

Hartlepool Aspire Trust

(Catcote Academy & Catcote Futures)

Behaviour Policy



Hartlepool Aspire Trust (Catcote Academy & Catcote Futures) Behaviour Policy

Originator: Stephen Foster Date: November 2017

Reviewer: Sian Lamplough Date: November 2017

Approver: Local Governing Body Date: December 2017

Issue	AMENDMENT	IMPACT LEVEL	DATE
1	First Issue	Moderate	
2	Updated	Moderate	Sept-2017

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1 Introduction

The aim of the behaviour policy is to determine the boundaries of acceptable and unacceptable behaviour, the hierarchy of rewards and sanctions and how they will be fairly and consistently applied.

Overall, the policy will:

- Promote self-discipline and proper regard for authority among pupils
- Encourage good behaviour and respect for others
- Tackle all forms of bullying among pupils
- Ensure pupils' standard of behaviour is acceptable and safe
- Promote respect, fairness and social inclusion
- Promote equality and well-being of all pupils
- Offer support to those pupils in need of it

2 Responsibilities

The following people have responsibilities under this policy.

2.1 Head Teacher

The Head teacher ensures that this policy is effectively implemented and adhered to.

2.2 Teaching Staff

All teaching staff are expected to be familiar with this policy and implement it fully.

2.3 Teaching Assistants

All teaching assistants are expected to be familiar with this policy and support teachers in the implementation of it.

3 Policy

We aim to ensure that Hartlepool Aspire Trust (HAT) is a friendly and secure place, with a stimulating and rewarding environment. We want every student to make as much progress as possible. We aim to offer enriching experiences and a broad, balanced and personalised curriculum, using a range of strategies and approaches appropriate to individual needs and learning styles. HAT will always adopt a proactive approach to disability equality, implementing it into all decisions and activities.

3.1 Statutory Duty of the Academy

The Head teacher and governing body are responsible for promoting good behaviour and discipline in their school. Head teachers will publicise this policy, by making it known within the school and to parents and by bringing it to the attention of pupils, parents and staff at least once a year.

All staff must work together **all** of the time to encourage the maintenance of good behaviour in Catcote. A quiet word or a knowing look often suffices. It is often however, the frequency of such actions which determines effectiveness.

Unacceptable student behaviour in the classroom is initially the responsibility of the class teacher, since it may result from learning difficulties, teaching style, inadequate resources, or student grouping which can easily be altered.

There is a professional obligation upon teachers to examine their preparation of a lesson, classroom organisation and classroom performance in the event of students displaying unacceptable behaviour.

3.2 Behaviour management techniques

3.2.1 De-escalation techniques

Students within Catcote who have a range of disabilities are neither as socially or personally skilled as most of their mainstream peers, and are as a consequence more likely to cope poorly with frustration, conflict and anxiety resulting in poor judgment, a failure to anticipate the effect or consequences of their behaviour, and, on occasions, temporary loss of control.

To achieve consistency it is important that all staff seek to manage the following behaviours:

- Dangerous behaviour
- Substance misuse
- Racial or religious intolerance or abuse
- Bullying
- Loss of self-control
- Verbal abuse
- Damage to property
- Negativism towards others
- Negativism towards self
- Theft
- Intimidating behaviour
- Severe or persistent disobedience
- Physical aggression
- Constant disruption

Staff interactions with students are crucial to limiting the frequency, duration and intensity of unacceptable behaviours and to promoting behavioural growth in students. It is axiomatic that if some staff responses promote positive and appropriate behaviours in students then others inadvertently increase the likelihood of acting-out behaviour. These responses are grouped as a series of techniques.

Effective de-escalation techniques focus upon:

- Group control
- Attitude and approach
- Non-verbal behaviour
- Verbal behaviour.

For each factor there are staff de-escalating behaviours and inflammatory behaviours. The lists are neither exclusive nor prescriptive, however, they are an indicator of the dynamic influence staff behaviour has upon the behaviour of their student's.

3.2.1 Group control

DO

- Good group control is an integral aspect of effective work with students with a range of disabilities. If there is no order to group functioning neither individual nor group objectives can be met.
- Have high expectations and observe baseline expectations.
- Address the group in a respectful manner being mindful that you are a role model. Remember to always use please and thank you when addressing everyone – students / staff
- Start and finish on time. This sends signals to students about the importance and value that you place on the activity/ lesson and makes colleagues' tasks easier.
- Be efficient. The more efficient you are the better you feel, the higher your level of confidence and the better things are likely to go.
- Settle the group to its task with as little delay as possible.
- Clearly state the expected task, which must be relevant to the ability and interest levels of individual students.
- Check that you have been understood.
- Be clear and decisive.
- Address and resolve situations; don't let them drag on or escalate without attention.

- Be alert to what is going on and ensure that your attention is distributed across the group.
- Relate to all the students in the group by verbal exchange and social reinforces, such as eye contact and nods.
- Make use of the student's management systems already in place within Calcote.
- Ensure effective deployment of support staff.

DON'T

- Be unclear and hurried in speech and actions
- Overreact.
- Issue complicated instructions.
- Show favouritism.
- Be inconsistent.
- Provoke by ridicule or sarcasm.
- Have inappropriate expectations.
- Belittle effort or endeavour.
- Send students off in numbers that will be problematic for someone else.

3.2.2 Attitude and approach

Staff members' attitudes and approach in all situations affects the quality of relationships with students. In situations of rising tension staff attitude and approach is crucial. It can either improve or complicate the chance of success.

DO

- Appear calm and collected (even if you don't feel it!).
- Be clear and firm about boundaries of acceptability.
- Demonstrate a non-biased nature.

- Be prepared to listen.
- Know when the situation is in stalemate; don't create a win/lose situation without it being a calculated decision.
- Be flexible in thought and response.
- Spontaneously provide a range of roles from dominance to reflective support.
- Value people as individuals.
- Be a sensitive, objective observer who can make valid diagnoses.
- Trust others and perceive them as being able to solve their own problems.

DON'T

- Be fooled into thinking you should always be able to deal with any situation.
- Expect colleagues to do without your support.
- Be insensitive.
- Be unfair or hostile.
- Use high status intervention where low status will suffice.
- Emphasise the situation out of all proportion.
- Allow yourself to become personally involved.
- Continue with a course of action regardless of consequence.
- Restart the argument or incident once calm has been achieved.
- Use unnecessary peer group pressure.

3.2.3 Non-verbal behaviour

The primary reason for using and interpreting non-verbal signals is to reinforce positive behaviour quietly but frequently. Non-verbal signals can also be used to de-escalate at a very early stage, or to signal a very low status adult involvement. If these signals are sent there will usually be a response. Similarly acknowledging non-verbal signals from within the group or from an individual enables early, low status staff intervention to occur.

DO

- Look at an individual when you are making an important point.
- Be aware of the signals, which you give out by your body position and posture.
- Try to sit down.
- Nod your head to indicate attentiveness.
- Smile to show agreement.
- Be aware of the physical distance between yourself and others.
- Raise your eyebrows to question.
- Use hand, shoulder, and whole body gestures to support discussion.
- Use physical contact as reassurance if appropriate.
- Seek signals that your message has been correctly received.

DON'T

- Invade personal space.
- Use staring threatening eye contact.
- Stand over students in a threatening manner.
- Appear to lack confidence.
- Appear tense.
- Be oblivious to signals within the environment.
- Retaliate with physical gestures.
- Use inappropriate physical contact with students.
- Appear intimidated
- Remain static

3.2.4 Verbal behaviour

Verbal communication is the most important skill staff have in helping students towards personal growth, and employed correctly is the most powerful de-escalation skill staff possess.

DO

- Acknowledge the existence of a problem.
- Give reassurance and offer support.
- Be aware of voice quality, pitch and power. Make good use of pauses.
- Paraphrase what is being said, and check back with the student that it is accurate.
- Present facts or issues, which may not be known to the student.
- Use personalisation and former relationship factors.
- Put the onus on the student to resolve the situation, pointing out consequences, offering choices, and offering alternatives. Allow the student an 'escape route'.
- Use the word 'we' in discussion and explain that the solution can be a 'together' solution.
- Offer "If I were you..... It's up to you" scenarios, if appropriate.
- Identify the options with the student.

DON'T

- Put the student in a position of no escape.
- Use destructive criticism.
- Remind the student of previous situations that were not successful.
- Use personal details of a student in front of the group.
- Make unrealistic threats.
- Make insensitive remarks.
- Lose your temper.

- Use "You will" statements.
- Get involved in "You did - no I didn't" arguments.
- Become involved in disagreements with other staff members in the presence of students.

4 Anger Management

Student aggression is the cause of many incidents of problematic behaviour. In society in general aggression is considered to be disruptive, and often harmful and a response that should be constrained. However, it is important to be aware that aggression which is generally a physiological response to a threat or perceived threat can be elicited in a number of ways, not all of which are considered to be negative. For example, the aggressive defence of oneself during an attack or a parent's defence of offspring is generally regarded positively rather than negatively. Also, an aggressive approach to sport is often applauded. Therefore, whether or not aggression is appropriate needs to be judged within context.

Of the different kinds of aggression which have been identified the ones which most obviously relate to students and particularly to students with social, emotional and behavioural difficulties are:

- Fear induced aggression - a response to a threat or perceived threat
- Irritable aggression - elicited by frustration or pain
- Inter male aggression - often exacerbated where a population is predominantly male, and linked to territorial defence
- Territorial defence - this relates to aggression, which can be evident when males invade each other's territory. Aggression of this type is often exaggerated within Catcote because of student's poor understanding of the concept of personal space.

Students with SLD, MLD, ADHD, ASD and SEMHD difficulties often have a fragile low self-esteem and are more likely to be sensitive to situations, which are perceived to threaten this. Consequently, they are often perceived as having a 'short fuse'. Such students also often have few strategies available to manage threatening situations in alternative ways. The potential for frustration-induced aggression is also clear particularly in the classroom situation and where learning difficulties are also an issue.

The signs or signals of aggressive behaviour are often easily observable.

- | | | |
|----------------------|---|---|
| * Facial Expressions | - | eye contact refused |
| | - | possible dilated pupils |
| | - | unblinking eyes |
| | - | eyebrows raised |
| | - | chin pushed out |
| | | |
| * Voice | - | unusually very loud or quiet |
| | - | breathlessness |
| | - | clenched teeth |
| | - | rapid speech |
| | | |
| * Movement | - | forward movements with aggressive gestures can signal threat. |
| | | |
| * Gesture | - | clenched fist |
| | - | pointed finger |
| | - | hands at face level |
| | - | repetitive hand movements |

Staff can inadvertently trigger aggression, and a conflict cycle established. This is likely to occur when staff understands the students' feelings but mirror their behaviour (Shout back, use sarcasm etc). Negative adult reactions inevitably escalate the conflict into a self-defeating power struggle. Such reactions usually occur when the member of staff is angry.

Coping with one's own anger, staying calm, and not projecting negative signals to students in distress is facilitated by:

- Use the "I" expression. Starting sentences with "I" rather than "you" helps to prevent us from saying unhelpful remarks to the student. Giving the reason for our anger and identifying the underlying emotion will model how to express our anger appropriately.
- Letting off 'steam' to a colleague and if necessary taking time-out from the situation. Trying to give oneself 'thinking time'; responding rather than reacting.
- Admitting, accepting and if possible sharing that everyone has 'bad days' and may sometimes feel as if they are in a 'bad mood'. Positive modeling of such feelings can help students.
- Being aware of the source of the anger. Knowing ones triggers helps avoid responding in anger to a student trying to provoke. It helps to be aware of what is going on and therefore enables one to be better prepared to deal with it.
- Avoiding exaggeration and over involvement. Trying to stay objective and remembering that we are the 'adults-in charge'.
- Sticking to the issue, the rule that has been broken or the inappropriate behaviour. Not making it personal or taking it personally. Not getting into an

exchange of personal insults or reminding students of earlier experiences where they have become involved in expression of inappropriate behaviours.

- Staying in control. In order to help students control themselves and their emotions, one must first accept and then control one's own feelings.

In a crisis situation, non-verbal and verbal de-escalation techniques should occur 95% of the time and physical intervention only 5% of the time.

4.1 Managing student's anger

Unmanaged anger often escalates into aggression. It is important that staff working with students prone to anger outbursts:

Remain calm –

The more you take it personally the worse it will get

Avoid power struggles

Leave students a way out

Acknowledge students' feelings –

Denying and/or trivialising emotions fuels anger

Use solution type questions -

Remind students of past success

Use time out –

Enable the student to withdraw and calm

Divert attention –

Use an alternative task to distract a student

Encourage active relaxation –

Train students in relaxation techniques

At the height of an anger outburst it is often not possible or appropriate to verbally communicate with the student. Skilled staff can still play a dynamic role in enabling students to regain self-control. Staff should consider:

Posture -

Keep hands and palms visible and unclenched

Do not tower over a student; sit or at least bend down

Proximity-

Be aware of personal space – do not invade

Eye contact-

Excessive eye contact is challenging & confrontational therefore it is helpful to allow students to look away

Voice tone-

Speak calmly but firmly, allow students time to answer

5 Challenging Misbehaviour

Most student misbehaviour is either pre-empted or dealt with so quickly that a casual or unenlightened observer might easily fail to notice any action taken by staff. However, in any institution seeking to establish and maintain a secure, stable and caring environment for students and particularly one where student's self-controls are often only emerging, clear limits need to be set.

Even in the most considered environments sometimes the behaviour of students is unacceptable. On such occasions it is vital that staff feel comfortable and confident in coping with challenging and difficult behaviour. Often a reprimand suffices, but sometimes staff will need to use sanctions, and occasionally controls. Whatever the intervention, it is fundamental that it is accomplished in such a manner that the respect for the individual student is not adulterated. It is the behaviour which is unacceptable not the student.

A reprimand embodies a warning aimed at stopping misbehaviour, preventing its recurrence and avoiding the need for further staff intervention. Reprimands are only effective in establishing a sound working and/or caring climate if they are used sparingly. Frequent use of verbal reprimand is likely to be regarded by students as nagging and to be ineffective. The effectiveness of reprimand used will depend on the context, but the following qualities increase the likelihood that a reprimand will be effective:-

- Correct targeting - the student reprimanded should be the one who instigated or engaged in the misbehaviour.
- Criticism of the misbehaviour not the student - the reprimand should emphasise disapproval of the act, not the student; "I don't like it when you shout across the room" is more effective and appropriate than "Stop shouting".
- Firmness - a reprimand should be clear and firm avoiding any suggestion of pleading for co-operation.
- Mutual respect - the member of staff must treat the student with respect in order for his/her disapproval to matter. Saying please and thank you is important, "Please can you stop swearing".
- Positive emphasis - the reprimand should be applied consistently in all situations to all students.

- Consistency - reprimands should be applied consistently.
- Additional cues - accompany the reprimand with appropriate non-verbal cues, such as eye contact to increase the emphasis of the exchange.
- Avoidance using idle threats - if a reprimand embodies an implied threat of a sanction it should be carried out. If it cannot be carried out it should not be made.
- A quiet word - quiet and private reprimands can often be more effective than loud, public interventions.

6 Rewards

The successful management of behaviour and rewards is central to the Trust's ethos of providing an environment within which children and adults can develop good relationships, showing care, respect and consideration for each other within Trust and the community. Our Academy Rewards Policy encourages and rewards students who apply themselves and behave in a commendable way to support the ethos of the Trust as role models and to develop their own potential and learning.

It is not an end in itself and not the main means of promoting positive behaviour and regular attendance, or addressing inappropriate behaviour. It sets clear standards and expectations that have a purpose and role in the Trust's overall strategy. Its purpose relates to improving behaviour for learning, with students achieving changes in their behaviour and taking responsibility for their actions. It is based on robust principles consistent with this behaviour policy.

7 Monitoring behaviour at break and lunchtimes

All staff will follow the Behaviour Policy in the playground and continue to observe and reward positive behaviours through the use of Calcote Cash, praise and stickers. In order to maintain the safety and wellbeing of all pupils, ALL incidences of serious misconduct in the playground are treated with a 'zero tolerance' policy. Repeat offenders may need to earn their right to be on the playground in small steps to ensure the safety and wellbeing of themselves and others.

8 Sanctioning

When a reprimand is ineffective or the misbehaviour is of a more serious nature the use of sanctions may be both necessary and desirable. The appropriate use of sanctions can have an inhibiting effect on disrupting behaviour; provide students with clear parameters regarding that which is acceptable behaviour; enable students to acquire their own value boundaries; and form a basis for relationships based upon the reciprocity of responsibility rather than power. The inappropriate

use of sanctions will, however, either have no effect or actually encourage the student into misbehaviour.

The use of sanctions must be very carefully considered and should not disturb the positive ethos within HAT.

8.1 Guidelines for sanctions

Staff should adhere to the following practice guidelines-

- All sanctions should be planned and their possible consequences thought through. Doubts should be discussed with a senior colleague.
- Any sanction should never be delivered whilst in a heightened emotional state but rather in a calm, considered, and consistent manner.
- The sanction should if possible 'fit the misdemeanour' - it should be designed to allow the student to make reparation for the harm they may have done. A student damaging a display, for example, could help to repair it.
- Where sanctions are used, it should come as soon as possible after the behaviour it is intended to discourage.

8.2 Permitted sanctions

Staff should not issue sanctions outside this list, and normally should be prepared to undertake any supervision themselves:

- The student not earning maximum points for the session.
- Having 'pay-back' imposed – this can take the form of a maximum of 20 minutes morning break or 30 minutes lunch break. Minutes payback should be used sparingly so that it can be given in increments rather than the whole amount available being issued for one transgression
- Undertaking the completion of class work or extra work in their own time at breaks or at home
- Confiscating possessions, which are interrupting the safe and secure learning environment for a period of up to the end of the school/college day. This is often necessary for repeated use of mobile phones or MP3 players in lesson times (the return of dangerous or illegal items should be negotiated with parents or carers)

8.3 Exclusion

There will be some occasions when students' behaviour has been either consistently poor over an extended period and they have failed to respond to

intervention, or is so extraordinary that fixed term exclusion is warranted. Only the Head Teacher of Catcote Academy can approve exclusion as mentioned above.

Staff should only issue the following sanctions after discussion with and approval of Catcote Academy Head Teacher

- Being excluded from off-site activities or trips
- Issued with a period of fixed term exclusion

8.4 Removal from lessons

A student should not be removed from a lesson as a form of sanction. There are times when it is necessary to remove a student when they are being extremely disruptive, abusive or displaying dangerous or threatening behaviours. During these instances it is not possible for the teacher to effectively deliver the lesson to the rest of the group making the removal of the disruptive behaviour necessary.

However, it should always be used as a form of managing behaviours and the teacher or the teaching assistant should endeavour to de-escalate the situation, calm the student if necessary and then re-engage them in their learning – preferably within the classroom and their teaching group. The support assistant should initially accompany the student out of the classroom and either place them with another group or a member of staff before returning to the group.

If it is not possible to reintegrate the student before the end of the lesson they should be given the opportunity to complete the work in another area under supervision and then be reintegrated back into the group at the beginning of the next lesson.

8.5 Managing consistent poor behaviour

There will be occasions when students' behaviour has been consistently poor over an extended period. On occasions such as these discussions with parents/carers should be initiated. The Head Teacher should approve and co-ordinate this action or have a designated individual to do so.

9 Individual behaviour plans

We recognise that there may be a very small minority of cases for whom persistent inappropriate behaviours occur. Where other interventions have failed, an Individual Behaviour Plan (IBP) will be used in order to address behaviours that are causing concern.

The IBP will be determined on a case by case basis and will be focused on addressing unacceptable behaviours whilst providing a pathway forward for the

child and the school/college community in general. An IBP may involve a risk assessment around the child if the inappropriate behaviour poses a significant risk to the safety and wellbeing of others.

In discussion with the child and staff, the IBP seeks to identify where the child struggles with behaviour. From these, targets will be agreed with the child and adults in the setting, with clear success criteria explained to the child and the positive consequences that will arise from achieving their targets.

Running alongside is the Individual Behaviour Programme, which is an assessment tool, carried out in November and April of that academic year. This tool will allow us to address identified behaviours and put appropriate strategies into place to promote increased student learning.

10 Physical intervention

The sanctions determined above should address the vast majority of situations. There may be occasions, however, when a student's unpredictable behaviour is so dangerous, damaging or detrimental that intervention is necessary and physical controls can be avoided only with higher levels of supervision and support than is normal. Please see Restrictive Physical Intervention Policy for details.

10.1 Sanctions that are not permitted

Students at HAT must never be:

- physically punished or threatened with physical punishment,
- deprived of food,
- deprived of meetings with other professionals,
- denied medication or access to medical treatment.

10.2 Control

On occasions when de-escalation and conflict resolution techniques have failed, controls over students may have to be exercised. The concept of control involves ensuring that students with a high level of personal stress, a dangerous lack of self-control, or a furious desire to challenge and threaten, are diverted from harming themselves, others, seriously damaging property or displaying disruptive behaviour that is prejudicial to the safe and secure learning environment of the school/college. When no one is in control the desire to challenge and threaten often escalates. A

proactive, orderly, caring and learning environment is impossible to achieve and sustain when students and adults believe they are not safe.

Control is the positive use of Persuasion and Dissuasion, Physical Presence, Restriction of Access or Exit, Physical Diversion, One to One Supervision, Physical Control, and the necessary Prevention of Absconding so that powerful and/or violent behaviour is controlled and prevented from spreading to others.

It is each member of staff's responsibility to make an assessment of the particular circumstances. Staff will need to decide if control is appropriate, and if it is, at what level. It is not considered appropriate within the Trust to adopt a blanket approach to the use of controls exercised by staff simply because the students have a range of difficulties. Staff will need however, to take the following factors into consideration:

- Information in the students risk assessment
- the behaviour of the student,
- the known intention of the student,
- his/her known wishes, feelings and emotional state,
- his/her age and level of understanding,
- the student's personal history,
- the influence of other students, family and friends,
- any future events which may be causing the student anxiety,
- their knowledge of the student,
- how long the student has been attending Catcote ,
- the time of day, and
- the antecedents to the situation.

In considering these factors particular attention needs to be given to the age and understanding of the student. As a student grows with age and maturity, he/she becomes more able to make decisions. However, competency is not only determined by age and maturity. The possible consequences of behaviour should be a significant factor in decision making.

A decision which involves an assessment of the risk of potential harm must not be left to a student to make alone and will either be a matter for negotiation, or solely the responsibility of the member of staff. The more danger, which can be foreseen

in a particular situation, the less likely it will be that the student is competent to make a decision.

Where a student is proposing to do something where there is clear potential for them injuring themselves, injuring others or seriously damaging property then staff can properly affect controls to prevent them from doing so.

10.3 Persuasion or dissuasion

Persuasion or Dissuasion is where staff focus discussion with students with the aim of persuading them towards or dissuading them from an intended course of action. It is in effect focused guidance.

10.4 Physical presence

Staff members' physical presence is a means of communicating authority and re-establishing safety and security. Presence by implication of authority may restrict students' movement for a brief period but is limited to:

- standing close by to, or in front of a student, and
- Standing momentarily or temporarily in the way of a student.

Presence should become neither oppressive nor of excessive duration. Presence is likely to be most effective if complemented by a range of non-verbal communication signals and Persuasion or Dissuasion.

Physical Presence must be:

- considered appropriate in the context of a particular situation or incident;
- used only in the context of engaging the student in discussion about the significance, relevance and consequences of his behaviour; and
- ended if it is met with resistance, when a decision will need to be made whether or not another form of intervention is appropriate.

10.5 Restriction of access or exit

In the ordinary course of maintaining a supportive and stable educational experience adults limit students' liberty by requiring them to do things that they may prefer not to, including restricting them within a building. However, if the student complies with the reasonable request, for example not to go and play on the yard because it is icy, restriction of liberty is not an issue.

There may be occasions, however when a student has lost self-control, and is intent on serious self-damage, inflicting injury to others, damage to property, or interrupting the safe and secure learning environment of the school/college, or is considered potentially likely to do so, that it would be appropriate to prevent access to dangerous environments by locking doors to them.

Restricting access under such circumstances is considered appropriate staff action.

Occasionally in respect of the types of behaviour described previously, it may be necessary to prevent a distressed student from leaving a room by blocking the door way by Physical Presence. This type of control is appropriate and permissible provided that:

- the duration of the intervention does not exceed ten minutes and the student is engaged in conversation aimed at de-escalating the crisis;
- the action is a response to a crisis situation;
- if the student physically resists a considered decision is made in respect of justification for an alternative form of intervention.

The use of Restriction of Access must be recorded on a Serious Incident Form.

10.6 Physical diversion

Physical Diversion differs from Physical Restraint in the degree of force used. Physical Diversion may be, for example, holding a hand, placing a hand on the forearm, or putting an arm around a shoulder. Physical Diversion is a means of deflecting a student from engaging in destructive and/or disruptive behaviour. It involves little force, but serves to reinforce staff attempts to reason. It is important that:

- the intervening member of staff should already have an established relationship with the student;
- Physical diversion should not arouse sexual expectation or feelings (if it does holding should cease); and
- it should be ended if it is met with resistance, when a decision will need to be made whether or not another form of intervention is appropriate.

Physical Diversion must be recorded on BEHAVIOUR WATCH.

10.7 One to one supervision

One to One Supervision is where a member of staff or a number of staff are attached particularly to a student separated from his peers with the purpose of providing him with continuous focused supervision and support.

One to one supervision must:

- only take place within the context of the usual school/college environment and where increased staffing levels are likely to prove successful;
- be used positively and constructively, and aimed at actively engaging the student; promoting his/her safety, welfare, and emotional stability; and returning the student to a less extraordinary means of management;
- should not exceed 30 minutes and should be reviewed every 5 minutes.

One to One Supervision must be recorded on an incident form in BEHAVIOUR WATCH

10.8 Physical Control

Physical Control is the positive use of minimum force to divert a student from harming himself or others, seriously damaging property, disrupting the safety and security of the learning environment, or to protect a student from the likelihood of them doing so.

Please see Physical Intervention Policy, HAT/POL/HS/03

11 Absconding

Students occasionally leave the Trust's site, but return within a reasonable period. Once it is certain that a student has left school/college site the Catcote Head Teacher should be informed. He should organise a double check if it is considered appropriate to do so. This duty can also be carried out by the Senior Leadership team or designated member of staff

Under normal circumstances, when students have absented into the grounds it is not considered necessary to immediately inform parents/carers and social workers, although this may be done later. Parents/carers and social workers should be informed immediately if the student is putting himself/herself at serious risk or a LAC child

However, when a student leaves the grounds, it is always necessary to inform parents/carers and social workers. The Head Teacher or member of the Senior Leadership team should arrange for this to be done. It may also be necessary to inform the police. Senior staff will need to use their professional judgement in

deciding at what point this should be done. Factors, which should influence the decision, include:

- the student's risk assessment and Individual Behaviour Plan
- the student's age
- the student's emotional state
- the student's maturity and subsequent level of vulnerability
- the time of day
- weather conditions
- the known intentions of the student
- the length of time the student has attended Catcote
- the student's personal history
- the known antecedents and
- any other relevant information

The Head Teacher should be informed of all events associated with absconding as soon as possible. Parents/carers and social workers and, where they have been informed, the police should be informed of a student's return to school/college. Senior staff should arrange for this to be done. Please follow the Trust's policies regarding procedures around students Absconding.

If telephone contact with parents/carers is impossible a home visit will be necessary.

All correspondence with parents/carers or other professionals should be recorded in the individual student's records.

11.1 Prevention of Absconding

When a student is intent on leaving the building and grounds without permission staff have to consider whether or not controls should be exercised. If they consider that control criteria are met staff should seek to prevent absconding by Persuasion and Dissuasion. Any increase in the degree of control needed to, for example, Physical Presence, Restricting Access or Exit, and Physical Diversion needs careful consideration.

Physical controls should only be used as a means of preventing absconding if all other means have failed, or the potential dangers of absconding are so severe as to make impracticable the use of alternative strategies. Physical control should only be used as a means of preventing a student leaving if:

- the student is so acutely and seriously troubled that it is clear he or she is in immediate danger of inflicting self-harm, harming others, or damaging property;
- the student is young and lesser interventions have either not been understood or successful and the student would on absconding be potentially in physical or moral danger;

- the student is older but socially immature and vulnerable and consequently potentially at physical and moral risk;
- its use is intended to return a student to a less dangerous situation;
- the student is very likely to interrupt the safe and secure learning environment of the school/college; or
- it is described as a course of permitted action in the student's Behaviour Support Plan.

The use of physical controls is not a substitute for using alternative strategies to prevent absconding.

11.2 Monitoring

The Head Teacher should monitor the use of controls by examining SIR's. Information considered would be:

- The frequency of their use;
- The justification for their use;
- Their nature;
- Their users; and
- The views of students concerning them.
- The Head Teacher must ensure that:
- The need to use Controls are minimised;
- Controls are used only in the appropriate circumstances; and
- Only the appropriate degrees of controls are used in particular situations.

The Head Teacher must also:

- Report specifically on Physical Restraint and Absconding;
- Take appropriate action over issues of concern of either a general or specific nature; and
- Make available on request the Major Incident File, the bound Incident Book and records of the use of restraint.

The Academy monitors behavior incidents using BEHAVIOUR WATCH, through the recording of blue sheets. Incidents are recorded from level 1 to level 4 being the more severe and these incidents are reviewed on a weekly basis by the SLT and Behaviour for learning Coordinator to address. Students with ASD and in classes with more profound Learning Difficulties the incidents are monitored using STAR charts and assessed weekly to address and put into place strategies or changes, which will support the students learning and personal needs.

12 Involvement of Outside Agencies

The Trust works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

13 Training

The Trust will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

14 Links with other Trust policies and practices

This Policy links with a number of other Trust policies, practices and action plans including:

- Complaints Policy
- Safeguarding and child protection policies
- Confidentiality Policy
- E-Safety (Online Safety) and Acceptable Use Policies (AUPs)
- Curriculum Policies such as PSHE and citizenship and computing
- Mobile phone and social media policies
- Searching and confiscation
- Physical Intervention policy

15 Review Period

This policy shall be reviewed annually and revised if necessary. The Local Governing Body will approve the document.

16 Definitions / Abbreviations

Term	Meaning
ADHD	Attention deficit hyperactivity disorder
ASD	Autism Spectrum Disorder

BEHAVIOUR WATCH	Trusts Information Management Systems
EFA	Education Funding Agency
HAT	Hartlepool Aspire Trust
HS1	Accident Form
MLD	Moderate learning Difficulties
PMLD	Profound and Multiple Learning Difficulties
SEMHD	Social, Emotional, Mental, Health, Difficulties
SIR	Serious Incident Report
SLD	Severe Learning Difficulties

17 Records

The following records are produced as a result of implementation of this Policy:

Description	Retention Period	Storage Location
Behaviour incident reporting on (Behaviour Watch)	75 Years	Behaviour Watch

18 References

- [1] School Standards and Framework Act 1998
- [2] Education Act 2002
- [3] Equality Act 2010
- [4] Education Act 2011
- [5] The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- [6] Special Educational Needs code of Practise 2014
- [7] Behaviour and Discipline in Schools DfE July 2013
- [8] Ensuring Good Behaviour in Schools DfE September 2012
- [9] Exclusions from maintained schools, Academies and pupil referral units in England DfE 2012
- [10] Use of reasonable force - Advice for Headteachers, staff and governing bodies DfE July 2013
- [11] Screening, Searching and Confiscation' guidance DfE (2011)
- [12] The Education (Independent School Standards) (Amended) (England) Regulations 2014
- [13] The Education (Independent School Standards) (Amended) (England) Regulations 2014
- [14] Schools (Specification and Disposal of Articles) Regulations 2012
- [15] The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

