

February 2023



BEHAVIOUR POLICY

**Riverside Meadows Academy,
part of HORIZONS EDUCATION TRUST
AMERICAN LANE, HUNTINGDON, CAMBRIDGESHIRE. PE29 1TQ**

1. Aim

To create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment

2. Legislation and guidance

Our Behaviour Policy links to our Safeguarding Policy and DFE guidance on behaviour and exclusions.

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

- Behaviour and discipline in schools: advice for Head Teachers and school staff, 2016
- Behaviour in schools: advice for Head Teachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

This policy complies with our DFE funding agreement and articles of association. We have referenced legislation in relation to:

- A) Screening and searching pupils (offensive weapons are items that can cause harm are banned from the premises).
- B) The power to use reasonable force or physical contact
- C) Power to discipline beyond the school gate:
 - C1: Prevent repercussions of orderly running of the school
 - C2: Prevent and contain any threat to the general public
 - C3: Behaviours that may impact adversely on the school reputation or bring adverse publicity to the family
- D) Pastoral care for school staff and those subject to allegations of misconduct.
- E) Multi – agency assessment should be considered for pupils who display continuous disruptive behaviours.

3. Roles and responsibilities

The Academy Advisory Group and Head Teachers hold responsibilities with regard to Section 175 of the Education Act 2002 to ensure safeguarding and promoting the welfare of children and general duty within the Equality Act to eliminate discrimination.

In writing this policy the Trust has examined responsibilities under Section 88(1) of the Education and Inspections Act 2006 (EIA) to promote good behaviour and discipline in schools.

Our Trustees have considered the statement of principles under Section 88(2) of the Education and Inspections Act 2006 in relation to the approval of powers of the Head Teacher and staff for operation of this Behaviour Policy.

Our Trustees have considered and delegated the responsibilities for DFE 'Behaviour in Schools' September 2022, 'Searching, screening and confiscation' advice to schools September 2022 to Head Teachers and the governance to the Academy Advisory Group.

Head Teacher: responsible for implementing and monitoring the DFE behaviour guidance adopted by the Trust and training their staff to respond to behaviour in school and outside premises. Analysis of behaviours enable behaviours to reduce and enable the school to have strategies for specific behaviour issues: Child on child sexual violence and sexual harassment, behaviour incidents online, mobile phones and suspected criminal behaviour.

Academy Advisory Group: responsible for monitoring this policy effectiveness and supporting any panels required to support the Complaints Procedure.

The CEO for the Trust:

- Monitor the whole implementation of the Policy and alert Trustees of risks to the school and high - risk concerns.
- Monitor the whole school impact of behaviour outcomes with evidence for personal development and attendance for the SEF updates.
- Challenge Head Teachers to identify likely triggers for behaviours due to SEND and support plans to mitigate these risks.
- Set targets with heads to make whole school improvements with behaviour and when necessary, challenge schools to make improvements for the best interests and safeguarding of pupils in schools.

The Head Teacher:

- Implementation plan and targets for behaviour
- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour as detailed in DFE guidance about environments where children can flourish.
- Ensuring that staff manage behaviour effectively
- Monitoring how all staff implement this policy to ensure the policy is followed consistently.
- Providing new staff with a clear induction into the school's therapeutic culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour support, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy and in supervision meetings with DSLs links behaviour to contextual safeguarding issues.

Teachers and staff:

Staff are responsible for:

- Following and implementing the Policy
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear expectations and positive role models
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly

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

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

4. Key Beliefs

At Riverside Meadows Academy, we believe that:

- Children and young people want to behave well,
- Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately
- With the right support and intervention children and young people can learn to improve their behaviour and manage well.
- Mistakes are part of the learning process and we recognize that all of our children and young people are at different stages of the developmental process
- All of our children have learning difficulties which impact on how they learn to behave
- All adults can learn strategies to support young people to improve their behaviour

We adults can support the children and young people in our school by:

- The quality of our relationships with each other and them
- The quality of our provision

- A well-informed understanding of their needs
- The scaffolding we put in place
- Observation, evidence gathering and analysis – so that our interventions are well informed and planned
- Working in close partnership with parents and carers
- Investing time to allow children to practise and make mistakes

Using a range of strategies, including:

- Accessible modes of communication
- Clear and realistic expectations
- Rules
- Routines
- The language of choice
- Rewards and consequences
- Reparation wherever possible and appropriate
- Descriptive praise
- Fair and predictable responses to both negative and positive behaviour

4. Key Beliefs explained

We believe that:

Children and young people want to behave well

We believe that our children and young people are happy when they behave well and when that behaviour is recognised and acknowledged by adults and their peers. Children are able to behave well when their needs are well met in school, at home and in the community

Behaviour and communication are often linked

How children behave gives us important information about how they are feeling.

Supporting children to effectively communicate is a very important part of supporting children and young people to behave appropriately.

Children with profound and complex needs will need a personalised approach to behaviour management and consideration must be given to sensory needs, pain thresholds and levels of stimulation and engagement

Children and young people can learn to improve their behaviour

Children and young people at Riverside Meadows Academy find learning difficult: learning new behaviour is a task, just like learning to read or write.

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

Most of our children and young people learn in small, incremental steps over a very long period of time.

Emotions are also displayed as behaviour. Encouraging young people to regulate their emotions through support and guidance is important too.

Mistakes are part of the learning process

We don't make a judgement about it – instead we support our children and young people to get it right.

All adults can learn strategies to support children and young people to improve their behaviour

Most adults have evolved ways of responding to children's behaviour based on a combination of personal and professional experiences and training and experiential learning.

At Riverside Meadows Academy we encourage all staff to reflect on what may be the underlying issues that drive or trigger behaviour in children, and to think about ways of responding to challenging behaviour in a non-judgemental and supportive way.

This can be very difficult especially if a child is aggressive or targeting others in a very focused way. As a school we will support staff to develop their own emotional resilience through professional support. This may be peer to peer, group or individual support and can draw on a range of expertise within school and beyond. (Lead professionals, Mentors, Educational Psychologists, CAHMS, etc). The Trust provides access to an Employee Assistance scheme which provides 24/7 counselling and support.

All adults must be committed to developing their practice and sharing their skills and experiences. This is a commitment to ongoing professional development - our commitment to Coaching and Mentoring, reflective practice and peer support improves performance and professional competence.

5. Responding to behaviour

At Riverside Meadows Academy, through our relationships, provision and scaffolding in place we aim to support our young people to be safe, calm learners:

Adults can support children and young people by:

The quality of our relationships with each other and them

- a) Our relationships with each other are supported and developed by our Staff Relationship Guidelines. They provide a framework to help us to provide good models of behaviour at all times for our children and young people.
- b) The quality of our relationships with our children and young people. These relationships are crucial. Each adult is a significant adult for our children and young people. To foster successful, enabling relationships we need to:
 - Actively build trust and rapport – they have to be earned: they're not given
 - We should have high expectations for all children and young people and when we demonstrate our belief in them, it supports them to succeed.
 - We always treat children and young people with dignity and respect, e.g., by saying 'thank you'; by communicating carefully and clearly in a way that is accessible to them and their current level of need
 - Adults should listen respectfully to the child or young person, and make a judgement about how/when to respond
 - Invest in your relationships with the children and have fun together
 - Consider what might be behind the behaviour; why the child or young person is behaving in this way. There will always be a reason: the behaviour is a symptom of something that we need to identify

- See things through, e.g., consequences in place as a response to particular behaviours, both desirable and undesirable
- Keep our word – and if, for some reason, we are unable to honour a commitment to a child or young person, to communicate clearly and honestly about why this has happened
- Identify the strengths in the child or young person – identify these with the child and build on it. If a child is not able to do this, advocate for the child within the team or professional group
- Apologize if you make a mistake – you are modelling this for the child or young person, and this will support you to build trust and respect
- Name and manage your own emotional reactions to children and young people's behaviour, i.e., always demonstrate emotionally intelligent behaviour. Seek help if you are finding it difficult to manage your feelings about a child or young person
- It is important to resolve difficult feelings about children's behaviour – it is unhelpful history. Focus instead on getting it right in the future
- Quietly but firmly hold appropriate boundaries for the children and young people

- Seek support from wider professional networks to problem-solve challenging behaviour
- We are always respectful to children; we do not talk about them over their heads or in front of other children
- We are non-judgemental about children's life experiences, but we use evidence to inform our planning for them

The quality of our provision is important. If we are able to meet each child at his/her point of need, it is more likely that challenging or unhelpful behaviour will decrease or stop. To do this we need to:

- Accurately assess the child or young person's needs
- Plan to meet the child or young person's range of needs specific to the plans drawn up by their professional group, e.g., equipment, staffing, sensory needs
- Support the child to develop high levels of resilience and have high expectations for every child
- Support children and young people to develop high self-esteem, so that they believe that they can succeed
- Frequent positive reinforcement when things are going well and minimal feedback for low level undesirable behaviours. Focus on what you want the child to do.
- Know what motivates each child or young person
- Personalized learning to ensure that we meet each child or young person at his/her point of development
- Where appropriate, include the children and young people in the target-setting and evaluation process for outcomes measurement, using appropriate language and methods (self-assessment)
- Give the child or young person feedback on progress in a supportive way that makes sense to them, focusing particularly on their achievements and what they need to do to make further progress
- Praise the children and young people for their specific achievements, i.e. descriptive praise and do this often
- Actively teach the children and young people behaviour for learning

The scaffolding we put in place – by this we mean all the things we do to support our children and young people to manage their own behaviour successfully

Rules (or Behaviour Codes) support positive behaviour. They should be:

- Few in number
- Where developmentally appropriate, agreed with children and young people
- Communicated in a way that the children and young people can understand, including visual cues, objects of reference, social stories etc.
- Stated in the positive – things we are going to do
- Regularly referred to by all staff with children and young people
- Appropriate to the activity and developmental range

Routines support our children and young people by fixing desired behaviours in their minds. They must be explicitly taught – don't assume they know them. You will need to teach routines for all activities. The more consistency there is over routines, the easier it is for our children and young people. Routines also support behaviour for learning.

The language of choice

This is part of helping our children and young people to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both good and bad.

We use specific descriptive praise when we see them making a good choice – we can never do too much of this.

We link consequences to the choices they make, to help them make the best choice.

This communication:

- Increases children and young people's sense of responsibility
- Regards mistakes as part of learning
- Removes the struggle for power
- Is positive
- Where appropriate, overtly links responsibility, choice and consequence
- Helps them to take responsibility
- Helps them to manage their own behaviour
- Increases their independence

Levels of behaviour, actioning and monitoring

Staff will categorise behaviours into three categories. These are Low, Medium and High. A non-exhaustive list of behaviours, how they would be actioned and how they would be monitored is included in Appendix 3.

6. Rewards and Consequences

Daily Rewards

Rewards at Riverside Meadows are wide and varied and are bespoke to each individual pupil. We don't believe in a 'one hat fits all' approach and may use the following strategies, though this is not an exhaustive list.

- Descriptive praise
- Symbolic rewards
- Communication with parents and carers to inform them of the behaviour or achievement
- Special responsibilities/privileges
- Preferred activities above and beyond the scheduled daily activities (e.g. sensory room, bike, IPAD, choosing time)

They are linked to positive choices and achievements. They focus on the specific behaviours we wish to improve.

Participation and effort rewards throughout the week

Longer term rewards are awarded by collecting points throughout the week. Points range from 0 (refused to attend lesson) to 5 (exceptional effort), with 3 the standard score. The weekly rewards are scaffolded dependent upon percentage of achievable points achieved, and increase in value and duration of the reward. The student body will select these rewards and regularly review them. All reward weeks run from Thursday to Thursday, with rewards taken during Friday enrichment.

End of term rewards

Like weekly rewards these are scaffolded based upon learners' participation and effort throughout the term and are decided upon by the student body. End of term rewards take place on the last day of the term.

Consequences

We do not believe in sanctions or punishment. Example:

Behaviour	Consequence
Child or young person disrupts activity or behaves in a way that makes other children feel unsafe	Child or young person has a break Child or young person is supported by an adult to reflect on their behaviour Child or young person could apologise to the group, for his/her specific actions and carries on with the activity, if appropriate

It is important for our children and young people to clearly link a specific behaviour with its consequence.

The consequence needs to be a natural consequence, which makes sense to a child.

It is also important for adults to review what has happened. Was there anything that could have been done differently to support this child or young person to manage?

Reparation means repairing relationships, or 'making good' in some way

We believe that children and young people should always be given the opportunity to repair, and that they want to do this. We do not believe in the concept of punishment, because it focuses the child or young person's mind on the punishment, rather than what s/he did. This frequently leads to children and young people feeling angry about the punishment, rather than thinking about the effect of their behaviour on others. Where developmentally appropriate, we support children and young people to take responsibility for what they have done and to repair it with the other person(s) involved/affected.

Even children with complex difficulties can be supported to repair: we can't make assumptions about what children feel. Unresolved difficulties can make children and young people very anxious and this can cause behaviour to escalate or become habitual.

Descriptive Praise

If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote, e.g.

'I liked the way you came the first time I asked.'

'I noticed how kindly you supported _S_. Thank you.'

'Thank you for returning to the activity so promptly.'

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

7. Behaviours that challenge

The majority of children and young people at the school will respond positively when staff work within these guidelines but some of our children and young people need additional support to learn to manage or regulate their behaviour.

We do this by:

- Working in line with this Policy
- Putting in additional scaffolding, tailored to the specific needs of each child or young person.
- Multi-agency review
- Observations in a range of contexts, including home visits
- Medical investigations to ensure that the pupil is not in pain or unwell
- Making the routines/strategies more detailed
- Drawing up a Risk Assessment and Positive Handling Plan detailing action to be taken when identified behaviour occurs. This is shared with the child or young person, parent and other staff
- Drawing on additional resources from beyond the school, e.g. CAHMS, EP support, Disabled Children's Team and medical specialists
- Parental and family support to implement changes in strategies

Some children need very specific and detailed planning to access education. When significant adaptations are agreed to a pupil's learning day, we approve plans jointly with the parents and carers with Multi Agency Support Team, The Local Education Authority and external agencies.

If after these actions are completed the child or young person is continuing to show exceptional behavioural needs at high risk, we will work with the Local Authority to ensure the appropriate support is provided. An outcome could mean risk to school placement if the school is unable to meet the needs of this child going forward.

8. Bullying (including Cyber-bullying)

- We do not tolerate bullying
- Bullying should never be ignored
- All instances of bullying must be recorded
- Parents and carers should be informed by staff via telephone or in face to face contact
- Every instance needs to be addressed, in line with this policy, with each child or young person involved taking responsibility for his/her actions, apologizing and agreeing to stop/change the behaviour causing concern
- Children and young people need to be supported to develop age-appropriate level E-safety skills, so that they are able to keep themselves safe on-line and report cyber-bullying

Further guidance is available in the school's **Anti-Bullying Policy**

9. Responding to prejudice related incidents

- Although quite rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are not acceptable within our school's community
- They should be dealt with in line with this Prejudice Related Incidents Policy with further advice and a coordinated response from Senior Leadership Team
- They **MUST** be recorded appropriately, including all follow-up action
- Some children use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach children how to be respectful to each other

Further guidance is available in the school's **Responding to Prejudice related Incidents Policy**

10. Use of Physical Intervention

This policy does not seek to provide a full legal summary nor to offer advice for the context in which any incident might occur. However, it is important to recognise that the use of restrictive physical interventions (RPI) needs to be consistent with the Human Rights Act (1998) and the United Nations Convention on the rights of the child.

Rights of the Child (ratified 1991). These are based on the assumption that every child and young person is entitled to:

- Respect for his or her private life
- The right not to be subjected to inhuman or degrading treatment
- The right to liberty and security
- The right not to be discriminated against in his/her enjoyment of those rights.

DFE Behaviour in Schools (2022) provides schools with guidance on use of reasonable force – advice for school leaders and governing bodies and clarifies that staff can use reasonable force 'reasonable force means using no more force than is needed' (Page 22).

Restrictive physical interventions need to be child or young person specific, integrated with other less intrusive approaches, and clearly part of an education or placement plan approach to reduce risk to an acceptable level when needed. They must not ever become a standard way of managing children and young people, or as a substitute for training in people related skills.

The school does maintain a Positive Touch Policy which enables staff to work with students using touch in an appropriate way if required to guide or reassure.

Physical intervention must not to be used simply to maintain or bolster good order in the classroom or other learning environment. It is expected that its use will be rare, in exceptional circumstances when a particular need arises. It should never become habitual or routine.

The Statutory Framework states that physical intervention can only be taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.

If we always start from the premise of 'does this practice comply with the regulation/guidance about restraint?' We cannot underestimate the emotional impact that incidents can have on children, including long-term, adverse effects on their mental health.
(Reducing the need for restraint and restrictive

intervention. DoE, March 2018)

Restrictive physical intervention' or 'RPI' should be interpreted as describing direct safeguarding action. The term 'restrictive physical intervention' is defined by the DfES/DoH (2002) as being 'designed to prevent movement or mobility or to disengage from dangerous or harmful physical contact...' There are 4 main principles underpinning any physical intervention:

- Restrictive Physical Interventions should, wherever possible, be avoided.
- There are occasions when the use of such interventions would be appropriate.
- Such interventions should always be necessary, reasonable and proportional to the circumstances.
- When restrictive physical interventions are necessary, they should recognise the need to maintain the dignity of all concerned as well as always being intended to preserve their safety.

It is a criminal offence to use physical force, or to threaten to use force (for example, by raising a fist, or threat), unless the circumstances give rise to a 'lawful excuse' or justification for use of force. (DfE/DoH 2002)

It is not always possible to have a 'zero tolerance' approach. Restraint is Permissible in DfE guidance 2022. Our starting point should always be the rights, needs and safety of the child (and other children, young people and adults present).

We know that emergencies and unforeseen circumstances can happen. We may find instances of an unplanned response to prevent harm in an emergency. If this has happened, we expect an immediate review and risk assessment and a plan that considers the use of proactive strategies and less restrictive options. (Positive environments where children can flourish, OFSTED, March 2018).

All incidents requiring physical intervention, must be recorded in the 'Bound and Numbered book' which can be found in the main school office.

Further guidance is available in the school's **Physical Intervention Policy**

11. Children and young people with Autism, ADHD, FASD and other diagnosed disorders or conditions

Pupils with specific diagnosed conditions may be more likely than others to experience difficulties with the school environment and consequently may develop or display challenging behaviours. Careful environmental and behaviour management is needed to prevent problems and reduce patterns of entrenched behaviours. Riverside Meadows recognises that many of our pupils may require individual timetables or dedicated 1-1 staffing in order to access the school day. Where funded this provision will always be provided, but for unfunded students we will endeavour to put into place appropriate strategies to allow them to succeed.

In many cases pupils benefit from low arousal environments which are structured, predictable and promote calmness. The use of visual prompts and reduced auditory communication can be key when working with pupils. Staff must also appreciate that many of our learners have difficulties in processing information and so may require additional time to follow an instruction.

Staff have to be aware that their own actions and responses can be the cause of some of our pupil's behaviours through lack of knowledge of specific pupil needs. Staff need to be aware of the personal preferences and behavioural triggers of pupils which are detailed in behaviour profiles for those children who require them.

We understand that pro-social behaviours must be taught and explicit guidance must be given. Consequences of any action must be made clear and the development of flexible thinking and acceptance of change should be encouraged. Through training staff will be given skills to analyse behaviours which may be linked to 4 areas of impairment.

12. Our Restorative approaches

Relationships between children and young people and those who look after them should be guided by the following principles:

- Children, young people, and adults are all at different stages of learning and/or emotional development regardless of their chronological age or how long one might have been in a given setting.
- Effective communication helps resolve conflict. Misunderstanding or ineffective communication is likely to cause or deepen conflict.
- People have different skills/abilities to manage in any given situation.
- The task of all working at Riverside Meadows is to promote and facilitate the development and growth of young people and everyone else in a setting. This includes the development of effective communication.
- Those who present the most difficulties often have the greatest opportunity for change and development.
- Significant or complex change/development needs planning and managing.
- Restorative Practice is a framework for managing and learning about young people's needs.
- Restorative Practice also safely allows adults to acknowledge where they get things wrong, and to put things right. It discourages blame and promotes fairness and responsibility. (Petrie et al, 2009)

Outline of the Approach

Traditional behaviour management asks the questions: What happened? Who's to blame? and What is the correct response? This frequently involves punishment.

The Restorative Approach asks the questions to the harmer:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen to make things right?

And to those harmed:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Using this approach helps the child or young person to understand the effects of their behaviour and, with support, identify ways of modifying it in the future.

Restorative Approaches provide Riverside Meadows with a range of practices which promote mutually respectful relationships and manage behaviour and conflict, address bullying and absences and build community cohesion. Restorative Approaches offer a framework upon which to build on existing good practice.

A restorative approach is a paradigm shift in the language we use to address conflict and inappropriate behaviour. In any incident of inappropriate behaviour we need to establish the facts. Restorative questioning allows those involved to tell their story, from their perspective, and be listened to in a way which assures no pre-judgment.

A restorative intervention is voluntary for all those involved and paradoxically, it is the voluntary nature of the approach that encourages people to participate. The restorative approach becomes a 'way of being'. (Restorative Approaches in Lancashire: Improving Outcomes, (2009/2010).

At Riverside Meadows, pupils are given the opportunity to reflect on their actions and the chance to put things right through mediation and discussion.

Low level behaviours are dealt with by class teachers and TLMs using the restorative questions above.

All medium and high-level behaviours are followed with a reflection period, often supported with a member of staff. This reflection is graded upon the seriousness of the incident as decided by SLT.

Red reflection takes place in class with additional 1:1 support

Blue reflection takes place during non-structured time (break or lunch times) with 1:1 support

Purple reflection is for students who need a full day to reflect upon their behaviours. The student will be placed into purple reflection in a separate room, away from peers, with 1:1 or small group:1 support.

A restorative conversation with any pupils or members of staff hurt or injured by another pupil will also take place to ensure that a fresh start can take place the following day and that no animosity builds up.

13. Use of Team Teach

Team Teach is one of the largest training providers in behaviour support and management including physical interventions. It is accredited by ICM (Institute for Conflict Management). The objective of the training is to develop shared values within the staff team which promote the attitudes, skills and knowledge needed to implement positive handling strategies for supporting a child or young person presenting challenging behaviour. The term 'positive handling' is used to describe a holistic approach involving policy, guidance, management of the environment and deployment of staff. The training supports staff in reflecting upon and managing their own feelings and behaviour and in developing strategies for diversion, diffusion and de-escalation in challenging situations. In the minority of situations where physical restraint may form part of a positive response, Team Teach provides a range of safe, effective, humane physical intervention techniques. The emphasis on positive handling planning is promoted to help reduce the number of incidences when restrictive physical intervention is necessary. The importance of the process in place for post incident support is also emphasised for both child or young person and the adults involved restoring, repairing, and hopefully improving relationships.

The school has a policy of ensuring that all members of staff in each class have been on the team-teach training course (12 hour – Level 2), every two years staff also attend a refresher session in order to keep their knowledge and skills relevant. Team teach provides training for staff in a gradual graded range of behaviour supports and interventions with an emphasis on calm communication and defusing skills underpinned by values and principles that fit within the schools' ethos of positive educational care.

Any complaints or allegations regarding any physical intervention must be reported and follow school policies and procedures.

14. Restricting Liberties

At the school, children and young people **may never be:**

Locked in a room alone, without support and supervision

Deprived of food/drink

Denied access to a toilet

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

If a pupil is in a safe space the incident must be fully recorded, and it must be shared with parents/carer.

If there is a plan to provide safety of a safe space this must be notified to the Trust and Safeguarding and Social Care, if the pupil is not known to the Disabled Children's Team.

A multi-agency planning and strategy meeting must be arranged at the earliest opportunity following an incident. The child's risk assessment must be updated to reflect the exceptional use of safe space and approval gained. Any incidents which resulted in a safe space must also be shared with the CEO for the Trust and appropriate members of the governing body.

Corporal punishment is illegal and is never used at the school.

Contingent touch may be used appropriately e.g. pat on shoulder in a public place, in the appropriate context or to comfort a young child if they have fallen etc. This is covered in the Positive Touch Policy.

'Holding' may be used appropriately; by this we mean providing physical direction similar to contingent touch but more directive in nature, e.g. the young person is led or guided away by hand/arm/around shoulder (using Team Teach practices) A few young people with complex sensory needs may also request squeezing or deep pressure. This will be documented in pupil behaviour and risk assessment files.

There are many types of equipment that, when used after assessment and under supervision and with occupational therapy oversight and training, can make children's lives more comfortable. Sensory rooms and tents can offer some children really positive experiences. Weighted belts and other sensory equipment can help children to move around their environment more confidently.

Weighted blankets and quilts can help children to block out unwanted sensory information and feel more secure. (Reducing the need for restraint and restrictive intervention. DfE, March 2018)

15. Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#)

All students and their bags are searched upon entrance to the academy. It is expected that mobile phones and electronic devices are handed over to the staff team.

Metal detectors are also periodically used to locate mobile phones and potential weapons on students.

Periodic searches can take place throughout the day, in particular if there is a concern that equipment has been taken from school rooms.

16. Suspensions (Exclusions)

We do not believe that exclusions are the most effective way to support pupils with SEND, and we will always try to adapt and personalize provision for all of our pupils in order to ensure that they are able to access education.

In exceptional circumstances it may be necessary to suspend (exclude) a pupil for a fixed time period and this would always be considered very carefully. Exceptional circumstances include, but are not limited to:

- Incidents where the safety of the pupil, other pupils or staff is seriously compromised
- Incidents of knife crime or the deliberate use of weapons in school
- Incidents of physical violence / assault
- Incidents of sexual violence/ assault
- Incidents of significant deliberate damage to property

Decisions to exclude pupils are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the child or young person.

Exclusions can also be managed internally and a child or young person may be removed from class for a fixed period of time at the discretion of the Head Teacher.

Permanent exclusions

It will be extremely rare for us to permanently exclude a pupil at Riverside Meadows Academy.

In the event that Riverside Meadows is not able to meet the needs of an individual pupil, we will always aim to work with the child and young person's family and the Local Education Authority to identify a suitable alternative placement for a managed move. All exclusions will always be reported to our CEO for Horizons Education Trust, Governing Body, Local Authority and, where appropriate, the allocated social worker or Head of the Virtual School for Looked After Pupils.

Further guidance is available in the school's **Exclusion Policy**

17. Monitoring

To be read alongside Appendix 3

Incident of behaviour are to be recorded on the Behaviour Recording Form (Appendix 1) For low level behaviour forms, these are submitted directly to the administration assistant for logging and uploading onto the school server into the student's behaviour files, complete with staff actions.

2) For Medium and High- level behaviour forms, these are completed by staff, complete with any actions taken. SLT will then decide if further action needs to be taken and inform the relevant members of staff of the action. The form will then be passed onto the office to make a log of the incident and upload it to the school server into the students' behaviour files, complete with staff actions.

Depending on the frequency, severity or concern an internal meeting may be arranged to talk through the behaviour/risk. The students Individual Behaviour Plan would then be updated to reflect the new risks. This will be read and followed by all staff working with the young person. These plans are reviewed regularly and monitored. They also feed into the students EHCP Annual Review Process.

Appendix 1: Behaviour Logging form

Electronic Behaviours Recording Form

Sections A-D must be completed. Section E is for RPIs only.

Please return to SLT once completed, with actions.

SECTION A				
Name of Student: Click or tap here to enter text.		Date of Incident: Click or tap to enter a date.		Time of Incident: Click or tap here to enter text.
Form Tutor Click or tap here to enter text.		Location: Click or tap here to enter text.		Staff Involved: Click or tap here to enter text.
Low Level Behaviours				
<input type="checkbox"/> Passive swearing		<input type="checkbox"/> Not in uniform		<input type="checkbox"/> Refusal to follow instructions
<input type="checkbox"/> Persistent lateness		<input type="checkbox"/> Disrupting learning		<input type="checkbox"/> Other. Click or tap here to enter text.
Medium Level Behaviours				
<input type="checkbox"/> Direct swearing at staff		<input type="checkbox"/> Leaving lesson without permission		<input type="checkbox"/> Taking property
<input type="checkbox"/> Swearing at peers		<input type="checkbox"/> Minor damage to property		<input type="checkbox"/> Repeated refusal to work
				<input type="checkbox"/> Other Click or tap here to enter text.
High Level Behaviours				
<input type="checkbox"/> Threats to staff		<input type="checkbox"/> Physical assault		<input type="checkbox"/> Assault
<input type="checkbox"/> Violence		<input type="checkbox"/> Truancy		<input type="checkbox"/> Extremism
<input type="checkbox"/> Repeated bullying		<input type="checkbox"/> Smoking / vaping		<input type="checkbox"/> Major H&S violation
<input type="checkbox"/> Sexual misconduct		<input type="checkbox"/> Weapon possession		<input type="checkbox"/> Theft
<input type="checkbox"/> Prejudice		<input type="checkbox"/> Bullying		<input type="checkbox"/> Other Click or tap here to enter text.
What happened in the build up to the incident? (antecedents)				
<i>E.g., Who was there? What was the pupil doing? What were other pupils and staff doing? Had anyone said anything?</i>				
Click or tap here to enter text.				
Describe the behaviours (behaviours)				
<i>E.g., How did it start? What exactly did the pupil do? How long did it last for? What did it look like? Who was involved?</i>				
Click or tap here to enter text.				
De-escalation techniques used?				
<input type="checkbox"/> Humour		<input type="checkbox"/> Verbal advice and support		<input type="checkbox"/> Firm clear directions
<input type="checkbox"/> Distraction		<input type="checkbox"/> Diversion		<input type="checkbox"/> Negotiation
<input type="checkbox"/> Calm talking		<input type="checkbox"/> Calm stance		<input type="checkbox"/> Planned ignoring
		<input type="checkbox"/> Patience		<input type="checkbox"/> Withdrawal offered
<input type="checkbox"/> Swap adult		<input type="checkbox"/> Reminders about consequences		<input type="checkbox"/> Success reminders
				<input type="checkbox"/> Limited choices
				<input type="checkbox"/> Contingent touch
				<input type="checkbox"/> Withdrawal directed
				<input type="checkbox"/> Other

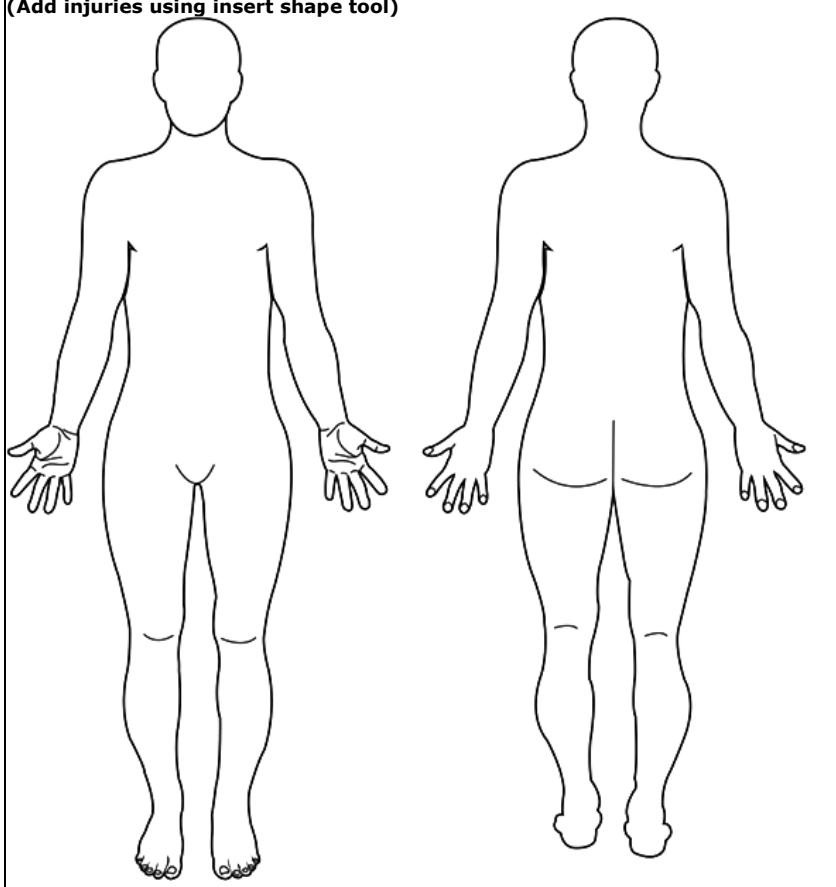
			Click or tap here to enter text.
What happened after the behaviour?			
<i>E.g., How did the pupil and others (pupils and staff) respond? What caused the pupil to stop? What did you do or say?</i>			
<input type="checkbox"/> Physical Intervention was required (please complete RPI page too) Click or tap here to enter text.			
Was this intervention effective? If so, how?			
Click or tap here to enter text.			

SECTION B		
Relevant External Agencies / Stakeholders informed?		
<i>Grey boxes to be informed by SLT / SEND Case Team</i>		
<input type="checkbox"/> Responsible Person, e.g. parent or guardian Who: Click or tap here to enter text.	<input type="checkbox"/> LADO	<input type="checkbox"/> Placing Authority
<input type="checkbox"/> Social worker (if child has one allocated, they must be informed too)	<input type="checkbox"/> Safer Schools Partnership Support Officer	<input type="checkbox"/> Health and Safety Report (RIDDOR)
<input type="checkbox"/> Medical referral	<input type="checkbox"/> Other: Click or tap here to enter text.	

SECTION C
Restorative Conversation Section
To be complete within 24 hours of incident
What happened? Click or tap here to enter text.
What were you thinking about at the time? Click or tap here to enter text.
What have your thoughts been since? Click or tap here to enter text.
Who has been affected by what you did? Click or tap here to enter text.
In what way have they been affected? Click or tap here to enter text.
What do you think needs to happen next?

Click or tap here to enter text.

TO BE COMPLETED BY LEADERSHIP / ADMIN TEAM SECTION F Behaviour Outcome
Low Level - Click or tap here to enter text.
Med Level - Click or tap here to enter text.
High Level - Click or tap here to enter text.
<i>Member of staff to lead support, dates, etc?</i> Click or tap here to enter text.

SECTION D	
Medical / First Aid Section	
<input type="checkbox"/> The behaviour incident does not require first aid	
<input type="checkbox"/> This is a first aid incident	<input type="checkbox"/> This is an RPI first aid check
What medical intervention was required, if any? List treatments below, along with any resources used.	
Click or tap here to enter text.	
First Aid Check – To be carried out by First Aid qualified person	
Name of person carrying out check:	Click or tap here to enter text.
Body Map of Injuries (Add injuries using insert shape tool)	Description of any injury and location. If no visible injuries or student refuses check also log here: Click or tap here to enter text.
	

SECTION E

Physical Intervention Section

Only to be completed if a Restraint or Physical Intervention Occurs

A FIRST AID CHECK MUST BE COMPLETED ON THE PUPIL AND RECORDED BEFORE THEY LEAVE THE SITE

Why was the measure necessary? (Tick all that apply)

<input type="checkbox"/> Risk to self	<input type="checkbox"/> Risk to Safe Physical Environment	<input type="checkbox"/> Prevention of Psychological Distress	<input type="checkbox"/> Prevention of Criminal offence
<input type="checkbox"/> Risk to others	<input type="checkbox"/> Risk to Safe Psychological Environment	<input type="checkbox"/> Prevention of Physical Harm	<input type="checkbox"/> Temporary Loss of Competence or Capacity

What Restraint or Physical Intervention Strategy was used, and for how long?


Please note some techniques below are for advanced trained staff only.

RPI hold	Time	RPI hold	Time
<input type="checkbox"/> Single elbow	Click or tap here to enter text.	<input type="checkbox"/> Two-person single elbow	Click or tap here to enter text.
<input type="checkbox"/> Double elbow	Click or tap here to enter text.	<input type="checkbox"/> Two person double elbow	Click or tap here to enter text.
<input type="checkbox"/> Half shield	Click or tap here to enter text.	<input type="checkbox"/> Seated single elbow	Click or tap here to enter text.
	Click or tap here to enter text.	<input type="checkbox"/> Two person seated single elbow	Click or tap here to enter text.
<input type="checkbox"/> Figure of Four	Click or tap here to enter text.	<input type="checkbox"/> Front ground recovery (prone)	Click or tap here to enter text.
	Click or tap here to enter text.	<input type="checkbox"/> Back ground recovery	Click or tap here to enter text.

Please write a full and detailed description of all the holds carried out in order, including any witnesses and reasons holds were changed

Click or tap here to enter text.

Appendix 2 – Individual Student Risk Assessment & Behaviour Plan

<p>Individual student risk assessment & behaviour plan</p>  <p>Riverside Meadows Academy</p>		<p>Date of initial risk assessment as part of admission process:</p>	<p>Dates this document was most recently reviewed/updated:</p>
		<p>Next review date (maximum of six weeks):</p>	
<p>Student name</p>			
<p>School & Site</p>			
<p>Brief academic history</p>			
<p>Any relevant medical information?</p>			

EHCP CP PLAN CIN TAC LAC YOS Other:

Section A

Student Needs (taken from EHCP)

Any relevant information collected and written during admissions meeting. Other identified needs added by staff team during academic year

Identified Need & EHCP Outcomes	On EHCP? ✓ if applicable	How need is to be met through curriculum?	How need is to be met through enrichment?

Section B

Risk assessment

Any relevant information collected and written during admissions meeting. Risk then assessed by SLT & additional measures put in place before student starts. Reviewed by behaviour lead and SEMH practitioners termly, moderated by behaviour lead and SLT.

Hazards	✓ if applicable	Comments / Control measures	H/M/L Risk
◆ Bites / spits			

◆ Grapples / wrestles / pushes			
◆ Head butts			
◆ Kicks / stamps			
◆ Lies on floor / thrashes about on floor			
◆ Self-harm (Please specify examples)			
◆ Shouts / screams			
◆ Slams doors			
◆ Slaps / punches			
◆ Pinches / scratches			
◆ Pulls hair			
◆ Throws items			
◆ Carries weapons			
◆ Attempts to make weapons			
◆ Unpredictable behaviour			
◆ Verbal abuse / threats			
◆ Causes damage to property			
◆ Disruption to classes			
◆ Graffiti			

◆ Absconds			
◆ Steals			
◆ Targets other pupils / other individuals			
◆ Arson			
◆ Climbs			
◆ Unsafe behaviour in car / transport			
◆ Holds grudges (Please specify examples)			
Section C General control measures	✓ if in place * if not or n/a	If 'x' state the action to be taken with timescales or indicate any additional control measures. Any further comments.	
In class adult to child ratio 2:8			
High adult to pupil ratio for structured activities / break time / lunch time			
Familiarisation with new premises			
Key stage zones have fobbed doors to keep pupils in designated areas			
Pupils always escorted by staff when moving out of key stage zone and around the school the site			
Secure perimeter fence line around school building with padlocked gates			
Transport arrangements (please specific – PA, seating plan, loan)			

Arrival and departure – pupils are escorted from parent / guardian or taxi in to school and from school to parent / guardian or taxi at the beginning and end of the school day		
Use of wand to search pupil on arrival		
Removal of any items pupils have on them which may be unsafe to a safe place for the duration of the school day		
Class staff to have use of radio with SEMH learner practitioners, behaviour lead and SLT on call to offer additional support		
All staff have basic (intermediate) Team Teach training		
SEMH learner practitioners, behaviour lead and SLT to have advanced Team Teach training		
Regulation rooms (ILR) available within key stage zones to offer time out and support de-escalation and regulation		
Individual pupil profile		
Behaviour plan, positive handling plan and pupil support program document personalised for individual pupil		
Section D Additional control measures (only required where control measures above aren't adequate to manage risk) Personalised controls to be added for individuals where needed	✓ if in place * if not or n/a	If '*' state the action to be taken with timescales or indicate any additional control measures. Any further comments.
◆ Alternative curriculum		
◆ Reduced time table approved by Local Authority		

◆ Targeted intervention		
◆ Planned additional adult support (Intervention/Learner practitioner/SENDCo/SLT)		
◆ Changes made to classroom environment / layout		
◆ Further transport risk assessment by the LA		
◆ Further support required for trips/visits		
◆ Behaviour plan (Support - PSP/ Health PHP) revisited with learner practitioners and Behaviour lead input		Reviewed termly, moderated termly
◆ Additional Team Teach training for staff		
◆		
◆		
Support / Involvement with other agencies Please add where additional agencies are involved	Current involvement	Comments (to include role and actions to keep pupil safe
◆ Statutory Assessment		
◆ Attendance manager		
◆ Pastoral team		
◆ Early help team (FSW, EHW, F4M)		
◆ Social worker		
◆ Educational psychologist		

◆ GP		
◆ Paediatrician		
◆ CAMHS		
◆ Police		
◆ Youth offending service		

Section E

Behaviour plan

Positive handling plan and pupil support program. Updated by all staff. Reviewed termly, moderated by behaviour lead and SLT.

Pupil Miscellaneous info (important information regarding previous FGR, spitting, biting etc.)

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Trigger Situation / context or difficulty	Need Outcome the child is seeking from behaviour	Behaviour Behaviour displayed throughout the stages of crisis	Strategy Ways of avoiding or handling triggers	Actions Individual actions at each stage
•	•	<p>Stage 1 behaviour <i>(Anxiety / trigger)</i></p> <ul style="list-style-type: none"> • <p>Stage 2 behaviour <i>(Defensive / escalation)</i></p> <ul style="list-style-type: none"> • 	•	<p>Stage 1 Response <i>(Restraint risk reduction)</i></p> <ul style="list-style-type: none"> • <p>Stage 2 Response <i>(Restraint risk reduction)</i></p>

		<p>Stage 3 behaviour <i>(Crisis)</i></p> <ul style="list-style-type: none"> • <p>Stage 4 behaviour <i>(Recovery)</i></p> <ul style="list-style-type: none"> • <p>Stage 5 behaviour <i>(Depression)</i></p> <ul style="list-style-type: none"> • <p>Stage 6 behaviour <i>(Follow up)</i></p> <ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • <p>Stage 3 Response <i>(Risk reduction)</i></p> <ul style="list-style-type: none"> • <p>Stage 4 Response <i>(Restraint risk reduction)</i></p> <ul style="list-style-type: none"> • <p>Stage 5 Response <i>(Restraint risk reduction)</i></p> <ul style="list-style-type: none"> • <p>Stage 6 Response <i>(Restorative and reflection)</i></p> <ul style="list-style-type: none"> •
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Section F

De-escalation skills (only select 4 / 5 preferred methods of preferred de-escalation methods)(PHP – Positive handling plan)

What interests me? (Key interests of the student to help with de-escalation and regulation)

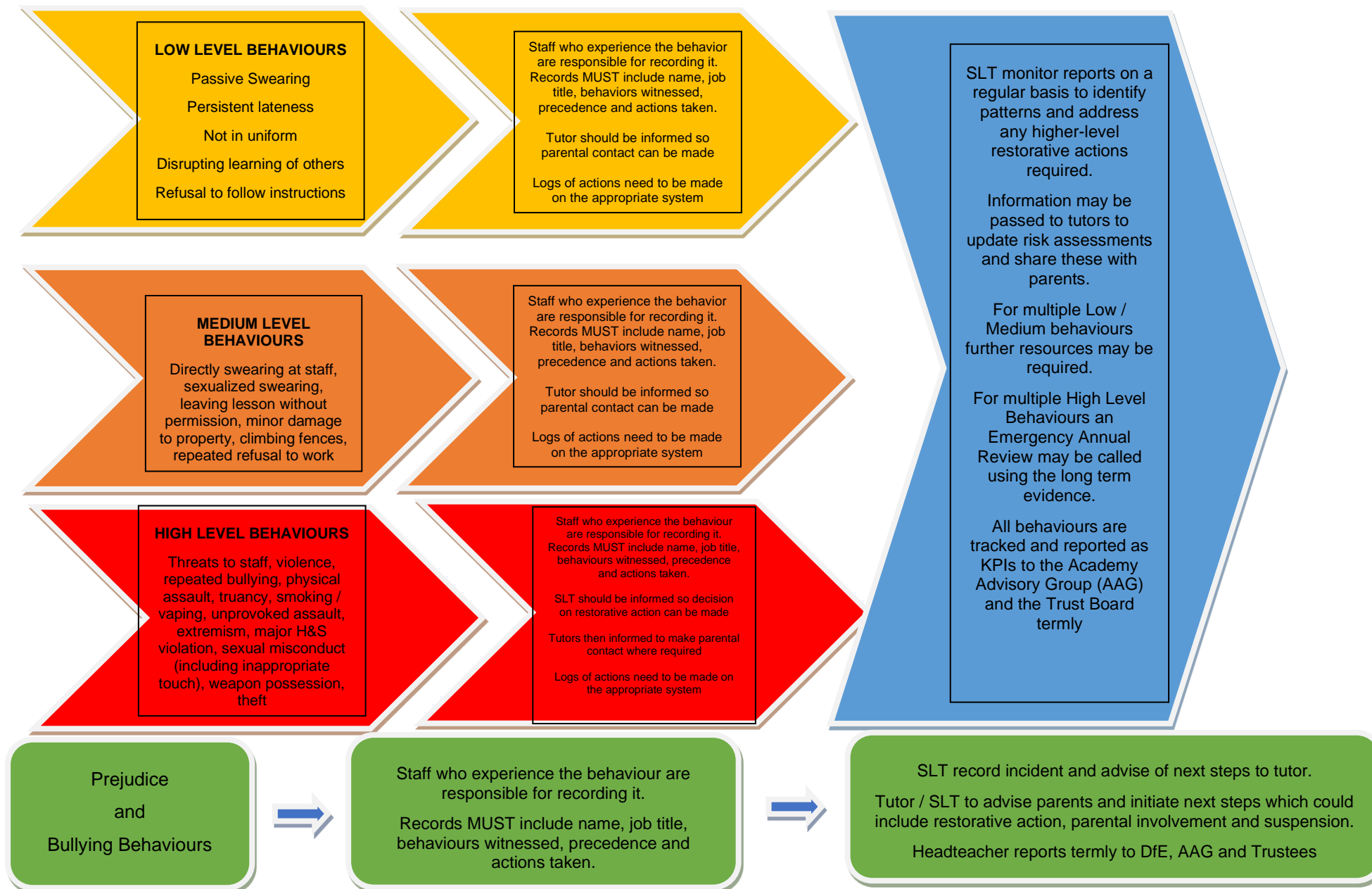
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Preferred methods of de-escalation

<input type="checkbox"/> Empathy	<input type="checkbox"/> Verbal support / advice	<input type="checkbox"/> Giving space	<input type="checkbox"/> Reassurance	<input type="checkbox"/> Help scripts	<input type="checkbox"/> Negotiation
<input type="checkbox"/> Limited choices	<input type="checkbox"/> Humour	<input type="checkbox"/> Logical consequences	<input type="checkbox"/> Tactical ignoring	<input type="checkbox"/> Take uptime	<input type="checkbox"/> Time-out
<input type="checkbox"/> Transfer adult	<input type="checkbox"/> Success reminders	<input type="checkbox"/> Simple listening	<input type="checkbox"/> Acknowledgment	<input type="checkbox"/> Agreeing	<input type="checkbox"/> Removing audience
<input type="checkbox"/> Supportive touch	Other (please specify):			Avoid:	
Preferred method of physical intervention (escort / guide / restraint)					
<input type="checkbox"/> Caring C	<input type="checkbox"/> Friendly escort	<input type="checkbox"/> 2-person Single elbow guide	<input type="checkbox"/> Figure of four	<input type="checkbox"/> Double elbow	
<input type="checkbox"/> Seated 2-person single elbow	<input type="checkbox"/> Small child / bean bag	<input type="checkbox"/> Half shield	<input type="checkbox"/> Advanced technique	Avoid:	
Are there any factors to consider when de-briefing? E.g. Communication aids, staff etc.					
Professionals			Signed	Date signed	
Initial risk assessment completed by SEND Team / Admin Assistant and uploaded to SharePoint					
Risk assessment & behaviour plan read and updated by Class teacher (within 2 weeks of pupil starting)					
Risk assessment & behaviour plan read and checked by all Teachers					
Risk assessment & behaviour plan read and updated by SEND Team					

Risk assessment & behaviour plan read and checked by SLT		
	Signed	Date signed
Parent / Guardian (s)		
Students		

Appendix 3 – RMA Behaviour Recording Process:



This statutory Policy approved by Teaching and Learning Committee (Horizons Education Trust) – 17 January 2023

Board of Trustees 8 February 2023.

Next Policy review: January 2024 or to reflect any policy update or legislation.

Policy agreed on: 7 February 2023

Signed on behalf of the Trustees: Chair of Trustees

Board of Trustees

Author: Andrew Armstrong and Chris Carey, Co – Head Teachers, Riverside Meadows Academy.

Review date – January 2024

Website Y