

# BEHAVIOUR AND EMOTION REGULATION POLICY

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The policy owner is:	Acle Academy
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Signed by the Chair of the Local Advisory Board:	Matthew Arrowsmith-Brown
Ratified by the Board of Trustees	
Signed by the Chair of Trustee Board	

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## **1. Introduction**

At Acle Academy we aim to promote positive mental health and well being for every student and for all members of staff. We pursue this aim by adopting a pro-active, humanist approach to relationships and a restorative approach to repairing conflict. We understand that behaviour is a form of communication. We will always strive to understand poor behaviour, its underlying causes and support students and their families as we look to address this to ensure that all students have the best opportunity to achieve their full potential. This approach does not remove consequences for poor behaviour but encourages students to reflect and take ownership of their actions. We believe that accepting the consequences of poor choices is an important part of the learning process and prepares and equips our students for their futures and their lives after high school.

The Education Endowment Foundation Research is clear that a pro-active approach is the most efficient method of improving and maintaining excellent behaviour. This includes;

- Knowing and understanding your students
- Teaching learning behaviours alongside managing misbehaviour
- Using classroom management strategies to support good classroom behaviour
- Using simple approaches as part of your regular routine
- Use targeted approaches to meet the needs of the individuals in your school

We believe that this policy and our approaches in all areas of the school reflect the findings of this research and enable us to best support the students throughout their entire school lives.

## **2. Aims**

Our approach is built entirely on the belief that children learn and make the most progress in an environment where they feel safe, well supported and cared for and where learning opportunities are maximised by adults who the students feel genuinely care about their progress and wellbeing. For this to be achieved, this policy and its associated procedures must be used by all staff (paid and voluntary), used consistently (within, outside and between every classroom) and supported by all managers and leaders in the school.

We use behavioural systems which support the efforts of individual members of staff to reinforce the positive behaviours that are expected from all students whilst feeling empowered enough to challenge all unacceptable behaviour. Systems have been devised to enable the individual member of staff to retain responsibility for tackling behaviour issues where appropriate, whilst providing support to manage more serious infringements.

## **3. Parameters**

This policy applies to all students of Acle Academy;

- When at school
- On the way to or on the way from school
- While on any school activity or on the way to or from that activity
- When wearing school uniform away from the school premises

It applies to;

- Actions within the school – inside and outside the classroom

- Actions outside school which may harm, threaten or bully another student
- Any action by a student (whether in school or outside of school) which may adversely affect the reputation of the school; could have repercussions for the orderly running of the school; or pose a threat to staff, another student or a member of the public.

#### **4. Roles and Responsibilities**

##### **4.1 The Local Advisory Board (LAB)**

- The LAB is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.
- The LAB is responsible for monitoring the implementation of this policy and for holding disciplinary committees to review exclusions as required.
- They also have responsibility, with the support of the Principal, for creating a high-quality learning environment, reinforcing good behaviour and ensuring that there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.

##### **4.2 Principal and Senior Leadership Team**

- Implementation and day-to-day management of the policy and procedures
- The regular monitoring of the use of the various sanctions to identify any inconsistency or potential discrimination
- Review and evaluation of any support and sanctions to ensure their effectiveness
- Ensuring that this policy and school procedures are followed and that they are consistently and fairly applied by all
- The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- The Principal's role is to determine the detail of the standard of behaviour acceptable to the School as well as the day-to-day responsibility for maintaining discipline in the School, which will include making rules and provision for enforcing them. A designated member of the Leadership Team with particular responsibility for student discipline will assist in that role. (Assistant Principal, Behaviour, Attendance and Safeguarding)
- The Principal has sole responsibility for deciding to exclude a student from the School.
- The Principal and the Leadership Team are responsible for ensuring that this policy is followed consistently and fairly by all staff providing appropriate support, advice and behaviour management training where appropriate.
- They are also responsible for reviewing the School's disciplinary procedures at least annually, making amendments as required for the effective management of student discipline at the School.
- Appropriate records of disciplinary issues will be kept in order to inform future practice. Exclusions, inclusions and any other significant student behavioural issues will be included in the Principal's Report to Governors.

##### **4.3 All Staff**

All staff have the responsibility to consistently:

- Apply the school rules
- Support all other adults in applying the school rules and procedures
- Implement procedures to confront poor behaviour and bullying in any form using the emotion coaching techniques and restorative approaches, modelling the behaviour that we expect from all students.

- Consider the heightened state of students and their emotional states when dealing with poor behaviour.
- Promote the strategies which encourage excellent behaviour and challenge poor behaviour and bullying
- Model the school values: Respect, Aspiration, Determination
- Staff also have a key role in advising the Principal on the effectiveness of the policy and procedures
- Staff have a responsibility for creating a supportive, high quality learning environment, teaching positive commitment to learning and implementing the agreed policy and procedures consistently.
- Consistently apply all teacher and support staff standards as published by appropriate bodies, including the DfE, Trust and school.
- Communicate effectively and in a timely manner all concerns regarding a child's behaviour and/or academic progress through the correct school processes (CPOMS for safeguarding, ClassCharts for recording behaviour).
- Follow the school processes for managing "in class" behaviour
- Staff may ask a student to wait outside of the classroom at any time they feel it appropriate, to give them time to reflect on their behaviour. The amount of time will be kept to a minimum.
- Allow students a "fresh start" every lesson following any unacceptable behaviour
- The Leadership Team or a Head of Year will attend the classroom to support staff as and when required.

#### **4.4 Students**

Students have an important role in ensuring good behaviour is modelled and promoted throughout the school. As well as helping to review the contents of this policy, they also:

- Should rise to the school's high expectations, follow the school rules, take responsibility for their own behaviour but also take care of the needs of others.
- Are made fully aware of the school expectations, policy and procedures
- Are encouraged to take responsibility for their social and learning environments making them both safe and enjoyable by reporting all undesirable behaviour
- Report student concerns or incidents regarding behaviour
- Are expected to report bullying whenever they see it
- Contribute to ensuring the positive behaviour and anti-bullying message is communicated to all students, reminding other students of the school expectations whenever required

#### **4.5 Parents and Carers**

- The most effective form of emotional regulation and behaviour occurs when parents, carers and school staff work in partnership.
- Parents and carers are encouraged and supported to take responsibility for the behaviour of their child.
- Partnerships between parents/carers and the school are promoted to assist in maintaining high standards of desired behaviour.
- Parent / Carer contact is actively encouraged in order to raise any issues arising from the operation of this policy
- We encourage parents and carers to contact us if they have concerns about behaviour in the school or if they feel that their child is a victim of bullying. Bullying is defined by the National Centre Against Bullying as:

*“ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.”*

#### **4.6 Home School Agreement**

By sending your child to Acle Academy parents/carers agree to abide by and help to promote the home school agreement.

#### **Home School Agreement**

‘Together, we – student, school and parent – all have  
our part to play in achieving success’

##### **The Aims and Values of Acle Academy**

We will provide students and staff with an exciting and fulfilling educational culture that promotes all curriculum areas. We aim to prepare our young people for life after school, helping them to build up the mental, emotional, social and strategic resources to enjoy challenge and cope well with the uncertainty and complexity of an ever changing world.

We will provide a broad and balanced curriculum in Key Stage 3 and Key Stage 4 so that all students have a learning and knowledge base that will support them in further education and employment.

At Acle Academy we aim to create a learning community where students feel safe and happy and are taught by highly qualified, caring and committed staff, who work cooperatively together.

We aim to develop the whole student and to value each student’s unique development.

Developing empathy and resilience in our young people is at the heart of the school’s ethos.

We will have the highest expectations of each other so that both students and teachers aim to fulfil his or her maximum potential.

We aim to create an environment that enables all students to become confident and self-motivated which leads to students taking responsibility for their own learning and developing enquiring minds.

We want every student to realise that with rights come responsibilities and to encourage them to be responsible for their own behaviour and to care for and understand each other.

The school supports and promotes that every individual has equal status and is entitled to the respect of the whole community, regardless of age, gender identification, sexual orientation, ethnicity, ability, religion or belief.

We value parents’ and governors’ involvement with the school. We encourage a strong working partnership with the staff for the benefit of the students. We welcome their help and expertise and will also provide opportunities for parents and governors to extend their own learning.

We will increase the confidence in and awareness of learning opportunities and the importance of learning within the local community.

Above all we all recognise and value the privilege to learn and work in the learning community of Acle Academy.

‘Respect, Aspiration and Determination’

At Acle Academy we respect the power of learning to unlock our future potential. We respect education, our learning environment and each other.

We have high aspirations and we understand that we have to be brave, open minded and resilient in order to achieve them.

We are determined to do our best - we focus, we reflect and we persevere.

As a Parent/Carer I will try to:

- Encourage my child to make a positive contribution to all aspects of school life and to take advantage of the opportunities available.
- Ensure that my child attends school regularly and on time.
- Notify the school on each morning of absence if my child is unable to attend school, confirming the reason for the absence in writing when my son/daughter returns to school.
- Make the school aware of any concerns or problems which might affect my child's work or behaviour.
- Ensure that my child is dressed in correct school uniform and has the correct equipment.
- Be aware of and celebrate my son's/daughter's learning and other achievements.
- Support the school's policies and high expectations of good behaviour.
- Support the school's learning and behaviour expectations.
- Support my child with homework by regularly checking ClassCharts and Google Classroom.
- Support school events such as parent-teacher consultations and other meetings relevant to my son's/daughter's education.
- Express any concerns courteously and treat all members of school staff with the respect that they deserve

Students will make every effort to:

- Attend school regularly and on time
- Try to bring the correct equipment that they will need for lessons, to school every day
- Dress appropriately for school, following the rules regarding uniform and hair
- Follow the three school rules of Ready, Respectful and Safe at all times
- Represent the school in a positive way (including travelling to and from school)
- Complete all of my class-work and homework to the best of their ability
- Behave in a way that encourages others to follow the school rules

## **5 Key premises of our behaviour approach:**

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- We recognise that behaviour is a form of communication, and treat it as such.
- All staff are encouraged to take a non-judgemental and empathetic view to dealing with behaviour. All adults respond in a way that focusses on the emotions that are driving a child's behaviour, rather than focussing on the behaviour itself (Emotion Coaching). Using this approach enables us to view children with behavioural difficulties as vulnerable rather than troublesome, and as a result we have a duty to explore and support this vulnerability rather than solely punish and sanction. Viewing children as badly behaved predisposes individuals to think about punishment. Viewing a child as struggling to control their emotions or deal with a difficult aspect of their lives encourages you to help through their distress.
- A humanist, relationship centred approach requires a school to promote strong relationships and emotional currency at every opportunity between all stakeholders. It relies on building a positive school culture and environment that fosters connection between people, inclusion for all, and respect and value of every member of the school community.

- It remains important however to make boundaries and expectation around behaviour clear. Changing the way that we respond to poor behaviour does not mean that we have lowered the expectations of our students or the routines and structures that help to promote a positive learning environment. In order to help children feel safe at school, their educational environment needs to be one that is high in both nurture and structure.
- In order for children to be able to better manage and regulate their emotions, they need predictable routines, consistent expectations from the adults in their lives and consistent responses to the behaviour that they demonstrate. These must be in place and modelled appropriately, within the context of a safe and caring school environment.
- Not all behaviours are a matter of 'choice' and not all the factors linked to a child's behaviour are within their control. So responses to these must be empathetic to this fact.
- Behaviour must always been viewed systemically and within the context of important relationships.
- Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for a child's SEMH needs. "The parent-child connection is the most powerful mental health intervention known to mankind" (Bessel van der Kolk)

## **6 Relationships and Understanding Behaviour in Context**

- Positive relationships in schools are crucial to the well-being of both students and teachers and underpin an effective learning environment.
- There is a wealth of research on the importance of connectedness in schools and on the specific qualities of in-school relationships that promote effective education.
- Our relational approach is deliberately implemented and supported to develop positive relationships between everybody in our school community.

### **6.1 Sexual Harassment, online sexual abuse and sexual violence**

As part of our rigorous self-assessment processes we continually review how we educate and support students in vital aspects of their behaviour. Our Relationship and Sexual Education curriculum is wide ranging and ensures all students access the appropriate education at the right time. Students receive this education through their Character and Culture lessons, a programme of collapsed curriculum days, our intensive form tutor programme, assemblies and through guest speakers and specialist talks.

This intensive programme of education works in tandem with our strong culture of safeguarding building upon the school's biggest strength - strong, supportive relationships with the students which enables us to detect any changes in student behaviour and well-being. The systems that we have in place encourage a strong culture of safeguarding, with all staff receiving regular training and actively encouraged to always be vigilant. Our first responsibility is to keep all of the children at the school safe.

We educate our students about a wide range of issues and challenges including healthy relationships, respect and consent. We regularly review and update our safeguarding policy and associated policies which are available on our website. We encourage students to behave appropriately at all times and understand their responsibilities and the law. Our IT curriculum provides all students with important information regarding online behaviour and how to keep themselves safe online.

We encourage all students to inform us of any concerns or incidents so that we can support all involved. We encourage all parents to discuss this challenging issue with their children and raise all concerns with us.

### **6.2 Sexual Harassment**

Sexual harassment is a type of harassment involving the use of explicit or implicit sexual overtones, including the unwelcome and inappropriate promise of rewards in exchange for sexual favours. Harassers or victims may be of any sex or gender. Students and parents must report all incidents to school as soon as possible.



### **6.3 Sexual Violence**

Sexual violence is defined as; any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed against a person's sexuality, using coercion, by any person. Students and parents must report all incidents to school as soon as possible.

### **6.4 Online Sexual Abuse**

Online sexual abuse can be any type of sexual harassment, exploitation, or abuse that takes place through screens. Forms of online sexual harassment or abuse include; sending someone hateful or unwelcome comments based on sex; sending “nudes” or coercing another into sending “nudes” or grooming children to enable sexual abuse either online or offline. Students and parents must report all incidents to school as soon as possible.

## **7 Legislation and statutory requirements**

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on Schedule 1 of the Education (Independent School Standards) Regulations 2014, which states:

- arrangements are made to safeguard and promote the welfare of students at the school;
- such arrangements have regard to any guidance issued by the Secretary of State.
- a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of student misbehaviour;
- the policy is implemented effectively;
- A record is kept of the sanctions imposed upon students for serious misbehaviour.
- The Academy ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.

In line with the DfE guidance, the Academy behaviour policy and anti-bullying strategy are published online. This policy complies with our funding agreement and articles of association.

## **8. Standards of Behaviour at Acle Academy**

Acle Academy has high standards of behaviour and endeavours to encourage good habits of work and interaction with adults and other students from the moment a student enters the School.

The Academy has three rules all students are expected to adhere to;

- Always be **Ready** to learn
- Be **Respectful** of everyone in and around the Academy
- Always keep yourself and others **Safe**

All staff are expected to promote self-discipline amongst students and to deal appropriately with any unacceptable behaviour using emotion coaching, emotion regulation and restorative approaches.

Punctual attendance at school and lessons is required. All absence must be explained using ClassCharts and unexplained absence will be followed up.

It is understood that there will be variations in staff acceptance and tolerance of students' behaviour in class depending on the nature of the class and content of the lesson, but behaviour which does not allow

constructive teaching and learning is unacceptable. We aim to promote consistency in the application of our three school rules - **Ready, Respectful, and Safe**.

The Academy reserves the right to search students in accordance with the DfE policy 'Searching, Screening and Confiscation' (January 2018).

## **9. Student code of conduct**

### **RULES OF CONDUCT**

The Leadership Team are responsible for developing the three School Rules (as outlined in Section 3). These rules will be reviewed at least annually and their purpose is to:

- promote self-discipline and proper regard for authority among students
- encourage good behaviour and respect for others
- encourage respect for personal property, the property of others and the school environment
- ensure standards of behaviour are acceptable and student conduct is regulated

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside of the school site and outside of school hours.

## **10. Rewards and sanctions**

All rewards and sanctions as outlined in this section must be applied fairly and consistently.

### **10.1 REWARDS**

#### **Rewards**

- Verbal and written praise
- Achievements recorded throughout the year
- Certificates of achievement
- Departmental certificates/postcards
- Awards assemblies at the end of each half term/term
- Tutor group prizes awarded for achievement and attendance
- Achievement/house points exchangeable for prizes in rewards shop
- End of year 'Rewards Trip'
- Academic Awards Evening
- Sports Awards Evening
- Hot Chocolate with the Head
- Star of the Week
- Attendance at the end of year prom
- Various additional incentives throughout the year
- Platinum/gold/silver attainment and progress awards
- Rewards lunches/dinners

#### **Rewards can be given for:**

- Working/trying hard
- Excellent work

- Good behaviour
- Outstanding achievement
- Good attendance
- Contribution to school ethos/spirit
- Support and help at school events
- Working with others
- Perseverance
- Good attitude
- PE star performer
- Contributions in class
- Good homework
- Being helpful
- Community spirit
- Answering questions in class
- Good work on Maths Ninja
- Good attendance
- Academy litter pick

## 10.2 Sanctions

### SANCTIONS

- Staff are given guidance and training on general classroom management strategies
- The stepped discipline procedure has been introduced to ensure consistency amongst staff, when dealing with discipline issues in the classroom (see Appendix 3).
- When necessary students can be isolated, or be given fixed period or permanent exclusions for breaches of the School Disciplinary procedures.

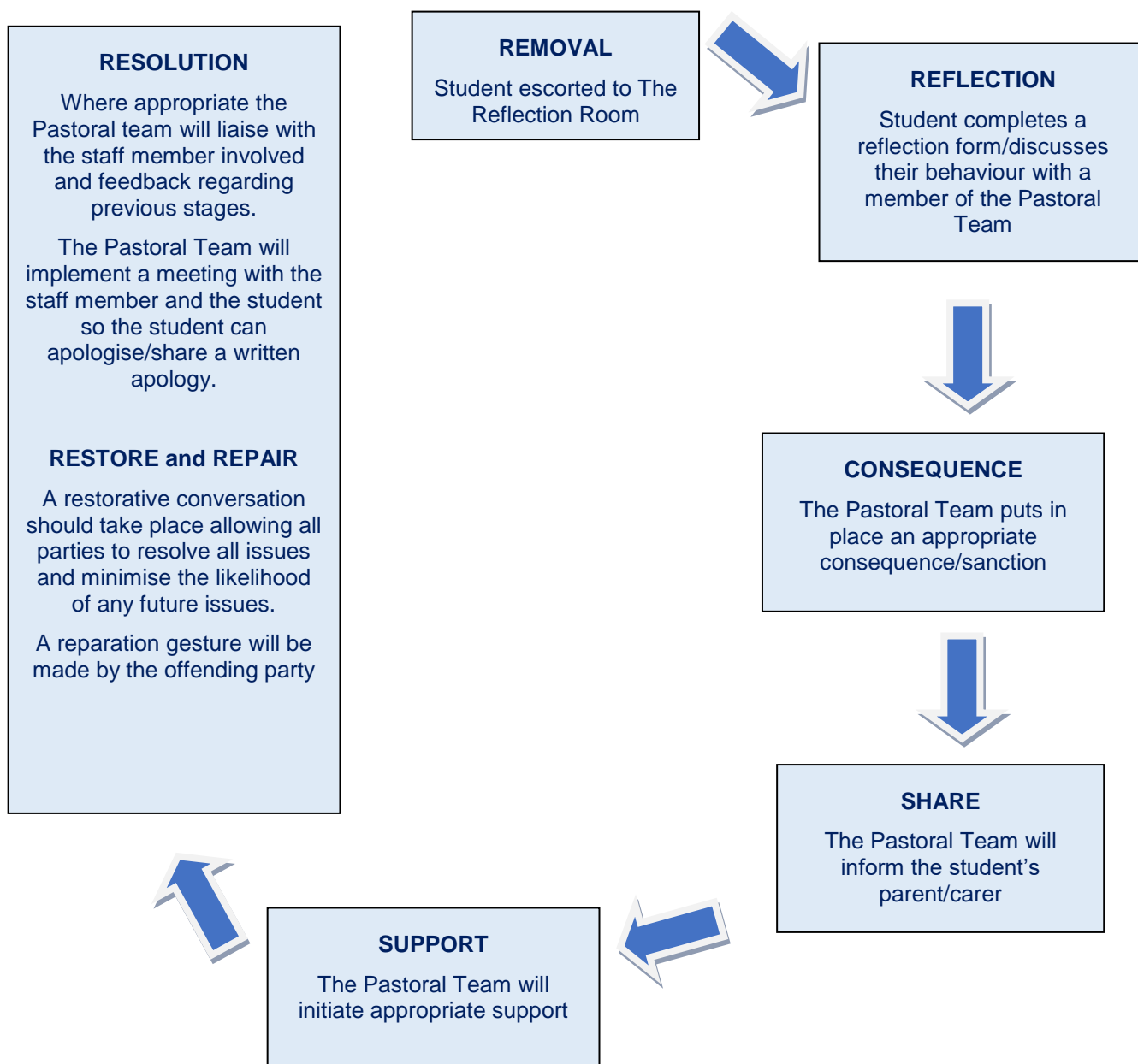
**The Principal reserves the right to sanction as it is felt is appropriate and in the best interests of the school, staff and students.**

Engage and Reflection are used to investigate significant behaviour incidents. Students may be sent here and asked to wait whilst an incident is investigated. This is only done when it is felt that a student cannot be in normal circulation as a result of whatever has taken place.

### Removals

- Being removed from class is a serious incident. Similar to an exclusion, a student is removed from lesson if having them remain in class is detrimental to the learning of the others in the classroom and/or if there has been a serious breach of the behaviour expectations as laid out in this policy.
- If a student is removed from lesson then the member of staff should enter a full explanation of the incident on ClassCharts as soon as possible and call home to discuss the incident with parents or carers.
- The student will be escorted to the Reflection Room to complete some emotion regulation and reflection work. They will also discuss their behaviour with their of Heads of Year.
- The student's Head of Year will implement a plan for resolution with the member of staff who was teaching the lesson, including feeding back on any work done/support that has been put in place.
- Heads of Faculty will visit classrooms to support staff as appropriate required in their own subject areas and support staff to develop their own skills to improve student behaviour.
- All staff have a responsibility to reflect on their own actions and amend them accordingly to improve behaviour in the classroom.

- Engage and the Reflection Room are managed by the Heads of Year, who are also Designated Safeguarding Leads and first aid trained.



### 10.3 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. Equally, any behaviour that may bring the school into disrepute or that has been reported to the Academy by the community outside of school hours can be sanctioned.

### 10.4 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the student in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

## **11. Behaviour management**

### **11.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the three school rules
- Develop a positive relationship with students, which may include:
  - Greeting students in the morning/at the start of lessons.
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement
  - Maintaining the school behaviour policy and use it in the correct way
  - Using emotion coaching and emotion regulation techniques to help students regulate their behaviour

### **11.2 Physical restraint**

- Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:
  - Committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
  - Causing personal injury to, or damage to the property of, any student (themselves); or
  - Prejudicing the maintenance of good order and discipline at the school or among students receiving education at the school, whether during a teaching session or otherwise
- The staff to which this power applies are defined in section 95 of the Act. They are:
- Any teacher who works at the school, and
- Any other person whom the Principal has authorised to have control or charge of students.
  - (i) This includes support staff whose job normally includes supervising students such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors
  - (ii) It can also include people to whom the Principal has given temporary authorisation to have control or charge of students such as paid members of staff whose job does not normally involve supervising students (for example catering or premises staff) and unpaid volunteers (for example, parents accompanying students on school organised visits).

Incidents of physical restraint 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 (see appendix 3 for a record of restraint).

### **11.3 Confiscation**

**Any prohibited items found in students' possession will be confiscated.** These items will not be returned to students.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

- Mobile phones will be confiscated if seen or heard on the Academy site and only returned to a responsible adult after 15:30.

#### **11.4 Student support**

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student 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 student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

#### **12. Monitoring arrangements**

This behaviour policy will be reviewed by the principal and full governing board annually. At each review, the policy will be approved by the principal.

#### **13. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- School Development Plan
- Attendance & Punctuality Policy
- Anti-Bullying Policy
- Equality Policy
- Inclusion Process
- Student Code of Conduct
- DfE - Exclusion from Maintained Schools, Academies and Student Referral Units in England – A guide for those with legal responsibilities in relation to exclusion.

## **Appendix 1: Written Statement of Behaviour Principles**

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The exclusions policy explains and outlines the processes involved in permanent and fixed-term exclusions
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## Appendix 2: Restrictive Physical Intervention Record

<b>Student Name:</b>	
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<b>D.O.B:</b>	
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<b>Reporting Member of Staff:</b>	
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<b>Location of Incident:</b>	
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<b>Time and Date of Incident:</b>	
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<b>Justification for physical intervention (tick all that apply):</b>		<b>Predicted harm prevented by physical intervention with predicted levels (see Individual Plan)</b> E.g. bruising to peers, lacerations, destruction of computer, 20 mins of geography lost for 15 pupils etc.)
To prevent harm to self	<input type="checkbox"/>	
To prevent harm to other children	<input type="checkbox"/>	
To prevent harm to adults	<input type="checkbox"/>	
To prevent damage to property	<input type="checkbox"/>	
To prevent loss of learning (see plan)	<input type="checkbox"/>	

<b>Incident Form/Book Complete</b>	Y/N
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<b>Medical Treatment / Injuries</b>	Y/N
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<b>Damage to Property</b>	Y/N
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<b>Name(s) of additional staff witness:</b>	<b>Name(s) of additional student witness:</b>



**Unresolved Harm/ Details of damage to property (costs and details of harm to property and people including medical intervention:**


**Triggers:**


**Additional factors:**


Management:	Comments:	
How was the incident resolved?		
What were the Consequences? Protective and Educational		
Has student reparation/ de-brief taken place?	Y/N	
Has staff de-brief taken place?	Y/N	
Has the Risk Management plan been reviewed or updated?	Y/N	
Was there Police involvement?	Y/N	
Has there been Internal Exclusion / FTEX / PEX?	Y/N	

**Primary de-escalation techniques used  
(please state order in which they were used)**

Verbal advice and support		Offering services of other staff	
Calm talking		Informing of consequences	
Distraction		Taking non-threatening body position	
Reassurance		De-escalation script	
Humour		Clear instruction / warning	
Negotiation		Withdrawal from activity	
Offering choices and options		Diversion	

Number	Description of how technique was employed
1	
2	
3	
4	
5	

**Restraint techniques including sequence of techniques, time and staff involved:**

Time	Technique	Shape	Staff name
Duration of restraint:		Duration of incident:	

Is there any physical mark or harm caused by the use of restraint?	Y/N	Details:
Has the student indicated that this was caused by the use of physical intervention?	Y/N	Actions: <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>

Incident reporting and monitoring	
Incident reported to: Head Teacher by:	
Parents / Carer informed by:	@
Student wellbeing verified by:	@
Staff wellbeing verified by:	@
Incident form completed by:	@

Verification of account of incident:		
Staff name	Staff signature	Date

Reporting staff name:

Signature:

Incident form coordinator check signature:

Date:

### Appendix 3: Behaviour Flow Chart (For Staff Use)

## Behaviour for Learning- Ready, Respectful, Safe

