

# Hartlepool Aspire Trust

(Catcote Academy & Catcote Futures)

## Behaviour Policy



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

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## 1 Introduction

At HAT we want our Positive Behaviour Policy to reflect our insight and understanding of the complex needs of the students and how we can assist students to manage their behavior in a positive manner and be able to engage in their learning. In the Academy, we aim to incorporate a whole academy approach to the reflecting and planning for the needs of our students and understand the multitude of differing needs in HAT.

In the Academy, we understand that behaviours that challenge might be the only way in which a learner can communicate. It is important that we recognise these behaviours will need positive support and the behavioural support will look different for each student. In the case of restrictive intervention this must be legally, ethically and necessary justified to keep that student safe from injury or harm using the least restrictive option for the shortest time possible. We aim to provide a consistent and well supervised environment where students feel safe and secure and reach their potential through positive relationships.

## 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.

- To ensure that the behaviour policy reflects the aims of the Academy
- To ensure that all relevant parties including staff, governors, parents and students are fully aware of, and committed to the Academy's behaviour policy
- To ensure that the behaviour policy is consistently and fairly applied
- Liaison with parents and outside agencies.

### 2.2 Teaching Staff

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

- To make students aware of the expectation of Behaviour for learning (BfL)
- To ensure BfL is embedded into each and every teaching session;
- To use the opportunities available to actively teach and promote good behaviour;
- To use the systems for positive rewards are consistently applied
- To liaise with other staff, parents and outside agencies where appropriate regarding individual students
- To present as a good/positive role model, particularly in terms of dress code, punctuality and a positive approach.
- Providing a personalised approach to the specific behavioural needs of individual students
- Where necessary recording behaviour incidents using Behaviour Watch

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

## 2.3 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the Academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 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 Academy. Head teachers will publicise this policy, by making it known within the Academy and to parents and by bringing it to the attention of students, 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 management in the event of students displaying unacceptable behaviour.

## 4 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:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

## 5 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 positive rewards system encourages and rewards students who apply themselves and behave in a commendable way to support to develop their own potential and learning. Students are rewarded for their progress and behavior in each lesson in a way that is appropriate to the class and needs of the students.

## 6 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 Catcote Cash, praise and stickers.

## 7 Sanctioning

We have a positive behavior strategy where we focus on the reason behind the behavior and decide strategies to put into place to support the students so that we can reduce the risk of repeated behaviors, the focus is therefore not on 'sanctions'

### 7.1 Exclusion

Exclusion is only used as a last resort, 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 or unsafe 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 Calcote Academy Head Teacher (or in the case of his absence a Senior member of Staff).

## **7.2 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 endeavor 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.

## **7.3 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 Line manager, and SENCo, Thrive practitioners and also parents/carers should be initiated.

## **7.4 Confiscation (Including Retention and Disposal) of Inappropriate Items**

This follows guidance provided to head Teachers on the following

- Searching, screening and confiscation at school

HAT Staff may confiscate items if:

- an item poses a threat to others;
- an item poses a threat to good order and/or learning;
- an item is against Academy uniform rules;
- an item poses a health or safety threat.
- an item which is counter to the ethos of the Academy: for example, material
- which might cause tension between one community and another and is illegal to have.

### What to do with Confiscated Items

Staff should record on behavior watch any confiscated items and the grounds for the action. A message should be sent home to parents/carers inform them that an item has been confiscated and why as well as how the item may be returned.

Students have a right to expect that confiscated items (especially those of monetary or emotional value) will be stored safely until they can be returned. Items of obvious value should be appropriately stored (for example, in a locked cupboard).

There may be some instances when the Academy chooses not to return an item to the student:

- Items of no value, such as an inappropriate message scrawled on a piece of paper, may simply be disposed of. However, staff should keep in mind that some items of seemingly no value may have emotional value to the child – staff should establish if this is the case before deciding whether or not to dispose of the confiscated item;
- Items of value which the student should not have brought to Academy or has misused in some way should be stored safely in Academy until a responsible family adult can come to retrieve them.
- other items which the student should not have had in their possession – particularly of an unlawful or hazardous nature – may be given by the Academy to an external agency for disposal or further action as necessary. This should always be followed by a letter to the parents confirming that this has taken place and the reasons for such action.

### Searching Students for Weapons, Drugs and Other Dangerous Materials

Legislation allows the Head Teacher and named staff to search students for weapons, drugs or other dangerous materials. It is the policy of HAT is that those nominated to authorise a search are the head teacher and a member of the Senior leadership team. The person authorising the search must be present during the search along with at least one other member of staff nominated by the SLT. A search such as this can only be carried out with the compliance and co-operation of the student. If deemed necessary and appropriate (before, during or after the search) parents will be informed.

If the student does not consent to the search then the police will be called to carry out the search in which case, parents

## **8 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.



## **8.1 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.

## **8.2 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.

## **8.3 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.

## **8.4 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 Academy/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

### **8.5 Quiet Rooms**

All staff are trained and brief on supporting a child in the Quiet room and safe space. Quiet rooms and safe spaces provide an opportunity for students to work through aggressive and violent behaviour without harm to themselves or others. Their use must be tightly monitored.

A student can be placed in a quiet room only if that is the best possible strategy available to protect the student or others from harm.

The interior of quiet rooms must be visible at all times from outside. A member of staff must supervise a student using a quiet room for 100% of the time spent in the room, either from inside or immediately outside. The time a student spends in a quiet room must not exceed the minimum required to resolve the immediate danger of harm to self or others. This does not apply if a student is choosing to spend time in the quiet room. The head teacher and governing body are aware of human rights legislation. They will not support the restriction of a student's right to freely leave a quiet room, unless there is an immediate danger of harm to the student or others. Such restriction will be treated as a physical restraint by the member(s) of staff involved.

Any restriction of a student's freedom to leave a quiet room should be continuously reviewed and should cease immediately that the danger to the student or others is sufficiently reduced. Each use of a quiet room should be decided according to the current situation and should never become a routine activity.

On occasion a student may request a period of 'time out' in a quiet room to avoid over stimulation, quiet time, or time away from other students. A distinction should be made between time out and withdrawal for each student.

Important definitions:

- Deprivation of liberty: being physically prevented from free movement.
- Seclusion: being forced to spend time alone against your will (requires statutory powers other than in an emergency).
- Time out: restricting positive reinforcement as part of a planned behavioural programme (requires written agreed plan – Behaviour Plan)
- Withdrawal: extended removal from a situation as part of a planned behavior intervention programme and with support for the continuation of work.

- Deprivation of liberty, "...may occur only if there is continual supervision..." and if it is applied in order to avoid what is deemed to be "...an extremely hazardous situation..." – ADVANCED TEAM TEACH TUTOR MANUAL – 2018.

NB: If a student is closed within The Safe Space (even when this does not fall under the above definition of deprivation liberty) then a member of staff must continue to supervise that student at all times. The member of staff supervising must monitor the child and intervene if the child is self-harming.

## **8.6 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**

## **9 Absconding**

Students occasionally leave the Trust's site, but return within a reasonable period. Once it is certain that a student has left Academy/college site the Catcote Head Teacher should be informed.

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. It may also be necessary to inform the police, the Head teacher or a member of the Senior leadership team will make this decision. Senior staff will need to use their professional judgement in deciding at what point this should be done.

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

All correspondence with parents/carers or other professionals should be recorded on behavior watch.

### **9.1 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 and 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's needs mean that 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 socially immature and vulnerable and consequently potentially at physical and moral risk

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

## **9.2 Monitoring**

The Academy monitors behavior incidents using behaviour watch. Incidents are reviewed on a weekly basis by the SLT and Key stage leads. STAR charts are completed by Teaching staff to support identifying trends and to discuss interventions to try within their classroom.

## **10 Thrive Intervention**

If repeated challenging behaviour is observed, the investigation into the root cause may highlight possible interruptions in the emotional development of a student. If this is deemed to be a possibility, then a Thrive assessment will be carried out to determine where any interruptions may be evident and an action plan put in place. This action plan would then feed into the students' engagement plan and additional timetabled 1:1 intervention may be appropriate from one of our licensed practitioners. Thrive interventions are not exclusively used for challenging behaviour and may be deemed suitable to support a number of issues related to mental health, emotional development and wellbeing.

## **11 Involvement of Outside Agencies**

The Trust works positively with external agencies such as Child and adolescent mental health (CAHMs), Educational Psychologist or Social worker. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

## 12 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.

## 13 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

## 14 Review Period

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

## 15 Definitions / Abbreviations

<b>Term</b>	<b>Meaning</b>
ADHD	Attention deficit hyperactivity disorder
ASD	Autism Spectrum Disorder
BEHAVIOUR WATCH	Trusts Information Management Systems
BFL	Behaviour For Learning
EFA	Education Funding Agency
HAT	Hartlepool Aspire Trust
HS1	Accident Form
MLD	Moderate learning Difficulties
PLMD	Profound and multiple learning difficulties
SEMHD	Social, Emotional, Mental, Health, difficulties
SIR	Serious Incident Report
SLD	Severe Learning Difficulties

## 16 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)	25 year	Behaviour Watch

## 17 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 student 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] Schools (Specification and Disposal of Articles) Regulations 2012
- [15] The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012