linked to positive choices and achievements. They focus on the specific behaviours we wish to improve.

Teach Learning Behaviours

Each adult is a significant adult for our learners. To foster successful, Enabling relationships we need to:

- Name and manage your emotional reactions to learners' behaviour i.e. demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a child for a young person.
- Identify the strengths of the learner – identify these with the learner where possible and build on them. If a learner is not able to do this, advocate for the learner within the team or professional group.
- Have communication systems in place and readily available when a learner is presenting as dysregulated. This is their "voice" and should always be accessible, but especially during times of dysregulation or distress when it is often difficult to make use of other communication methods.
- Support the learner to develop high levels of resilience and have high expectations for every learner.
- Support learners to develop high self-esteem so that they believe that they can succeed.
- Teach learners to recognise when they are

- Model positive language, including body language, to promote a happy, aspirational working environment.
- Link consequences to the choices they make, to help them make the best choice. This communication:
 - Increases learners' sense of responsibility
 - Regards mistakes as part of learning
 - Removes the power struggle
 - Is positive
 - Where appropriate, overtly links responsibility, choice and consequence
 - Helps them to take responsibility
 - Helps them to manage their behaviour
 - Increases their independence.
- We believe that our learners should always be allowed to repair and that they want to do this. We do not believe in the concept of punishment, because it focuses the learner's mind on the punishment, rather than what s/he did. This frequently leads to learners feeling angry about the punishment, rather than thinking about the impact of their behaviour on others.
- Learners should be given the opportunity for reparation. Reparation means repairing relationships, or 'making good' in some way. Even learners with complex difficulties can be supported to repair; this will look different for each learner. We cannot make assumptions about what learners feel. Unresolved difficulties can make learners very anxious and this can cause behaviour to escalate or become habitual.
- Where developmentally appropriate, we support learners to take responsibility for what they have done and to repair it with the other person(s) involved/affected.
- If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote, e.g.

"I like how you used your communication book to tell me how you are feeling"

"I liked that you asked for a break when you needed it"

"I noticed you were being a good friend by helping Sam"

"Thank you for coming back to your work so quickly"

We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour. The use of descriptive praise is a feature of the school's language. Descriptive praise supports behaviour for learning.

- We use a common language surrounding behaviour in all its forms to provide a high level of consistency.

3

Use classroom management strategies to support good classroom behaviour



- Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression
- Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time
- Reward systems based on pupils gaining rewards can be effective when part of a broader classroom management strategy
 - Few in number
 - Where developmentally appropriate, agreed with learners.
 - Communicated in a way that the learners can understand, including visual cues, objects of reference, social stories etc.
 - Stated in the positive – things we are going to do.
- Give clear instructions of how staff are expected to conduct themselves.
- Be polite and talk respectfully.

Classroom Management Strategies

- Accurately assess and understand the learner's needs by referring to their information such as EHCPs, minutes from their Annual Reviews, PIPs, external professional reports, behaviour analysis.
- Plan to integrate and meet the learner's range of needs specific to the plans drawn up by their professional group e.g. equipment, staffing, sensory needs and diets.
- Frequent positive reinforcement when things are going well and minimal feedback for low-level undesirable behaviours. Focus on what you want the learner to do.
- Where appropriate, include the learners in the target-setting and evaluation process for outcomes measurement, using appropriate language and methods (self-assessment).
- Give the learner feedback on progress in a supportive way that makes sense to them, focusing particularly on their achievements and what they need to do to make further progress.
- Praise the learner for their specific achievements, i.e. descriptive praise and do this often.
- Actively teach the children and young people behaviour for learning example the Zones of Regulation.
- Class rules to support positive behaviour should be:

- Communication devices and strategies should work both ways: to give instructions but to also allow our pupils to have a voice, make choices and express their needs.
- Be explicit in what you are communicating. Speak clearly, slowly and calmly, and give pupils time to respond.
- Many of our learners, face difficulties, such as they:
 - Need time to process information.
 - Have difficulty with verbal and non-verbal communication (body language).
 - Have difficulties in understanding facial expression and tone of voice.
 - Have difficulty with understanding, or consistently remembering social rules and conventions.
 - Have difficulty in understanding their own emotions and how to tell an adult what they are feeling.
 - Have difficulty in understanding other people's emotions.
 - Have difficulty predicting what will/could happen next - this can cause anxiety.
 - Lack of awareness of danger.
 - Have suffered some form of trauma.
 - May not have the skills and understanding to manage social expectations and/or interactions with peers including friendships and bullying.
- Ensure learners' sensory needs are supported where required through embedding sensory diets and movements break into their daily class routine, and ensure they have access to sensory equipment that support self-regulation (chewys, fidget toys, adapted seating, weighted blankets, the temperature of learner etc).
- Take social demands of working with other learners into account.
- Enabling environments through making reasonable adjustments is a statutory obligation in disability law (see Equality Act 2010).

Proactive Approaches continued...

4

Use simple approaches as part of your regular routine



- Some strategies that don't require complex pedagogical changes have been shown to be Promising
 - Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour
 - School leaders should ensure the school behaviour policy is clear and consistently applied
-
- Organise the environment clearly, with visual cues and signposts (written information, symbols, objects of reference etc).
 - You will need to teach routines for all activities. The more consistency there is over routines, the easier it is for our learners. Routines also support behaviour for learning.
 - Set the Mood and do something engaging, fun, motivating or that pupils are good at. Follow this with something more taxing. Pupils will be less inclined to give up or

Routine

Each adult is a significant adult for our learners. To foster successful, Enabling relationships we need to:

- Regularly refer to the expectations and how they manifest in the academy.
- Appropriate rules and expectations should be embedded into the activities/ lesson's routines.
- Ensure the days' routine runs on time as much as possible. Consistent class/lesson/activity routines support our learners to understand expectations, manage anxiety, mentally and physically prepare themselves for their day – allowing them to learn how to self-regulate, engage with learning/activities and manage their behaviours positively.
- Class teams should reflect on how they support learners to adapt to changes to routines and how they prepare them for changes, as this is an important life skill. Learners may have difficulties in coping with new or unfamiliar situations.
- Changes to routines should be practised. using appropriate visual resources to allow our learners to learn that changes can be managed positively.

become agitated if they are already in a positive frame of mind and are made aware of the task beforehand.

Reactive Approaches

5

Use targeted approaches to meet the needs of individuals in your school



- Universal behaviour systems are unlikely to meet the needs of all your students
- For pupils with more challenging behaviour, the approach should be adapted to individual needs
- Teachers should be trained in specific strategies if supporting pupils with high behaviour needs

professional group.

- Some learners need very specific and detailed planning, which could include a shortened day, off-site education or home-based learning. When significant adaptations are made to a learner's school day, we always plan jointly with the parents and carers, the LA and any external agencies.

Personalised Approaches

Personalised learning to ensure that we meet each learner at their point of development and learning.

- Putting in additional support, tailored to the specific needs of each learner.
- Drawing on the expertise of others such as CAMHS, FASST, Educational Psychologists etc.
- Observations in a range of contexts, including home visits.
- Medical investigations to ensure that the pupil is not in pain or unwell or to identify anything that may be impacting on emotional wellbeing or mental health.
- Making the routines/strategies more detailed.
- Identifying in the PIP Risk Assessment action to be taken when identified behaviour occurs. This is shared with the learner, parent and other staff/professionals working with the learner.
- Sensory processing issues should inform suitable learning environment adjustments and support understanding pupils' actions.
- Parental and family support to implement changes in strategies.
- Identify the strengths of the learner – identify these with the learner where possible and build on them. If a learner is not able to do this, advocate for the learner within the team or

- It is important to work collaboratively with other professionals working with learners to ensure their input into planning and strategies e.g. speech and language therapist.

Implementation

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Consistency
is key



- Consistency and coherence at a whole-school level are paramount
- Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches.
- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level

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Whole Academy Consistency

- Take responsibility for the behaviour of all learners in the academy.
- Work with the Senior Leaders and external agencies to implement any strategies suggested
- Improve the capacity of our learners to self-regulate their emotions and improve their ability to make academic progress through the embedding of the language set.

Responding to behaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The academy recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). We have already stated that all pupils attending our academy have additional needs of some form whether identified or as yet undiagnosed. Typically, around 40% have an EHCP.

When incidents of unwanted behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident will be made on a case-by-case basis.

When dealing with behaviour from pupils with SEND, especially where their SEND affects their behaviour, the academy will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the academy's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the academy must co-operate with the local authority and other bodies

As part of meeting these duties, the academy will anticipate, as far as possible, all likely triggers of unwanted behaviour, and put in place support to try to prevent these from occurring or reduce the likelihood or severity.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers of unwanted behaviour may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Additional training for staff in understanding very specific conditions
- Use of one to one learning on site or at home where necessary
- Amended arrival times or routines
- Short periods out of class where pupils can regulate their emotions during a moment of sensory overload

Adapting consequences for pupils with SEND

When considering a behavioural consequence for a pupil with SEND, the academy will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the academy to implement this consequence for this pupil for their particular behaviour.

The academy will then assess whether it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to this.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The academy's special educational needs and disabilities co-ordinator (SENDCo) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the academy will co-operate with the local authority and other bodies. | 24

If the academy has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the academy may request an emergency review of the EHC plan.

The importance of an appropriate communication system

- Visuals are permanent – spoken words disappear
- Visuals allow time for language processing
- Visuals prepare pupils for transitions allowing them to feel less anxious and self-regulate better.
- Visuals help build independence, confidence and self-esteem
- Visuals are transferable between environments and people e.g. between home and school, or when going on trips or visits off-site.
- Visuals are helpful when children or young people have become dysregulated as it replaces verbal communication and social interaction which in time of distress can hinder de-escalation.
- Visuals reduce anxiety which impacts self-regulation and positive behaviour.

Post Event Learning Opportunities

This policy is designed to promote the modification of behaviour by improving the capacity of learners to make positive choices. Pupils will inevitably make negative choices on occasion. The absence of sanction will increase the likelihood that pupils engage with the post-event learning opportunities that will take place after an incident. The type of learning opportunity will depend on:

- The nature of the event
- The nature of the pupil and the likelihood of a positive interaction
- The emotional state of the pupil

Each incident will be analysed on a case-by-case basis so that the appropriate consequence can be planned for that will be meaningful for the pupil.

Restorative Justice

The use of restorative justice (RJ) techniques and RJ type questions should be carefully considered and their appropriateness will depend on the pupils involved. Pupils who display CU traits may well have the empathic ability to understand the effects of their actions on others but may not care about their feelings sufficiently to modify their behaviour. In the worst cases, they may use information gained during the process to negatively manipulate future situations.

RJ techniques and questions are beneficial for some pupils. This is especially true of those who care about the feelings of others but lack the ability to understand the emotional impact of their actions on them. Carefully administered RJ sessions may be especially beneficial for some learners on the autistic spectrum when combined with work to recognise feelings in others and themselves.

De-Escalation and Non-Confrontational Approaches

The best chance of successfully implementing strategies to modify behaviour is to build excellent working relationships between staff and pupils. The philosophy of using non-confrontational approaches when communicating with others is central to the academy's ethos.

A comprehensive package of de-escalation strategies is available via Team Teach; our trainers of choice in the use of positive handling strategies. We embrace their approaches and emphasise the use of verbal and non-verbal de-escalation techniques to reduce instances of aggressive behaviour and the need for positive handling. Team Teach trains staff to be conversant in the use of de-escalation techniques and certificates for this. We aim for all staff to have certificated training over time. Team Teach certificated staff receive refresher training on an annual basis. However, all staff, regardless of being Team Teach certificated trained, are employed in our academy for their ability to be able to de-escalate unwanted behaviours and be non-confrontational.

Safeguarding and Behaviour

The academy recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

Child-on-Child Behaviour

We recognise that children can be both **vulnerable to and responsible for behaviours that may cause harm to others**. All child-on-child behaviour is taken seriously and addressed within a safeguarding framework. All child-on-child incidents are managed in line with the school's **safeguarding and child protection policy**, ensuring a joined-up approach that prioritises the safety and wellbeing of every pupil.

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Definition

Child-on-child behaviour includes, but is not limited to:

- Bullying (including cyberbullying and prejudice-based bullying)
 - Physical harm or aggression
 - Sexualised behaviour, harassment, or sexual violence
 - Emotional abuse or intimidation
 - Harmful online behaviours
 - Coercion, exploitation, or peer pressure
-
- All incidents will be treated as safeguarding concerns, not just behaviour issues
 - We adopt a zero-tolerance approach to abuse, while ensuring a balanced and supportive response for all pupils involved
 - We recognise that pupils displaying harmful behaviours may also have unmet needs or vulnerabilities
 - We will never dismiss behaviour as “banter”, “just joking”, or part of growing up

Response

When incidents occur, we will:

- Take all reports seriously and act promptly
 - Listen to and support all pupils involved
 - Record and report concerns in line with safeguarding procedures
 - Inform the Designated Safeguarding Lead (DSL)
 - Carry out a risk assessment where needed
-

- Work with external agencies if appropriate

Support for Pupils

- Victims will be supported to feel safe, heard, and protected
- Pupils displaying harmful behaviour will receive **targeted support, education, and intervention**
- Responses will be **proportionate, educational, and restorative where appropriate**

SEND Considerations

We recognise that pupils with SEND may:

- Have difficulty understanding social boundaries
- Communicate distress through behaviour
- Be more vulnerable to harm

Staff will ensure that responses are **differentiated, supportive, and informed by individual needs**, while maintaining clear expectations for safe behaviour.

Online misbehaviour

The academy can issue consequences to pupils for online behaviours when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the academy
- It adversely affects the reputation of the academy
- The pupil is identifiable as a member of the academy

Consequences will only be given out on academy premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the academy will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the academy will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, SLT will make the report.

The academy will not interfere with any police action taken. However, the academy may continue to follow its own investigation procedure and enforce consequences, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The academy's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the academy will consider appropriate consequences to this. This will involve an update to the pupil's individual risk assessment. Working on a one to one basis would potentially be excluded as a teaching option if appropriate.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or

malicious, the academy will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the academy (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The academy will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy and the managing allegations policy for more information on responding to allegations of abuse against staff or other pupils.

Missing Learning

Rationale

The primary function of Esteem South Academy is to provide an educational provision that supports academic progress and the development of essential pro-social skills. This policy is designed to support our primary function by:

- Encouraging all pupils to attend all the timetabled lessons
- Provide additional support for pupils who have elected to disengage from learning opportunities.

Aims

- To reduce the number of learning opportunities lost by selective absence from lessons.
- To reduce the number of learning opportunities lost by selective disengagement from activities.
- To compensate for these losses by providing replacement learning opportunities and to give pupils the chance to reflect positively upon their decision making.

Principles

Missed Learning will be applied to pupils who have chosen non-attendance of lessons without them having reasonable mitigating circumstances. It will be applied after other

strategies to modify this choice of behaviour have been exhausted. Pupils may be required to work elsewhere out of class. We will reinforce that if a pupil opts out of working in class, we will encourage them to work elsewhere.

It may be applied on a compulsory basis, with the support of parents and carers. It will never be applied in a punitive way. Missed Learning is not a sanction and will not be used as a 'threat'. Missed Learning is intended as a tool to modify behaviour choices. Once this has happened then any outstanding missed learning may be discontinued. If this is a common trend for a pupil, then the pupil's pathway may need to be amended to better meet their needs.

Rewards & Promotion of Positive Behaviours

A reward is often significantly more effective than a sanction for all pupils. Rewards can be verbal (praise), physical (certificates) or various token rewards and reward trips. Reward, wherever possible, is immediate and explicitly linked to positive behavioural choices. This encourages the behaviour to be repeated. Consistent repetition of positive behaviours leads to the behaviour becoming an embedded part of the pupil's behavioural repertoire.

Please see Rewards Policy

Physical intervention

Restrictive Physical Intervention (RPI) and Non-Restrictive Physical Intervention (Non-RPI)

The academy will refer to the '*DfE non-statutory Guidance: Use of Reasonable Force – Advice for Head Teachers, staff and governing bodies*' when establishing the situations and circumstances that may fall into the above categories.

Restrictive physical intervention is the positive application of sufficient reasonable physical force:

- To prevent a pupil injuring themselves or others, (e.g. rough play, stopping a young person from running towards traffic)
- To prevent a young person causing serious damage to property, ONLY where the damage may result in injury to the pupil or others

- To prevent a pupil/young person committing an offence (or for any pupil/young person under the age of criminal responsibility, what would be considered an offence for an older pupil/young person)
- In an emergency situation that required a pupil to be quickly moved or relocated (for example, a pupil refusing to leave a building during a fire alarm/evacuation)

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Restrictive intervention will not involve force, but limits the movement or mobility of a pupil.

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers
- Must be reasonable, proportionate and necessary in the philosophy of Team Teach.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. There may be a dynamic risk assessment from staff in certain situations whereby physically intervening with a pupil may escalate their unwanted behaviours.

There is a difference between **Non-Restrictive Physical Intervention** and **Restrictive Physical Intervention**. In this academy these are defined as follows:

Type	Definition	Example
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Non-restrictive physical interventions	Where physical touch is used to support the young person and they have the choice to move away from the touch or where a cause of distress can be removed without the need to touch the young person.	This may include: ▪ Guiding/shepherding a person from A to B with caring Cs ▪ Removal of a cause of distress, such as adjusting temperature, light or background noise.
Restrictive physical interventions	Where the adult takes control of the young person and their actions to prevent, impede or restrict movement or mobility.	This may include: ▪ Holding a pupil using a Team Teach restrictive hold ▪ Specific interventions as per a child's individual plan (following an audit of need, a risk assessment and person specific training).
Restrictive intervention (without physically holding a pupil)	When someone's movement is restricted	This may include: • Removal of a supportive walking aid such as a stick or wheelchair Use of a seclusion room with a locked door

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the Education and Inspections Act 2006 and Keeping Children Safe in Education. Staff only use physical intervention with pupils if they consider it necessary to prevent personal injury to another, or if a pupil is in danger of injuring him/herself or putting him/herself in a position of danger or prejudicing the maintenance of good order and discipline at the Academy, whether during a teaching session or otherwise. The actions that we take are in line with government and Local Authority guidelines on the restraint of children. If RPI (Restrictive Physical Intervention) is used, then this will be

communicated to parents and the incident will be recorded in line with the aforementioned guidelines. All staff will receive appropriate behaviour training.

- If used, it must be recorded via Arbor incident recording system.
- An Individual Risk Assessment in the pupils PIP may need to be updated – this might apply when an individual learner needs restrictive physical interventions more than rarely. We advise that if there have been 3 RPIs in a short period of time then this is no longer rare.
- Staff need to be able to establish the possible consequences of using a particular method(s) of physical intervention when difficult behaviour occurs.
- If physical intervention is used, parents/carers need to be contacted before the learner arrives home.
- Once the incident has been de-escalated and the learner is regulating well again (could only be the next day), staff need to consider which appropriate repair work needs to be done to maintain a positive relationship with the learner.

Strategies to Minimise the Need to Use Force

It is the expressed aim of the academy to avoid the use of force to physically restrict pupils in all but the most specific circumstances. To do this the academy will implement the following positive behaviour support strategies to ensure the use of force is minimised:

- Create a calm, orderly and supportive academy that minimises the risk of dangerous behaviour. Clear rules are in place and these are clearly communicated to pupils and consistently, fairly and openly applied
- Reinforce our behaviour curriculum
- There are effective relationships between pupils and staff in which pupils can engage and participate in ideas to create a calm and orderly environment
- Ensure all staff adhere to the policy regarding the use of force as a last resort
- Use proactive interventions with individuals or groups who are at risk of involvement in dangerous behaviour
- Ensure all staff follow routines and are consistent
- Develop a whole academy approach to developing social and emotional skills
- Recognise that challenging behaviours are often foreseeable and have plans in place to deal with these eventualities
- Monitor all incidents where force is required to ensure any trends are identified. Put plans in place to reduce the risks associated with the use of force
- Whenever practicable, tell a pupil that force may need to be used before using it
- Plan for staff development in behaviour management, including positive behaviour support strategies, so that staff have the confidence and skills necessary to manage potentially dangerous situations

Use of Maglock Doors

In our academy, maglock doors are used as part of our overall safeguarding and behaviour framework to create a safe, calm, and supportive environment for all pupils, particularly those who may be at risk of exclusion or who require additional structure to feel secure.

Maglock doors help to maintain clear, consistent boundaries across the academy site and reduce the risk of pupils leaving safe areas at times of heightened distress or dysregulation. This supports staff to respond proactively, de-escalate situations effectively, and keep pupils and others safe without the need for more intrusive interventions.

It is important to be clear that the use of maglock doors does not constitute seclusion or a restrictive intervention. Pupils are not isolated or prevented from accessing education or support. Doors can be opened quickly and safely by all staff at any time, and pupils are always supervised and supported by trusted adults. The purpose is not to confine, but to provide a predictable and secure environment that reduces anxiety, promotes emotional regulation, and enables pupils to remain engaged in learning.

Pupils always have several options of locations, they are not confined to one room only. For example if a child requires time out of class to regulate, they have the option of removing themselves from class and into the corridor. They always have an option to return to their classroom. However, the maglock doors prevent them from having free access to all areas of the school where they are not timetabled to be at that time.

This approach aligns with our commitment to positive behaviour support, ensuring that pupils are supported with dignity, safety, and respect at all times.

Duty of Care

Staff should be aware that their employment imposes upon them a duty of care to maintain an acceptable level of safety. It is acknowledged that the behaviour of children and young people can become dangerous and physical intervention may be required. This is inevitably a high-risk action. Guidelines cannot anticipate every situation and, therefore, the sound judgement of staff at all times is crucial. This may mean not getting physically involved if this would put you at direct risk but could include summoning relevant assistance. It is not acceptable to do nothing.

Who May Use Restrictive Physical Interventions

Only 'Authorised staff' may use restrictive physical interventions within our academy. The term 'Authorised Staff' for our academy means a person who has been given lawful control either on or off-site and has current certificated Team Teach training. Staff who have not completed certificated Team Teach training should NOT engage in restrictive physical intervention.

However, all staff are duty bound to act to keep a child safe, this may involve calling for help or by using positive touch, non-restrictive guides and caring Cs.

Under no circumstances will the academy give authorisation to other pupils to be involved in the use of force.

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Authorised staff will normally include Teachers, Teaching Assistants and non-teaching staff employed by the LGC who, with the authority of the Headteacher, have lawful control or charge of children and young people. Headteachers should explicitly authorise any volunteers who work at the academy and who may be required to carry out physical intervention. This should be recorded in an appropriate manner.

Headteachers will also ensure that all staff working at the academy are aware of and understand what authorisation entails. The Headteacher will ensure that authorised members of staff receive information and training. Authorised staff members will complete certificated Team Teach physical intervention training. A risk assessment may preclude certain staff from being authorised to carry out Restrictive Physical Interventions owing to medical or other issues. We will aim for as many staff as reasonably practicable to be trained in Team Teach proactive strategies.

The Place of Physical Intervention in our academy

Physical interventions will only be used in exceptional circumstances. The academy expects that staff will only use force in circumstances where:

- The consequences of not intervening were sufficiently serious to justify the use of force
- Achieving a safe outcome by other means had either been tried and exhausted
- The risks associated with not using force outweigh those of using force.

The use of a restrictive physical intervention will be the outcome of professional judgements made according to this policy. It will be avoided when possible and not be used for the convenience of staff.

Restrictive physical intervention will *only* be considered if other behaviour management options have proved ineffective or are judged to be inappropriate (or in an emergency situation). Before deciding to intervene in this way, staff will weigh up, the risk of not intervening against the risk of intervening. Any actions will be carried out in the best interest of the pupil.

Staff deciding that not intervening physically is the safest course of action for them should be aware that simply doing nothing is not an option. The expectation at our academy is that as a minimum, staff should raise the alarm and summon appropriate assistance.

The two types of physical interventions likely to be required by schools are:

Emergency/unplanned interventions	Use of force which occurs in response to unforeseen events. <i>This should always be a trigger for a risk assessment and planning once it has occurred.</i>
Planned interventions	Any situation that staff might reasonably expect to occur, in which staff employ, where necessary, pre-arranged strategies and methods which are based on a risk assessment. Planned Interventions must be recorded in the pupil's risk assessment in their PIP

In the unlikely event that a child on roll would require planned interventions as part of regular practice, the academy would be required to take steps to train designated staff and prepare a fully detailed risk assessment and restrictive physical intervention plan. Whilst this is unlikely, this policy details those steps below.

Physical Interventions continued...

Restricting Liberties

At Esteem South Academy learners should never be:

- Locked in a room alone, without support and supervision. **We do not seclude at Esteem South Academy**
- Deprived of food/drink
- Denied access to a toilet
- Isolated in ways that they are unable to express or communicate needs including nonverbal cues

What to Do After the Use of a Restrictive Intervention

Recording Events and Actions

The LGC acknowledges the importance of ensuring accurate and detailed records of incidents of physical intervention are made and kept for future reference.

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Restrictive Intervention Incident Reports

The LGC and Headteacher will establish procedures to ensure that all significant incidents of restrictive intervention are reported and recorded by the member(s) of staff involved as soon as possible after the event. This will be before the staff leave the building at the end of the day but after they have had time to calm following the incident. The recording will be factual, include any antecedents to the incident, any proactive and active strategies used and will avoid emotive language. The incident report form should be sent to the Headteacher, Head of School and DSL for signing. The Headteacher will upload to our online reporting system on Arbor. All non -restrictive touch/guide use shall be recorded in Arbor.

Reporting Restrictive Interventions to the Designated Safeguarding Lead (DSL)

All incidents of restrictive intervention are reported to the Designated Safeguarding Lead (DSL) as part of our commitment to maintaining the highest standards of safeguarding and pupil wellbeing.

This ensures that any use of restrictive intervention is subject to appropriate oversight, is proportionate, and is always used as a last resort to prevent harm. Involving the DSL enables the academy to review patterns, identify any underlying safeguarding concerns, and ensure that pupils' needs are being met through supportive and preventative approaches rather than reactive measures.

Reporting to the DSL also strengthens accountability and transparency, ensuring that all interventions are recorded accurately, monitored, and, where necessary, shared with external agencies. This process helps to safeguard pupils who may be particularly vulnerable, ensuring that their experiences are understood within a wider context and that appropriate support is put in place.

By embedding this practice within our behaviour policy, we reinforce a culture where safeguarding is central to all aspects of behaviour support, and where the dignity, safety, and rights of every pupil are prioritised.

The academy considers any of the following incidents to be significant and therefore requires that staff complete an incident report:

- Any incident which caused injury or distress to a pupil or member of staff (where an injury is involved the academy's accident reporting guidance must also be followed)

- Any incident which is sufficiently serious in its own right to require an incident record to be completed (even though there was no apparent injury or distress). Any use of physical interventions will fall into this category
- Any incident where a written record is needed to be able to justify the use of force. (This is relevant where the staff involved feel the judgement was finely balanced)
- Any incident where a record will help the academy to identify and analyse patterns of pupil behaviour or will help to inform future training
- Any incident which involved other agencies e.g. the police.

The **restrictive intervention** form must be completed by the member(s) of staff concerned. They will detail and date the record of physical intervention. The report will include:

- The name(s) of the child(children) or young person(s) involved
- The name(s) of the staff involved
- When and where the incident took place
- The name(s) of other staff or children or young people who witnessed the incident
- The reason why physical intervention was necessary
- How the incident began and progressed, why the restrictive physical intervention was used, details of the child's or young person's behaviour, what the member of staff said and did to defuse the situation, the physical intervention used, how it was applied and for how long
- The child's response and the outcome of the incident
- Pupil feelings after the physical intervention
- Details of any injury suffered by anyone, and subsequent medical attention given
- Details of any damage to property
- A description of action taken after the incident
- Records of incidents will be reviewed regularly to identify any triggers or patterns of behaviour

The Headteacher and Head of School should be informed of any incident of physical intervention as soon as possible and before the end of the academy working day.

Restrictive incidents require an RI report to be completed.

Guides, and positive touch, use of caring cs will require recording via Arbor and a phone call home to parents/carers but do not require an PI form. These are non- restrictive interventions.

Witness Statements for the PI form

Where a restrictive physical intervention has been used, all staff witnesses will take part in assessing the accuracy of the RI form and sign to agree to this. All staff involved in the intervention will be required to sign the RI form.

Follow-Up Action

All staff involved must record details of their involvement at every stage, together with details of all follow-up action.

The children and staff involved in an incident of restrictive intervention will have an opportunity to discuss the matter with the Site Lead.

Any lessons learned as a result of this discussion will be used by the academy to update risk assessments, site procedures or staff training.

Parents and carers of children involved in an incident of restrictive intervention will be informed of what has happened to their child or young person and offered an opportunity to discuss this with the staff member.

Any member of staff involved in an incident of restrictive intervention may need time to recover and regain their composure. They will also be given the opportunity to discuss how the incident of restrictive intervention has affected them personally with an appropriate colleague, friend or Professional Association or Trade Union Representative.

For planned restrictive interventions the risk assessment should be reviewed. This should result in a number of actions aimed at meeting needs and reducing the risk of incidents and harm to other pupils and staff, such as:

- preparation of individual plans to address a range of needs
- avoidance of known triggers
- addressing environmental factors and teaching skills

Handling Complaints

Complaints about staff physical contact or intervention will be considered in the light of existing statutory routes of investigation. These are:

- Safeguarding (Local Authority advice)
- Disciplinary Procedures (Academy policies/Local Authority advice)

The Headteacher or Head of School will consult with the Designated Safeguarding Lead, the safeguarding lead for Esteem and Authority's Child Protection Officer.

If there are no grounds for continuing with either of these procedures the complaint will be dealt with through the LGB's normal Complaints Procedure.

Consequences

We do not advocate the use of sanctions or punishment. Our learners need to link a specific behaviour with its consequence rather than a punishment. For Example:

Behaviour: The learner disrupts the activity or behaves in a way that makes other learners feel unsafe.

Consequences: The learner has a break from the lesson, the learner is supported by an adult to consider their behaviour, the learner may apologise to the group for his/her specific actions and carries on with the activity. Although we will never force a pupil to apologise.

The consequence needs to be a natural consequence, to support the learners understanding of both positive and negative consequences. It is also important for adults to review what has happened. Was there anything that could have been done differently to support this learner to manage? As mentioned above, the learner should be allowed the opportunity to make reparations for their actions.

Consequences may include:

- contacting a parent or carer if there are concerns about the behaviour or welfare of a learner.
- Time out of class for RJ
- One to one working in another location on site
- If their behaviour is persistently poor or serious, the pupil's form tutor or a Site Leader will work with the staff and pupil to remediate the situation where possible and to suggest alternative strategies which may be used.
- Learners may lose their own time over break and lunchtimes to tidy up a mess they have created. This may be with the support of a staff member and can be an opportunity to mend fractious relationships.
- Pupils do not make the grade for rewards.
- Alteration of timetable and pathway
- For the most serious transgressions, a pupil may face a suspension.

Searching Pupils and Confiscating Items that are Not Allowed in the academy

Schools have a responsibility under health and safety legislation to minimise risks to pupils, staff and visitors, and they have statutory powers to make rules about pupil behaviour to facilitate this. Both searching and screening contribute to the safety of the school by enabling staff to identify and remove prohibited items such as weapons and alcohol.

Screening does not involve any physical contact, and can be done either with a walk-through arch, or by using a hand-held metal detector wand. **Searching** Enables staff to undertake a search of pupils' personal belongings such as bags and lockers.

Screening

Schools can use screening as a tool to keep the site a safe place. The restrictions are different to those for searching. No grounds are needed for screening, the pupil does not need to be suspected of having a prohibited item, and no consent is needed. If a pupil refuses to be screened and they decide not to attend the premises, this should be treated as an unauthorised absence and not exclusion. Such a pupil is therefore refusing to comply with this behaviour policy and the academy routines. Screening at ESA occurs as standard routine prior to secondary pupils entering the buildings. Primary pupils may also be screened if a risk assessment assesses this as necessary or a primary pupil attempts to bring in prohibited items. Pupils at ESA hand in belongings daily such as phones and vapes. The wands identify any metal parts on items that may still need handing in. If the pupil hands in their belongings, they receive them back on exit at the end of the day. Screening may be used at any time at ESA in addition to on entry. It may be deemed necessary to screen in order to keep the site safe and calm.

Considerations for searching -Who can search?

Headteachers have a responsibility to make sure that the behaviour policy clearly outlines which items are banned. Headteachers decide who is authorised to search and ensure that staff understand what they are authorised to search for. Staff also need to know the procedure that should be followed during a search and what they should do with any confiscated items. Staff can search when there are reasonable grounds for suspecting that a pupil is in possession of a prohibited item listed below. All staff need to have authorisation from the headteacher to conduct a search, and the academy's behaviour policy must be followed. If the staff member has a safeguarding concern the designated safeguarding lead must be informed. The member of staff searching should be the same sex as the pupil and there should be another member of staff present as a witness (also of the same sex if possible).

An exception can be made where it's not practical to find another member of staff and there is a risk of serious harm if the search is not conducted immediately. If a member of security staff is searching pupils, the witness should be a member of school staff of the same sex as the pupil. The designated safeguarding lead or deputy should be informed of any searching incidents where a member of staff had reasonable grounds to suspect a pupil

was in possession of a prohibited item. Any searching incidents should be recorded on My Concern.

Schools must adhere to Article 8 of the European Convention on Human Rights; this respects the right to personal privacy, which is outlined in the Education Act 1996. This advice will assist schools in deciding how to exercise their searching powers in a lawful way. 42

Searching with or without consent

Staff should ask the pupil for consent to search (verbal consent is acceptable). The ability to give consent may be influenced by age or other factors. If consent is given, staff can search for any item; either an item prohibited under the statutory powers or an item banned under the academy rules. If consent is not given, staff can search only for prohibited items on the statutory list. Staff can search either on the academy premises or elsewhere where they have lawful control or charge of the pupil, for example on trips.

Prohibited items under the statutory powers, authorised staff can search for anything on the list of prohibited items.

- Knives or weapons
- Alcohol
- Pornographic images
- Illegal drugs
- Stolen items
- Fireworks
- Tobacco or cigarette papers
- Other items (1) – 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 themselves.
- Other items (2) – any item banned by the school rules which has been identified in the rules as an item which may be searched for. Listed below.

In addition to the list of prohibited items, the academy can ban other items at their own discretion. These items must be listed specifically within the behaviour policy, which

should be communicated to staff, parents and pupils at least annually and displayed on the academy website.

Academy banned items according to Esteem South Academy:

- Mobile phones/cameras
- Music equipment such as ipods
- Vapes
- Laser pens
- Aerosols
- I- watches
- Energy drinks
- Sweets
- Fizzy drinks

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The extent of search powers

Staff should undertake training to ensure that they are familiar with the academy policy during induction.

- Possessions: Staff can search any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.
- Intimate search: Staff have the power to conduct a personal search only. Only a person with more extensive powers (eg a police officer) can conduct a more intimate search.
- Clothing: Staff can ask the pupil to remove outer garments only. This includes clothing not worn next to the skin, or worn over underwear, such as coats, shoes and gloves. Staff can also instruct pupils to turn out their pockets.

Strip search

A strip search involves the removal of more than the outer clothing. Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance Code C. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times. Before calling police into school, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected

item. Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary.

How to conduct a search

Staff should advise the pupil that they are going to undertake a search. They should ensure that a witness is present, and that the search takes place in an appropriate area of the academy that provides privacy, but is not confined.

Refusal to co-operate: If a pupil refuses to co-operate, staff should treat it as a behavioural issue and follow the academy's behaviour policy. Using reasonable force, Staff can use such force as is reasonable given the circumstances when searching for anything on the list of prohibited items (but not for other items banned by the school). Reasonable force would be used where the pupil was an imminent danger to themselves or others.

Our academy will follow the Department for Education's advice in the publication 'Use of reasonable force'.

Confiscation

After a search, if prohibited or banned items are found during a screen or search, they should be confiscated by the member of staff involved.

- During a 'with consent' search, staff can confiscate any item found under the academy's general power to discipline.
- During a 'without consent' search, staff can only confiscate any item found that they suspect to be a prohibited item.

Other items can also be seized, if staff think that they might be harmful, or detrimental to academy discipline.

Disposal of confiscated items

How the academy disposes of confiscated items will depend on the item.

- Knives or weapons must be passed to the police as soon as possible.
- Alcohol can be retained or disposed of, but not returned to the pupil.
- Pornographic images - If there are reasonable grounds to suspect that possession of the images constitutes a specified offence (i.e. it is extreme or child pornography) it must be delivered to the police as soon as reasonably practicable. Otherwise, the images should be disposed of.

- Controlled drugs must be delivered to the police as soon as reasonably practical, or disposed of if there is good reason to do so.
- Other substances which are not thought to be controlled drugs (eg 'legal highs') can be confiscated if they could be harmful or detrimental to good order or discipline.
- Stolen items must be delivered to the police as soon as reasonably practical. Alternatively, they can be returned to the owner or disposed of, if there is good reason.
- Fireworks can be retained or disposed of, but not returned to the pupil.
- Tobacco or cigarette papers can be retained or disposed of, but not returned to the pupil. We will retain vapes if they are handed in on entry and return them on exit. However, if a pupil does not hand in a vape, chooses to vape on site, and does not hand it in, every attempt will be made to confiscate this. **This will not be returned to the child on this day.**
- If any suspicious item that could be used to commit an offence or to cause personal injury are found, staff must follow the academy policy, which may include delivering the item to the police. Alternatively, it can be retained or disposed of.
- Any banned item which has been identified in the academy rules as such can be returned to the owner, retained or disposed of. Staff should use their professional judgement to determine the appropriate choice.

Electronic devices

If an electronic device (eg mobile phone, tablet) is found during a search, staff may look through data and files if there is good reason (eg if they could be used to commit an offence, or could cause harm or disruption). If there is reason to think that the data and files could contain evidence in relation to an offence (eg child exploitation or cybercrime), then the device must be handed to the police as soon as possible. Staff should not delete any material on the device.

If an electronic device is found during a search, and there is no concern that it could be used to commit an offence, or cause harm or disruption, staff can decide whether to delete any files and data, and also whether or not to keep the device in accordance with the academy procedure. Behaviours linked to sharing nudes put a child in danger, and this should be reflected in the child protection and safeguarding policy. Staff should not view these images.

Recording and reporting

Any search by a member of staff for a prohibited item, and all searches conducted by police officers should be recorded in the academy's safeguarding reporting system, including whether or not an item is found. This will allow the designated safeguarding lead (or deputy) to identify possible risks and initiate a safeguarding response if required. Parents should always be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the academy has taken, including any sanctions applied. We may also consider that in some circumstances it might also be necessary to inform parents of a search for an item banned by our academy policy.

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The law

There are eight main laws relating to searching, screening and confiscation.

- Education Act 1996 This Act defines the statutory search powers for schools.
- Education and Inspections Act 2006 This law covers behaviour and disciplinary policies for all maintained schools, pupil referral units and non-maintained special schools.
- Criminal Justice and Immigration Act 2008 This Act aims to provide a framework relating to custodial sentencing and early release of prisoners.
- Coroners and Justice Act 2009 The purpose of this Act is to establish more effective, transparent and responsive justice and coroner services for victims, witnesses, bereaved families and the wider public.
- Education (Independent School Standards) (England) Regulations 2014. These Regulations cover the behaviour and disciplinary policies for independent schools, academy schools and alternative provision academies.
- The Schools (Specification and Disposal of Articles) Regulations 2012. These Regulations cover the searching of pupils without consent, and disposal of items in maintained schools.
- School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012. These Regulations cover the searching of pupils without consent in academy schools and alternative provision academies.
- Health and Safety at Work etc Act 1974 Schools have responsibilities to staff, pupils and visitors under this Act, which covers workplace health and safety.

Suspensions

Fixed Term Suspensions

We do not believe that suspensions are the most effective way to support our learners and especially those with SEND, and we will always try to adapt and personalise provision for all our learners to ensure that they can access education. Suspensions should be used as a last resort in an attempt to modify a pupil's behaviour. The vast majority of our pupils have experienced significant suspensions in their schooling history. These have failed to improve the child's behaviour as they have been issued with a subsequent permanent exclusion. A consequence for a child must be meaningful.

In exceptional circumstances, it may be necessary to suspend a learner for a fixed period and this would always be considered very carefully.

Exceptional circumstances at ESA include, but are not limited to:

- Incidents where the safety of the learner, other learners or staff is seriously compromised.
- Incidents of knife crime or the deliberate use of weapons in school
- Incidents of sexual violence
- Incidents of repeated significant deliberate damage to property
- Substance misuse whilst in the academy
- Deliberately vaping on site and refusal to hand in their vaping equipment

Decisions to suspend learners are made on an individual basis and should always be a reasonable and measured response, which will have an impact and provide a learning opportunity for the learner. We use suspension very rarely at ESA as our pupils have already been permanently excluded. Suspensions must have a positive effect on a pupil and help to modify their future choices. Any suspension at ESA is approved by the Executive Headteacher.

Permanent Exclusion

At Esteem South Academy we do not permanently exclude pupils.

If we are unable to meet the needs of an individual learner, we will always aim to work with the learner's family to amend their timetable for example to provide an alternative means by which the pupil can be more successful.

Reporting Suspensions

All suspensions will be reported to the Governing Committee, EMAT, Local Authority and, where appropriate, the allocated social worker or Head of the Virtual School for Looked After Pupils.

Discrimination Language/Incidents

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Although rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are not acceptable within our academy's community.

They are dealt with in line with this policy with further advice and coordinated response from the Senior Leadership Team. They are recorded appropriately on our academy management information system, including all follow-up action. Some learners use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach learners how to be respectful to each other. Depending on the nature of the incident a Prevent referral might need to be made, who may feel that a 'Channel Panel' referral will be necessary. Our experience of such referrals is that our learners' needs are considered and both learners and parents have been supported appropriately and positively to understand our learners' vulnerability to radicalisation in any form. Concerns relating to possible extremism are recorded as a safeguarding concern.

Further guidance is available in the academy's Equalities Policy which is available on request from the academy.

Bullying (Including Cyber-Bullying)

We do not tolerate bullying, but we acknowledge that some of our learners may not fully understand how their behaviour impacts on others or be understand it as bullying behaviour. Bullying should never be ignored and all instances of bullying must be recorded on our management information system Arbor. Parents and carers should be informed by the teacher (or lead of lesson/activity) via telephone or in a face-to-face meeting. Every instance needs to be addressed, in line with this policy, with each learner involved taking responsibility for his/her actions, and a plan in place to change the behaviour causing concern.

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Learners need to be supported to develop age-appropriate level e-literacy so that they can keep themselves safe online and report cyber-bullying. The academy reinforces this through our PSD curriculum. Opportunities for parents and carers should be provided to learn about e-safety and how they can implement and manage this at home.

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

Absconding

For a child or young person who has absconded from the academy setting/off-site provision. A child or young person is considered to have absconded if they leave the academy premises or the immediate area of an offsite activity/trip. If a pupil has not returned within 20 minutes then they are classed as 'absent from education' and the police and parents will be notified. See our absconding policy. All instances of absconding will be recorded on My Concern.

Monitoring arrangements

Monitoring and evaluating behaviour

The academy will collect data on the following:

- Behavioural incidents
- Attendance,
- suspensions
- Perceptions and experiences of the academy behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every half term and annually by the Head of School

The data will be analysed from a variety of perspectives including:

- At academy level
- By year group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The academy will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the academy will review its policies to tackle them.

Monitoring this policy

This behaviour policy will be reviewed by the Head of School and the governors at least every 2 years, or more frequently, if needed, to address findings from the regular

monitoring of the behaviour data. At each review, the policy will be approved by the Executive Headteacher.

The written statement of behaviour principles (appendix 2) will be reviewed and approved by the full governing committee.

Linked Policies

Anti-bullying policy

Safeguarding and Child Protection policy

Absconding Policy

Mobile phone policy

ICT user agreement

Equality and Diversity policy

Attendance policy

IMPROVING BEHAVIOUR IN SCHOOLS

Summary of recommendations

Proactive

Reactive

1

Know and understand your pupils and their influences



- Pupil behaviour has multiple influences, some of which teachers can manage directly to misbehaviour
- Understanding a pupil's context will inform effective responses to misbehaviour
- Every pupil should have a supportive relationship with a member of school staff

2

Teach learning behaviours alongside managing misbehaviour



- Teaching learning behaviours will reduce the need to manage misbehaviour
- Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning
- Teachers should encourage pupils to be self-reflective of their own behaviours

3

Use classroom management strategies to support good classroom behaviour



- Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression
- Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time
- Reward systems can be effective when part of a broader classroom management strategy

4

Use simple approaches as part of your regular routine



- Some strategies that don't require complex pedagogical changes have been shown to be promising
- Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour
- School leaders should ensure the school behaviour policy is clear and consistently applied

5

Use targeted approaches to meet the needs of individuals in your school



- Universal behaviour systems are unlikely to meet the needs of all your students
- For pupils with more challenging behaviour, the approach should be adapted to individual needs
- Teachers should be trained in specific strategies for supporting pupils with high behaviour needs

Implementation

6

Consistency is key



- Consistency and coherence at a whole-school level are paramount
- Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches
- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level

Sections are colour coded for ease of reference:

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APPENDIX 2

Positive Engagement Principles

STAFF CHECKLIST

DO:

- Know the procedures set out in the academy's Policy and Guidelines on physical intervention
- Discuss these with a senior member of staff if you are unsure of any point
- Remember your professional obligations to all children in your care
- Supervise pupils at all times and follow your timetable
- Be consistent with following the academy policy and reinforcing our expectations
- Be positive and state what behaviours you want to see, not what you don't want to see
- Be aware of the history of children who have been physically restrained
- Send for adult help early if a situation begins to escalate. Call for a change of face and walk away if you are a trigger for the child
- Stay calm and do not over-react. Assess the situation before acting
- Use minimum intervention for minimum time
- Report an incident of physical intervention to the Headteacher and Head of School as soon as practicable and complete a physical Intervention report form and send to the Headteacher by the end of the day.

DO NOT:

- Attempt to restrain a child who obviously carries a "weapon"
- Physically restrain a child in anger or when you have lost your temper
- Allow the situation to get out of control
- Use excessive force or use restraint as a punishment
- Place yourself at risk of false allegation
- Use "Restrictive" physical intervention if you do not have a Team Teach certificate.

Approaches to Consider

It is important to remember that the manner in which a situation is approached might make the use of physical intervention unnecessary. It will help to:

- Move calmly and confidently and seek assistance
- Relate to the age, language levels and understanding of the child
- Explain the consequences of refusing to stop, (in terms of safety, not sanctions)
- Make simple, clear statements to the child in a quiet, firm, assured tone
- Reduce physical threat by allowing the child space, e.g. backing off
- Talk to the child offering reassurance, purpose and security
- Keep the child in your sight at all times
- Allow the child to save face
- Judge the risk of increasing disruption as a consequence of physical intervention
- Remove others from the situation.

It will not be helpful to:

- Give complex advice or instructions
- Speak quickly and loudly
- Trap a child or stand too close
- Attempt to reason by asking questions
- Consider physical intervention to enforce compliance of an older or physically large child or young person, or when others present may be at risk of injury

Other children or young people should never be involved in physical intervention.