



# POSITIVE ENGAGEMENT POLICY

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## Objective and Key Beliefs

### Objectives

- 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 at FHS and SDSC.
- 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.

The Esteem South Academy aims to equip all students with knowledge, skills and aptitude that provide the capacity to:

- make informed choices, create opportunities and be responsive to changes (**CREATIVE THINKERS & INDEPENDENT ENQUIRERS**)
- develop and increase self-belief, self-awareness and the ability to build strong lasting relationships (**POSITIVE**)
- enable students to interpret, interact and be included in the world (**COLLABORATIVE**)
- ensure students are resilient in the face of adversity, willing to accept challenge and persist in all endeavours they encounter (**LEARNERS WITH GRIT**)
- actively seek out opportunities for kindness and happiness for others and themselves (**KIND CITIZENS**)
- feel empowered to foster, exhibit and impart **GRIT (LEARNERS WITH GRIT)**

Our mission is:

***‘For everyone to always achieve their potential’***

## Values and Mission

At the Esteem South Academy, we have endeavoured to ensure 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 consider 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.



Students, Staff and Governors at Esteem South Academy have clear expectations and responsibilities. These are set out in our school values.

### **COLLABORATIVE**

Individuals who work well with others and respect everyone.

### **CREATIVE THINKERS**

Individuals who work through problems, look for ideas and offer solutions.

### **POSITIVE**

Individuals who have a passion and joy for learning and communicate effectively in their own way.



### **LEARNERS WITH GRIT**

Individuals who are self-managers who are as independent as possible and ready for life.

### **KIND CITIZENS**

Individuals who actively seek out opportunities for kindness and happiness for others and themselves.

### **INDEPENDENT ENQUIRERS**

Individuals who find things out for themselves.  
Individuals who can think about what they have learnt and know their next steps.

## 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.

## 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.

- 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 school's staff and continuing professional development. The schools seek 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 and that 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.

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 class teams and support 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. Student Behaviour Support Plans and One Page profiles 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 we 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.
- 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 and **OPT** for **SUCCESS**.
- 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.
- Teachers and class teams 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 on 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.

## 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

### Know and Understand Your Pupils

Each adult is a significant adult for our learners. To foster successful, enabling 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 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.

- It is important to work jointly and plan with parents and carers to ensure consistency in our approaches between home and school. Positive behaviour plans are co-created by parents, the team around the child and regularly reviewed. This includes and any form of restrictive physical intervention used to keep a child or young person safe during their school day.
- Identify and link the expectations to the schools' values of being:

- **COLLABORATIVE**

- **CREATIVE**

- **POSITIVE**

- **KIND**

- **INDEPENDENT**

**AND HAVING GRIT**

## 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

succeed.

- Teach learners to recognise when they are 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.
- Model positive language, including body language, to promote a happy, aspirational working environment.

### 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 such as AAC, PECS, Whiteboards, Zones of Regulation displays, anxiety scales and emotion scales etc.
  - 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

- 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 (See the 'Toolkit Non-Confrontational Approaches To Behaviour Modification').

## 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

#### Regulation.

- Class rules to support positive behaviour should be:
  - 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 the their information such as EHCPs, minutes from their Annual Reviews, Personal Behaviour Support Plans, external professional reports, behaviour analysis, ABC Charts and Pupil Information Forms etc.
- 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, actively building upon the GRIT curriculum and Zones of

- 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 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, vibrating pillows, weighted vests, 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).

## 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

### 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 school.
- Appropriate rules and expectations should be embedded into the activities/ lesson's routines.
- Use the BRAVE methodology throughout.
- 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.

- 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 students are good at. Follow this with something more taxing. Students will be less inclined to give up or 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

and build on them. If a learner is not able to do this, advocate for the learner within the team or 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 Local Education Authority and external agencies.
- It is important to work collaboratively with other therapists and professionals working with learners to ensure their input into planning and strategies e.g. speech and language therapist.

## 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, Occupational Therapist, 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.
- Drawing up a Risk Assessment and Positive Behaviour Support Plan detailing 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

## 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

### Whole School Consistency

- Take responsibility for the behaviour of all learners in the school.
- 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 out in the GRIT curriculum and Thinking Matters approaches.

### Communication systems as:

- Visuals are permanent – spoken words disappear.
- Visuals allow time for language processing.
- Visuals prepare students 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 time, venue and staff can be arranged.

## De-Escalation and Non-Confrontational Approaches

Some situations will require 'cooling off' time whilst it may be appropriate for an immediate response in some situations. A brief discussion may suffice but some will involve a lengthier process. Some PELs will therefore be administered on an ad-hoc basis. Others will be administered during lesson 2 (giving time to settle in the morning and with the prospect of break approaching) or the last lesson (giving time to settle after lunch). Develop strategies until they are supported to develop this emotional literacy and therefore improve their emotional intelligence. This is a key function of post-event learning.

### Restorative Justice

The use of restorative justice (RJ) techniques and RJ type questions should be carefully considered and their appropriateness will depend on the students 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 school's ethos. A summary of non-confrontational techniques can be found in 'The Toolkit, Non - Confrontational Approaches to Behaviour Modification' which is appended. Staff at FHS and SDSC are trained in the rationale for and implementation of these strategies. All staff use the strategies routinely.

A comprehensive package of de-escalation strategies is available via PROACT-SCIPr-UK; our trainers of choice in the use of positive handling strategies. We embrace their similar 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. All staff are trained and conversant in the use of de-escalation techniques and receive refresher training on an annual basis or as need is identified. The PROACT-SCIPr-UK® website provides a full explanation of this approach: <https://www.proact-scipr-uk.com/proact-scipr-uk/>.

## Missing Learning

### Rationale

The primary function of the Esteem South Academy is to provide an outstanding educational provision thus supporting 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 students 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.

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.

## 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.

Our systems have been developed collaboratively with the whole staff and pupil population. They are subject to daily review in whole staff briefing and periodic review by SLT and the School Council. Because of this, they are constantly evolving to reflect the changing dynamic of the school and the views of pupils and staff.

The primary interface between pupils and our behavioural modification system is the the Pupil Achievement Sheet (PAS) at Esteem South Academy. Pupils earn points for demonstrating the core values of being:

- Collaborative
  - Creative
  - Positive
  - Kind
  - Independent
- And have Grit.

During the lesson staff explicitly link positive behavioural features with the points so those good choices are linked with reward in the minds of pupils. The final points are discussed with each pupil at the end of the activity and recorded. PAS scores are converted to percentages at the end of each day and a running total is printed on the PAS the next day if the individual student so chooses. PAS marks are directly linked to token rewards. These range in value and frequency- they currently include:

- Certificates.
- Communication with parents and carers to inform them of the behaviour or achievement – Post Cards or Phone Calls home.
- Invitation to tea with the headteacher.
- Weekly and end of term reward trips.
- Special responsibilities/privileges.
- Preferred activities above and beyond the scheduled daily activities (e.g. Thrive room, bike, IPAD, choosing time).

## Physical intervention

### Restrictive Physical Intervention

Restrictive physical intervention is the positive application of sufficient force to ensure, by physical means alone, that a learner does not cause injury either to him/herself, a member of staff, another child or young person, or significant property damage. 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 2018. Staff only intervene physically to restrain students if they consider it necessary to prevent personal injury to another, or if a student 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 receive appropriate training and refresher courses in PROACT-SCIPr-UK® (Strategies for Crisis Intervention and Prevention). See use of physical intervention and support policy.

- Restraint should only be used as a last resort once all other options have been exhausted. Any form of restraint should be used only when Reasonable, Proportionate and Absolutely Necessary.
- Should only be used if the learner is putting himself/herself or others in danger and where failure to intervene would constitute neglect.
- If used, it must be recorded in the school's incident recording system.
- An Individual Risk Assessment and Positive Behaviour Support Plan will need to be carried out – this might apply when an individual learner needs physical interventions, using PROACT-SCIPr-UK® strategies as a part of an on-going behaviour management plan.
- Class teams and support staff need to be able to establish the possible consequences of using a particular method(s) of physical intervention when difficult behaviour occurs.
- Update the learner's Positive Behaviour Plan including the PROACT-SCIPr UK physical interventions which have been successful and share with relevant colleagues.
- If restraint 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), the class team need to consider which appropriate repair work needs to be done to offer a debrief for staff and maintain a positive relationship with the learner.

## Physical Interventions continued...

### Restricting Liberties

At Esteem South Academy learners should never be:

- Locked in a room alone, without support and supervision.
- Deprived of food/drink.
- Denied access to a toilet.
- Isolated in ways that they are unable to express or communicate needs including nonverbal cues

In exceptional circumstances, a learner may be secluded in a safe space to reduce overall risk to him/ herself or others. There must always be at least two adults present and a senior member of staff must be notified immediately.

If a pupil is secluded the incident must be fully recorded, and it must be shared with parents or carers, notified to the Local Education Authority and Safeguarding and Social Care, if they are involved with the learner. A multi-agency planning and strategy meeting must be arranged at the earliest opportunity following an incident of seclusion.

The learners' risk assessment must be updated to reflect the exceptional use of seclusion.

Staff should be mindful that some of our learners' equipment may restrict their liberties for example adapted chairs which straps or gators and helmets. Equipment like this should only be used according to the guidance offered by a specialist or therapist for example as part of a Postural Management Plan. In exceptional circumstances some pupils may require specialist equipment that has the function of restraint – this would include gaiters, specialist seating or protective helmets. These pupils will have had a specific recommendation from their medical and health teams before school-based use.

Any incidents of seclusion must also be shared with appropriate members of the governing body.

## 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 apologises to the group, for his/her specific actions and carries on with the activity.

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:

- The class teacher may contact a parent or carer if there are concerns about the behaviour or welfare of a learner.
- If their behaviour is persistently poor or serious, the key stage lead or student support team will work with staff and student 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.
- Learners may be placed on a report where targets are set and students must report to staff in every lesson and at the end of break and lunchtimes.
- For the most serious transgressions, a student may face a fixed-term exclusion (see below).

## Searching Pupils and Confiscating Items that are Not Allowed in School

Items such as mobile phones, iPods, cameras and other personal music equipment that can cause distraction and/ or annoyance to other students are handed in to the office on entry into the school and returned at the end of the day. Items such as chewing gum may be disposed of. Cigarettes and lighters will not be returned to students but may be collected by parents/ carers by prior arrangement with the office.



Searches of student's belongings must be authorised by the Head of Centre and Senior Leadership Team and be conducted with a staff witness. Body searches will not be authorised on site. If there is a concern regarding what the pupil has on their person, the police will be called. The police will also not be authorised to body search a child on site.

## 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.

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 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 significant deliberate damage to property.

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.

Suspensions can also be managed internally and a learner may be removed from class for a fixed period.

### Permanent Suspensions

It is extremely rare for us to permanently Suspend a learner at Esteem South Academy.

If Esteem South Academy is not able to meet the needs of an individual learner, we will always aim to work with the learner's family and the Local Education Authority to identify a suitable alternative placement for a managed move.

### Reporting Suspensions

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

## **Discrimination Language/Incidents**

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 school's community.

They are dealt with in line with this Policy with further advice and coordinated response from the Senior Leadership Team. They MUST be recorded appropriately on Integris, 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.

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

## **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 others or be experienced as bullying. Bullying should never be ignored and all instances of bullying must be recorded on Integris. 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, apologising and agreeing to stop/change the behaviour causing concern.

Learners need to be supported to develop age-appropriate level e-literacy so that they can keep themselves safe online and report cyber-bullying. 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 school's Anti-Bullying Policy which is available on request from the school.

## Absconding

Emergency Action Plan for a child or young person who has absconded from the school setting/off-site provision. A child or young person is considered to have absconded if they leave the school premises or the immediate area of an offsite activity/trip.

### For MLD Learners and/or independent travellers:

- Where possible and if appropriate, a member of staff to encourage the learner to come back to school (if not in immediate danger).
- A member of the Senior Leadership Team, and/or a Designated Safeguarding Lead to be informed immediately.
- Home to be called to inform the family.
- Report to the Police on 101 if it is unknown where the young person is (Details of the young person, including a photograph, can be found on Integris).
- Report to the allocated social worker or duty social worker at Local Authority's Safeguarding Team (First Response – Staffordshire, Starting Point – Derbyshire).
- Educational Welfare Officer to be informed if the child or young person has not returned home.

### Learners with complex learning and/or behavioural needs:

If only one staff member observes a learner leaving school:

- return to reception immediately to inform the reception team and a pick up a mobile phone and additional staff support.
- leave the school with no less than two staff members to follow the learner and follow the steps below.
- Reception team to inform SLT immediately and an extra staff member to keep in contact with staff who have left the school.

If two staff members observe a learner leaving school:

- One staff member observes the learner from the school gate, whilst one returns to reception immediately to inform the reception team and to pick up a mobile phone and any additional staff support.
- Staff to leave together to follow a learner and follow the steps below.
- Reception team to inform SLT immediately and an extra staff member to keep in contact (via phone) with staff who have left the school.
- Police to be called on 999 to alert them of a child or young person missing from school or who has run too far from an adult to be caught, clearly state their needs and communication levels.
- A member of Senior Leadership, and/or a Designated Safeguarding Lead to be informed immediately, and if appropriate a minibus and driver to be allocated and on stand-by for collection.

## Absconding

- Family to be informed and kept updated.

### Actions to be taken following an incident involving a learner absconding:

- De-brief with the class team, family and student (where appropriate)
- Child or young person's Individual Risk Assessment to be updated with appropriate safety measures clearly outlined and shared with the relevant professionals. (SLT, Class Team, Social Care and Family). If this is the first time that this has happened a new risk assessment should be drawn up and agreed upon with family and professional network.
- Any issues within site security (e.g. front gate not locked properly) to be reported to SLT immediately.
- Children and young people who may be at risk of running away or absconding should be made known to all staff including the reception.

### Linked Policies

Anti-bullying

Physical Intervention Policy







Exclusion Policy

Safeguarding Policy

Behaviour Statement

Curriculum Statement

**IMPROVING BEHAVIOUR  
IN SCHOOLS**  
Summary of recommendations

Proactive		Reactive			
<p><b>Sections are colour coded for ease of reference:</b></p>	<p><b>1</b></p> <p>Know and understand your pupils and their influences</p>  <ul style="list-style-type: none"> <li>Pupil behaviour has multiple influences, some of which teachers can manage directly</li> <li>Understanding a pupil's context will inform effective responses to misbehaviour</li> <li>Every pupil should have a supportive relationship with a member of school staff</li> </ul>	<p><b>2</b></p> <p>Teach learning behaviours alongside managing misbehaviour</p>  <ul style="list-style-type: none"> <li>Teaching learning behaviours will reduce the need to manage misbehaviour</li> <li>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</li> <li>Teachers should encourage pupils to be self-reflective of their own behaviours</li> </ul>	<p><b>3</b></p> <p>Use classroom management strategies to support good classroom behaviour</p>  <ul style="list-style-type: none"> <li>Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression</li> <li>Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time</li> <li>Reward systems can be effective when part of a broader classroom management strategy</li> </ul>	<p><b>4</b></p> <p>Use simple approaches as part of your regular routine</p>  <ul style="list-style-type: none"> <li>Some strategies that don't require complex pedagogical changes have been shown to be promising</li> <li>Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour</li> <li>School leaders should ensure the school behaviour policy is clear and consistently applied</li> </ul>	<p><b>5</b></p> <p>Use targeted approaches to meet the needs of individuals in your school</p>  <ul style="list-style-type: none"> <li>Universal behaviour systems are unlikely to meet the needs of all your students</li> <li>For pupils with more challenging behaviour, the approach should be adapted to individual needs</li> <li>Teachers should be trained in specific strategies if supporting pupils with high behaviour needs</li> </ul>
	<p><b>6</b></p> <p>Consistency is key</p>  <ul style="list-style-type: none"> <li>Consistency and coherence at a whole-school level are paramount</li> <li>Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches</li> <li>However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level</li> </ul>		<p><b>Implementation</b></p>		
	<p>Report Published 7th June 2019 <a href="http://eef.org.uk/behaviour">eef.org.uk/behaviour</a></p>				