



## Pupil Behaviour, Regulation and Relationships Policy

<b>Scope of Document:</b>	All Stakeholders
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***“When little people are overwhelmed by big emotions, it's our job to share our calm, not join their chaos.” L. R. Knost***

## **Context**

All of the children who attend High Point Academy have an Education Health Care Plan (EHCP). Our school educates 90 children with a range of complex learning difficulties and multiple needs; predominately Autistic Spectrum Conditions (ASC) and associated Moderate Learning Difficulties (MLD) or Speech, Language and Communication Needs (SLCN). Some children with special needs may display challenging behaviours linked to either their diagnosed condition, or an undiagnosed condition.

All staff are trained in emotion coaching and team teach to de-escalate and manage individuals presenting behaviours. Sanctions would be considered based on contextual safeguarding information, taking into account the individual special educational needs of the pupil.

We consider that behaviours which challenge always happen for a reason and might be the only way a learner can communicate - it can arise for different reasons which are personal to the individual. Learners who display, or are at risk of displaying behaviours which challenge, might need support which involves both positive support, such as positive behavioural support, and some form of restrictive practice or intervention. Any restrictive intervention must be legally and ethically justified and be absolutely necessary to prevent serious harm, being the least restrictive option.

This Behaviour Regulation and Relationships Policy is grounded in the belief that behaviour is communicative and that everyone can develop the ability to self-manage/self-regulate their emotions and behaviour. At High Point Academy, every interaction is an intervention, so we are curious about behaviour asking, “What happened to you?” rather than “What is wrong with you?” and we aim to look beyond the behaviour. We understand that part of our role, in partnership with home, is to help children to understand what is right and wrong and to make the right choices. The link between emotion, relationships, thinking and behaviour is well understood – our relationships, thoughts and emotional state influence our behaviour. (Please see example below).

*Imagine a coke bottle, shake it once ‘That’s having an argument with a sibling before school’ Shake it again, ‘That is being tired or hungry.’ Shake it again ‘That is losing your bag.’ Would you open the bottle? It is crucial that we separate the child’s behaviour from the child, it is not who they are, it is symptomatic of the circumstances.*

How learners behave gives us important information about how they are feeling. Our learners have a wide range of different communication styles and some of our learners are pre or nonverbal, using Augmentative and Alternative Communication (AAC) systems to communicate their physical and emotional needs. Supporting learners to effectively communicate is a very important way to promote them to self-regulate and behave in a positive manner. We believe our pupils want to behave well. We believe that our pupils are happy when their needs are understood and met.

Learners with complex needs will require a personalised approach to support them to manage their behaviour. Consideration must be given to sensory and emotional needs, pain thresholds, what self-harming behaviour could be communicating and levels of stimulation and engagement.

## **1.0 Aims:**

At High Point Academy, we pride ourselves on the strong, positive relationships that we form with the children, our families and each other. We believe that these relationships are critical to maintaining the caring and supportive ethos embedded in our school. We strive to create an environment that is conducive to learning where both children and adults are emotionally literate. The adults are able to provide emotional support as a protective factor in children's lives. Our child-centred approach is made clear to staff and families who join the school.

Our aims are to create a happy, secure and stimulating learning environment which uses an emotion coaching approach, where everyone will be inspired to be kind and do their very best. Emotion coaching is embedded into the ethos of High Point Academy. All staff are regularly trained in the use of Emotion Coaching which is a technique that helps children understand their feelings. It allows the children to learn how their emotions work and how to adapt these feelings in healthy ways.

*"Emotion coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience.*

*Emotion Coached children and young people:*

- *Achieve more academically in school.*
- *Are more popular.*
- *Have fewer behavioural problems.*
- *Have fewer infectious illnesses.*
- *Are more emotionally stable.*
- *Are more resilient."*

*(Gottman 1997)*

Emotion Coaching is used to support children to understand, regulate and reflect on their behaviour. We advocate that our parents use this method too and regularly hold training for parents to learn this approach and share their own experiences (please see support sheet on next page).

We strive to:

- Provide guidance to class teams, parents and carers and other stakeholders on how we support our pupils, where possible helping them to self-regulate, manage their behaviour and feel safe so they are ready to learn.
- Keep everyone emotionally and physically safe.
- Promote and develop emotionally supportive relationships, self-discipline, self-worth, emotional and social awareness, appropriate standards of positive behaviour and respect.
- Provide a caring environment based on courtesy, good manners and a respect for self and others regardless of race, gender, religion, special educational need and disability or sexual orientation.
- Everyone will treat all pupils with respect and dignity.
- Develop understanding and awareness of socially acceptable behaviour within school and in the wider community.

- Enable the pupils to manage their own emotions and behaviour (where appropriate).
- To underpin our beliefs with evidence-based practice and current research information.

## Emotion Coaching

### Steps to help children deal with their feelings

#### Connect

##### Remember these:

- **Listen** – Don't jump to give advice.
- **Think** – "What could the child be feeling?"
- **Think** – "What could I be feeling?"
- Emotions are not 'bad'
- Don't take these emotions personally  
this moment is an opportunity for connection and practise of self-soothing.

##### Try one or more of these:

- "Tell me what happened"
- Encourage deep breaths.
- Give them space.
- Draw how you feel activity
- Drink water
- Physical activity –running, kicking a football
- Give a simple job –sorting or ordering
- Thermometer scale "What number are you?"



#### Validating emotions

##### Help name feelings

- "Are you feeling... or...?"
- "What are you feeling?"
- "Sounds like you might be...?"
- "What was that like for you?"

##### Give fantasy

- "You wish that..."
- "Wouldn't it be great if?"
- "Imagine if we could"
- "I wish that I could"

##### Empathy

- "Wow that must have been"
- "That would make me feel"
- "No wonder you're upset"
- "I would have trouble coping with that"



#### Set limits



1. Express feelings without attacking
  - "I feel \_\_\_ when I see \_\_\_"
  - "It's ok to feel (emotion) it's never ok to (behaviour)"
2. State your expectations
  - "I need you to \_\_\_"
  - "I expect that \_\_\_"
3. Give a choice
  - "You can either \_\_\_ or \_\_\_"
4. Help with repair
  - "What do you think should happen now?"
  - "What would make sense?"
  - "I wonder if you should..."
  - "Let's practise"

#### Problem solve



- "What do you need right now?"
- "Would you like to do \_\_\_ or \_\_\_?"
- "What would help you feel better?"
- "What might work if this happens next time?"

#### Check in

#### Feeling now?

## **2.0 Relationship to other policies/DfE documents:**

The policy supports, promotes and reflects the school ethos, aims and vision. This policy is linked to:

- Safeguarding Policy
- Use of Touch Policy

It is also in line with government guidance and legislation from:

- Behaviour in Schools DfE (Sep 2022)
- Searching, Screening and Confiscation DfE (July 2022)
- Suspension and Permanent Exclusion DfE (Sep 2022)
- Use of reasonable force in schools DfE (July 2013)

## **3.0 Principles:**

- To enable our pupils to have an understanding of appropriate behaviours in a variety of settings.
- To develop pupils understanding of their emotions and behaviours as a form of communication.
- To enable access to a broad and balanced curriculum.
- To ensure entitlement.
- To meet the needs of the pupils.
- To recognise that pupils diagnosed with specific behavioural difficulties such as for example PDA, ODD or OCD will need a more refined approach matched to their particular levels of difficulty.
- To develop pupil's self-help, self-advocacy, communication and self-worth.
- To celebrate our pupils as individuals.
- To prepare our pupils for adult life
- We do not tolerate bullying of any kind, if we discover bullying we will act to stop further occurrences.
- Prior to any consideration to exclude a pupil, take due regard to any relevant contextual safeguarding risks and the specific special educational needs of the pupil.

## **4.0 Our Approach**

### **The Head Teacher and Deputy Headteacher will ensure that:**

All staff are informed of their responsibilities and receive appropriate training and support to deliver the curriculum and to fulfil their roles, including managing pupil behaviour effectively.

### **Staff Responsibility**

It is the responsibility of all staff to develop supportive, empathic relationships with children and ensure that all children have a strong sense of belonging because they feel loved, safe and wanted in our school. We have high expectations with regard to behaviour and strive to ensure that all children work to the best of their ability. The class teacher and teaching assistant are social, emotional, and learning role models for children. Adults will seek to understand the

child's perspective of a situation and strive to understand the child's feelings whilst maintaining firm but fair limits on behaviour. Staff will help children to develop a range of strategies to manage expectations and their emotions. All children are treated with respect and understanding.

**Staff will:**

- Learn emotion coaching and de-escalation strategies to support learners and if possible, give them strategies to improve their own behaviour.
- Reflect on the underlying issues that drive or trigger behaviour (viewing behaviour as a form of communication).
- Use the emotion coaching steps in everyday practice.
- Respond to behaviour that challenges in a non-judgemental and supportive way.
- 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.
- Be committed to developing their practice and sharing their skills and experiences.
- Be committed to ongoing professional development.
- Work in close partnership with our pupils, their parents or carers and other professionals working with them, e.g., Occupational therapy, Speech and Language therapy etc.
- To invest time and allow safe spaces and opportunities for pupils to practise these skills and make mistakes from which they can learn, develop, and grow.
- Consider what might be behind the behaviour. There will always be a reason and the behaviour is a symptom of something we need to identify and understand.
- Manage their own emotional reactions to pupils' behaviour i.e., demonstrate emotionally intelligent behaviour. Seek help if you are finding it difficult to manage their feelings about a pupil.
- Always be respectful to pupils; do not talk about them over their heads or in front of other pupils.
- Remove any struggle for power.
- Regard pupil mistakes as part of their learning journey.
- Consider whether their practice may have escalated a situation and reflect on what they could do differently and proactively next time.
- Set a good example e.g., courtesy, punctuality.
- Establish positive relationships with pupils.
- Refrain from shouting at pupils; disapproval will be communicated in a variety of other ways appropriate to the child's needs.
- Establish routines where good behaviour is expected.
- Record all incidents and report to their form tutor and behaviour lead/SLT as required.
- Plan lessons carefully, varying activities and pace to meet the needs of all pupils.
- Write Risk Reduction Plans for each child with challenging behaviour, in consultation with parents/carers and professionals and ensure that it is available within classrooms and accessible on staff shared server (a signed copy will be kept on individual Pupil files).
- Ensure that everyone is clear what forms of legal physical restraint may be considered and which would not be expected. Where legal physical restraint is considered to ensure that it is only used as a last resort and is necessary, proportionate, reasonable and for the

shortest time to maintain pupil safety. All records regarding legal physical restraints will be subject to additional scrutiny by leaders.

- Share Risk Reduction Plans with all staff and parents.
- Speak to pupils in an age-appropriate way.
- Actively and positively promote self-advocacy, respect and dignity for individual, self-help and self-worth.
- Create a happy, secure and appropriate learning environment where everyone will be inspired to do their very best.

### **The Role of Parents and Families**

We aim to work with parents to achieve a shared approach and consistent messages between home and school to support children's emotional and behaviour development. Parents are able to address queries regarding Emotion Coaching, co- and self- regulation and restorative approaches to any member of staff. Parents are offered training in the emotion coaching approach and it is hoped that the majority of parents will access this training at some point in their child's time at High Point Academy.

### **The Role of the Behaviour Leader and/or SENCO**

In assessing behaviour, consideration will be given to known SEND, ACEs (adverse, childhood experiences) and/or attachment needs. Action will be taken to accommodate further a child's needs resulting from these. We acknowledge that disruptive behaviour will often reflect social, emotional and mental health needs which may require additional provision to what is outlined in this policy. If a child frequently struggles to control their behaviour, the school's Behaviour Leader may be involved in putting together a plan to support their needs. The plan may involve formulating behaviour targets with the child and parent. The school also has access to outside agencies (such as the Sandwell Educational Psychologist team) that can provide advice and support if required.

### **Resources, interventions and learning include:**

- A variety of individualised and accessible modes of communication.
- Clear and realistic expectations.
- Rules and boundaries.
- The language of choice.
- Emotion Coaching.
- CBT approach interventions through the Well-Being Response team.
- Rewards and consequences.
- Reparation wherever possible and appropriate.
- Descriptive praise.
- Fair and predictable responses to both negative and positive behaviour.

### **The quality of our provision:**

If we are able to engage each pupil at his/her point of need and learning, it is more likely that unhelpful behaviour or behaviour that is challenging will decrease or stop. To do this we need to:



- Have communication systems in place and readily available when pupils are presenting as dysregulated. This is their “voice” and should be accessible at all times, but especially during times of dysregulation or distress.
- Know their sensory processing difficulties and have appropriate strategies and resources available to support them to de-escalate and return to a state of improved regulation. • Accurately assess and understand the pupils’ needs by referring to their EHCP, thumbnails and risk reduction/behaviour plans.
- Support pupils to develop high levels of resilience and self-esteem.
- Give frequent positive feedback when things are going well and minimal feedback for low level undesirable behaviours. Focus on what you want the pupil to do.
- Know what motivates each pupil and use this as a positive reinforcement.
- Personalise learning to ensure that we meet the needs of each pupil at his/her point of development and learning.
- Include pupils in target setting, where appropriate, and give positive feedback on their progress.
- Actively teach pupils emotion coaching and behaviour for learning.
- Provide consistent routines to support pupils to understand expectations.
- Explicitly practice changes to routines, using appropriate visual resources to allow pupils to learn that change can be managed in a positive manner.
- Understand our pupils often need time to process information.
- Understand that many of our pupils have difficulty understanding verbal and non-verbal communication, facial expression, emotions, prediction, danger, tone of voice and social rules and conventions.
- Provide a clearly organised environment with visual cues and other signposts such as objects of reference, symbols).
- Ensure pupils sensory needs are supported through embedding sensory diets, movement breaks into their daily routine; provide equipment as necessary, i.e., chewies, weighted items, wobble cushions, fidget toys etc.
- Teach pupils to recognise their own emotions and how to request a break or other self regulating activity.
- Provide enabling environments through making reasonable adjustments is a statutory obligation in disability law (See Equality Act 2010).

### **Consequences:**

We do not believe in punitive sanctions and punishment. We prefer a more supportive approach. Example:

Behaviour	Consequence
Pupil disrupts activity or behaves in a way that makes other pupils feel unsafe	Pupil has a movement break. Pupil is supported by an adult to consider their behaviour, if appropriate. Pupil regulates and returns to the activity.

It is important for our pupils however to clearly link a specific behaviour with its consequence. The consequence needs to be a natural consequence, to support the pupil understanding of both negative and positive consequences. It is also important for adults to review what has

happened and reflect on whether anything could have been done differently to help the pupil to manage.

### **Assemblies**

Whole school assemblies will include opportunities for staff to share and recognise examples of great work or positive behaviour from individuals or groups of students, achieved both in and outside of school. All achievements will be put onto Class Dojo that week and pupils will be recognised and praised for these achievements. The winners of the House teams and Dojo system will be celebrated. Praise assemblies are another integral part of rewarding success.

Pupils at High Point will be given opportunities to develop 'good citizens skills' which will assist the school and the community. This may involve additional responsibilities such as being an Antibullying Champion, School Council member, DoJo champion or Librarian. All of these will foster a sense of belonging and friendship.

### **High Point Rewards: Credit System**

We believe that celebrating pupils' success at High Point is an important part of our school. We also wish to recognise when pupils are making good choices and for those who are also trying to make positive decisions. Class Dojo is the method used at High Point to support pupils in engaging in their learning to achieve outcomes across the curriculum.

Pupils will be assigned to a house team when they start at High Point; Team Etna, Team Everest, Team Snowdon. With the goal of 'Aiming high, to reach the top'.

The House Credit system aims to promote both individual and collective responsibility as well as teamwork across the school, and healthy supported competition between them!

In the Connector phase, pupils may earn up to 5 class DoJo credits. These are displayed on Class DoJo and are transferred. They are written in simple, clear language and accompanied where appropriate by Makaton symbols. DoJo points are earned by pupil's being/doing;

- 1. On time**
- 2. Good listening**
- 3. Good talking**
- 4. Good/improving working**
- 5. Staying in class**

Staff record these credits every lesson on Class DoJo. They should be discussed with pupils to ensure they are fully aware of how they have earned their credits for that lesson, and the reasons they may have not earned individual credits. At the end of the school day and once a week, credits are totalled and announced in assembly time. High Point remind staff that rewards are earned and not lost.

In the Developer phase pupils may earn up to 5 class Dojo tokens. These are displayed using a visual aid in the classroom (appendix 1). Pupils will collect physical Dojo tokens for making

positive choices in class. Pupils receive different coloured Dojo Tokens for positive behaviour choices, these are;

- 1. Good listening**
- 2. Good talking**
- 3. Trying my best**
- 4. Being kind to others**
- 5. Making good choices**

Pupils will be given DoJo Tokens at the end of each lesson. When giving pupils DoJo tokens staff will share with pupils what they have done to earn those tokens, this is to ensure that the pupils are fully aware of how they have earned their tokens for that lesson, and the reasons they may have not earned individual tokens. At the end of the school day the tokens will be added together and will allow pupils to access daily reward time for a specified amount of time (appendix 3). At the end of the week the DoJo tokens for all days will be added together and will allow pupils to have access to golden time for the specified time. (appendix 4). The pupil with the most DoJo tokens will receive a special prize in our school praise assembly.

When a student fails to achieve a maximum of 5 credits in a lesson or learning event appropriate a teacher will discuss this with the pupil. We want to ensure that pupils have immediate time to reflect upon any challenging behaviour so they can refocus and achieve. This may, if significant, mean using strategies to support pupils offering them movement breaks or withdrawing pupils from the lesson for a short period of time to reflect upon their behaviour using intervention, recovery rooms or the well-being room. These consequences can also take place at break or lunch time, or after school reflective time for more persistent poor behaviours. On the rare occasion it may be that an after school reflective time must be arranged with parents with 24hrs notice and typically last until 4pm.

Reflective times may take place in a group work area or reflective room, but it is imperative that staff make time to resolve the issue with the pupil in order to foster positive relationship between staff and pupils. Staff may issue a particular task to be undertaken during this time.

**All pupils will:**

- Know what is expected of them in terms of behaviour (where possible), in their own classrooms, around the school and when they are on school visits.
- Develop awareness of the consequences of their unacceptable behaviour.
- Treat each other with respect and dignity and look after their environment.
- Try to discuss and explain what triggers their behaviour and what helps/supports them to remain calm (where possible).
- Understand the rewards systems in school and any consequences of poor choices and negative behaviour.

## **Our School Rules include:**

- To be kind to others.
- To have kind hands, feet and comments.
- To listen and follow an adult to help you make good choices.
- To listen to others and respect their opinions.
- Enter and leave the classroom quietly and sit in your own places.
- Mobile phones and any other electronic equipment should be left at home or handed into school upon entry.
- Respect everyone in school whatever their differences.
- Treat our environment well and look after it.

## **Developers**

1. **Kind Words and action.**
2. **Listen to peers and adults.**
3. **Use a medium voice.**
4. **Try your best.**
5. **Asking for help is ok.**

## **Connectors**

1. **To wear our uniform with pride**
2. **To engage in our learning**
3. **To be respectful and kind to everyone**

## **All parents will:**

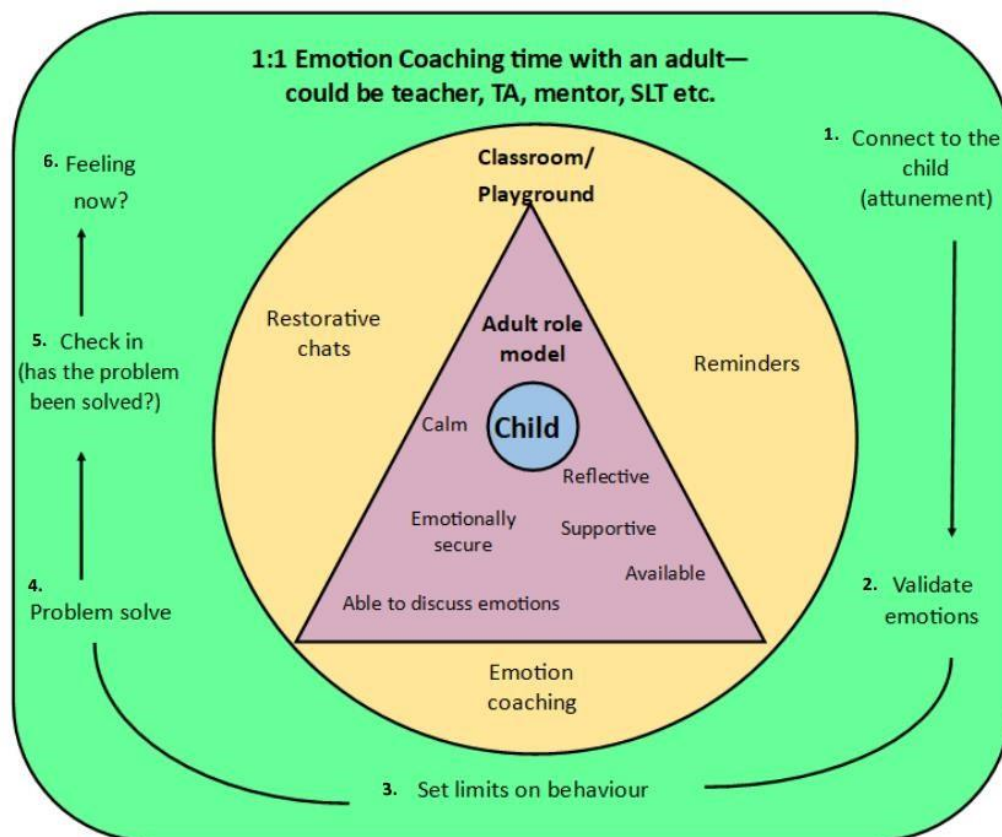
- Be made aware of, and sign, a home school agreement on admission of pupil to the school.

## **The Local Academy Council will:**

- Monitor and evaluate the implementation and impact of this policy using the outcomes to inform future plans.

## **Behaviour system**

High Point Academy implements a behaviour system, so that all can strive to achieve the high standards expected of them. The emotion coaching approach runs alongside this, underpinning all of the school's behaviour work. The diagram below shows what staff provide for all pupils:



Where needed, the following behaviour management and strategies are used to ensure high standards are reached:

Pupils access and engage in their learning across all subjects in the curriculum. Classroom behaviour management will be monitored by staff who will use strategies such as pupils will be given a calm and gentle reminder of the expectations in the classroom. Staff will check on the wellbeing of the pupil and make sure that there is nothing affecting them, that may be influencing them to display some challenging behaviours.

If pupils have not responded to a calm and gentle reminder of the expectations of the classroom and continue to display challenging behaviours, staff and support staff can use movement breaks so pupils can regulate their emotions and discuss any concerns/frustrations they may be experiencing. If pupils become overwhelmed and find it challenging to return to class, they can access intervention rooms to engage in their learning and complete work, so they are achieving their outcomes in a quieter environment.

If behaviours continue and escalate and pupils go into crisis, then the behaviour lead/pastoral team will then be called to assist with the pupil and go to the well-being room to reflect on their behaviour. If the safety of the pupil or rest of class is compromised, then SLT are called to assist alongside the behaviour lead/pastoral team and the appropriate actions are taken to maintain safety. This level being reached, results in the pupil losing breaktime, lunchtime and golden time that week.

At High Point we have introduced a 5-stage of crisis document for all pupils. This gives an example of what behaviours look like and any signs/triggers to look out for in a build up to challenging behaviours. This information is available in all class folders and accessible for all staff to familiarise themselves of the build up to crisis point for all our pupils. There is a list of responses to support our pupils in the build up to crisis point to support their needs and intervene before our pupils develop and get to stage 3 – crisis point. There are examples of what a pupils triggers are and what strategies work best for that individual pupil.

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours	Stage 4 Recovery	Stage 5 Follow up
Pupil A will become distracting to their peers and use inappropriate comments to impact the learning for themselves and others.	Pupil A will become very anxious and frustrated with their peers and mimic their behaviours and use inappropriate language to gain a reaction from peers and then play the victim. Pupil A will begin to get louder to impact the learning of their peers. Pupil A has been known to pace around the classroom when they are feeling anxious/frustrated.	Pupil A will refuse to follow any staff instructions and will now become physical towards staff and peers. Pupil A will show no empathy towards anyone and will become personal whilst shouting inappropriate language/comments. Pupil A will throw equipment across the classroom and damage property. They have been known to flip tables and throw chairs and become physical.	Pupil A will break down and become emotional, as they will be disappointed with themselves and their behaviours. Pupil A will reflect on their behaviours, choices and actions with trusted members of staff when ready to do so.	Pupil A will communicate with trusted members of staff and discuss any concerns they may have from the behaviours they displayed throughout their school day. Staff to communicate with parents/carers/guardians of the incident and any further concerns.  A member of the pastoral team will follow this up with Pupil A and remind them of the expectations of High Point Academy.
Responses	Responses	Responses	Responses	Responses
All staff to remind Pupil A of classroom expectations and not to impact the learning of the lesson. Remind Pupil A if behaviours continue, they will lose their break/lunch time.	All staff to remind Pupil A of classroom expectations and offer a movement break with support staff/trusted members of staff. Staff to return to class with Pupil A and check their understanding of their lesson objectives.  If behaviour continues after a movement break, then a member of the pastoral team will be called to assist.	Staff to intervene and use team-teach techniques to keep Pupil A and others safe whilst continuing to verbally de-escalate the situation using emotion coaching strategies that work for Pupil A. Call for pastoral lead/team to support <b>immediately!</b> Remove all pupils if Pupil A becomes physical and puts themselves and others in danger. Positively support and guide Pupil A to a recovery room using team-teach techniques to start the recovery process.	Staff to discuss behaviours in a recovery room away from their peers in a quieter environment. Staff to remind Pupil A of the expectations of High Point Academy. Staff to discuss strategies to reduce these challenges reoccurring.	Communicate with parents/carers/guardians regarding the behaviours displayed by Pupil A. Staff to write up their evidence on CPOMS so the behaviour lead can action the incident. Staff to update Pupil A's risk reduction plan.

If behaviours are repeated, then pupils are introduced and put onto a behaviour tracker where the behaviour lead and pupil discuss short term targets to work towards to encourage a change in their behaviours. Pupils are given a visualised tracker to take to their lessons and reflect on their targets at the end of each lesson using RAG rating. Trackers are reviewed and signed off every week and are assessed fortnightly. If there has been an improvement and clear progress in behaviours, then pupils are signed off their personal trackers. If we see a decline in behaviours parents/carers/guardians will be called into a meeting and could result in potential fixed-term exclusion.

*It is imperative that staff issuing the consequence are the ones that are following up with the restorative piece to rebuild relationships.*

*Regarding the behaviour management, every lesson is a fresh start.*

## Reward System

Praise assemblies are held every Friday, to celebrate the positive behaviour and attainment of students. The assembly is linked to the Class DoJo system, which will recognise students achieving a considerable number of DoJo points. Individual and House Awards are given out to reflect their achievements.

All students who complete a full week making positive decisions and demonstrating good choices will receive Golden Time. Golden time runs for 30 minutes on a Friday afternoon, where pupils can choose an enrichment-based activity to participate in. Golden Time will be linked to the amount of DoJo points/tokens that a pupil has earned throughout their week. Pupils will need to choose 3 options at the start of the week and start to earn DoJo points during their lessons to get their chosen Golden Time on a Friday afternoon. Pupil's options will be gold, silver and bronze and they will need to earn a threshold of points to achieve their chosen enrichment-based activity. Pupils who do not engage in their learning and score below 50 will be missing Golden Time and will complete work/reflect on behaviours in the reflection room.

Golden Time Activities – DoJo Points System

Name	GOLD Option 1	Silver Option 2	Bronze Option 3
Pupil A	Drama Club	LEGO Room	Girls Club
Pupil B	Drama Club	Girls Club	Sensory
Pupil C	Computers	Film	Colouring
Pupil D	Computer Room	LEGO Room	Film
Pupil E	Football	iPads	Sensory Room
Pupil F	Football	Swing/Outdoor Trail	Board Games
Pupil G	Football	PS4	Dungeons & Dragons

  		
Gold Option 1 125-101	Silver Option 2 100-76	Bronze Option 3 75-51
Reflection Room 50 or <u>Below</u>		
Football	Computers	
PS4/Drama Club	LEGO Room	
iPads	Swing/Outdoor Trail	
Dungeons & Dragons	Girls Club	
Sensory Room	Colouring	
Film	Board Games	

## 5.0 Protocol

### **Positive Behaviour Management and Preventative Strategies** **(Examples)**

- Emotion coaching approach
- Quality first teaching and appropriate deployment of staff
- Creating positive choices/options within lessons
- Jobs/Monitors (pupil responsibilities)
- Verbal Praise
- Stickers/ Sticker charts and child specific rewards
- Certificates
- Golden Time
- Change of environment
- Behaviour reminders/use of voice intonation/visual cues/support
- Social Stories

#### **Low level disruption**

– e.g. refusal to comply with activities

#### **Teacher intervention**

In class rewards/sanctions agreed  
Re-enforce school rules  
Regular discussions  
Monitored by class teacher

Environmental check list  
carried out.

#### **Ongoing disruptions**

Parents informed by school/meeting to discuss recent events  
Discuss whether a risk reduction plan is needed  
Training provided for teacher, support staff or parents as necessary  
Monitoring by Teacher/Middle Leader/Senior Leader  
Behaviour Intervention work for pupil based on CBT approaches

CPOMS  
Meeting minutes  
Risk Reduction Plan  
approved

#### **Significant Disruption**

Risk Reduction Plan written/reviewed by staff, Senior Leadership Team and parents.

Records of notifiable incidents  
to the appropriate body  
Serious incident logs in bound  
book

#### **Serious Disruption/ Aggression/ Self Harm**

External advice sought from Educational Psychologist or other service  
Further specific interventions put in place

Multi agency  
reports/meetings

#### **Risk to others/Breakdown of Placement**

Change of Education Health Care Plan and if necessary a change of school placement, in discussion with Local Authority

Multi agency  
reports/meetings  
Discussion with Local  
Authority

#### **Suspension and Permanent Exclusion\***

Suspension and Permanent Exclusion will be used only in line with statutory exclusion guidelines:

Await new school place  
Liaise with Out of School Team



## **6.0 Use of Risk Reduction Plans/Restraint Risk Reduction Plans and Care and Control Interventions (To be read in conjunction with the Care and Control Policy)**

### **Restraint/Risk reduction plans**

Restraint is the positive application of sufficient force to ensure, by physical means alone, that a pupil does not cause injury to themselves, others or significant property damage.

- Restraint should only be used as a last resort when all other options have been exhausted.
- Any form of restraint should only be used when **Reasonable, Proportionate and Necessary**.
- Restraint should only be used if the pupil is putting themselves or others in danger and where failure to intervene would constitute neglect or where we are stopping an illegal act such as criminal damage to property.
- All restraints, no matter how minor, must be recorded in the Bound Book and on CPOMs.
- A risk reduction plan must be in place or put in place following any restraint. This needs to be signed by parents and any staff working with the pupil.
- If restraint is used, parents need to be contacted as soon as possible.
- Once the incident has been de-escalated and the pupil is regulating well (could be the next day) the class team need to consider what reparatory or restorative work needs to be done to offer a debrief for staff and maintain a positive relationship with the pupil.

### **Care and Control of pupils**

The school notes and follows guidance set out in the latest Department for Education publication "Use of reasonable force" July 2013.

There are certain situations in which, after exhausting all other alternatives, restrictive physical intervention may become necessary to manage negative behaviours. This will only take place in line with the Care and Control Policy adopted by the school. All physical interventions are recorded by the individual member of staff in the Bound Book. The Bound Book is monitored by the Senior Leadership Team and by the Trust.

- **Planned restrictive physical interventions**, when crisis occur, will be used to enable pupils to gradually learn to manage their behaviour effectively. These will always be discussed and agreed with parents/carers and recorded.
- **Emergency restrictive physical interventions** will be used to prevent injury or serious damage to property or to prevent a pupil engaging in any behaviour prejudicial to the maintenance of good order and discipline in the school. Before using restrictive physical intervention in an emergency, staff will be confident that the possible adverse outcomes associated with the intervention will be less severe than the adverse consequences which might have occurred without the use of physical intervention. Very occasionally, a child or a member of staff will be injured during a restrictive physical intervention. The injured person will be seen by a trained first aider and treatment recorded, or sent for medical

treatment at a hospital if required, in line with school policy. A child protection form will be completed and sent to the appropriate body, in the event of a child being injured. All staff who have been involved in a physical control are offered a verbal debrief by their immediate colleagues as soon as possible after the incident. They can also seek a further debrief from any of the senior leaders on duty. All staff can also seek longer term support from Forward Education Trust procured services.

## 7.0 Searching, Screening and Confiscation of Items

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

A list of prohibited items:

Knives and weapons

Alcohol

Illegal drugs

Stolen items

Tobacco and cigarette papers/ Vaping paraphernalia

Pornographic images

Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property, for example fireworks.

Any prohibited items (listed above) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school safety. These items will be returned to pupils or parent after discussion with senior leaders and parents, if appropriate. ***Due to the nature of the pupils' needs within High Point Academy it is unlikely that such action would need to be taken, however the law and guidance covers all schools.***

### Searching a pupil

Searches will only be carried out by a member of SLT and/or who has been authorised to do so by the headteacher (deputy headteacher if not head teacher is not available). Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search. An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and ensure a written record of the search is kept. If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, deputy headteacher, or other member of

SLT who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils. A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed. An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip. Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf.
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions if appropriate to their needs
- Seek the pupil's co-operation If a search is not possible, then senior leadership team member will risk assess and make decisions based on risk assessment. The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. The authorised member of staff can use reasonable force to search for any prohibited items identified in the list above, but not to search for items that are only identified in the school rules. The authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. Outer clothing includes:
  - Searching pupils- any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g., a jumper or jacket being worn over a t-shirt).
  - Hats, scarves, gloves, shoes, boots, possessions. Possessions means any items that the pupil has or appears to have control of, including bags. A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed above) and items identified in the school rules. An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff. All searches for prohibited items, including incidents where no items were found, will be recorded on the CPOMS.

### **Informing parents**

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found (if anything)
- What has been confiscated (if anything)
- What action the school has taken, including any sanctions that have been applied to their child

## Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

## Strip searches

***The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.*** Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff will consider whether introducing the potential for a strip search through police involvement is necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first. Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should always advocate for pupil wellbeing. **Communication and**

### **Record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult). The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

### **Who will be present?**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others. One of these must be the appropriate adult, except if the pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and the appropriate adult agrees. If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult. No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances. The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher

- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex. Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it. As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate. Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration and staff will consider any preventative approaches that can be taken.

## **8.0 Suspensions and Exclusions**

At the point at which the Head Teacher considers a suspension or permanent exclusion, full regard to the contextual safeguarding issues around this child must be included. For example, if considering suspending a child for 3 days, the Head Teacher must consider whether the exclusion will negatively impact on the child's health, wellbeing and safety, as they may be exposed further to gangs, drugs or not have access to a healthy meal, domestic violence, CSE etc. The Head Teacher should also take the age and maturity of the pupil into account when decision making. The Head Teacher should also consider whether the level of training provided to the staff was sufficient and effective to deal with the situation which has led to the consideration of suspension or exclusion, and whether further advice and guidance could have been accessed to prevent the presenting behaviour. The Head Teacher should have exhausted all further support mechanisms e.g. CAMHS Sandwell, Early Help etc. where appropriate. At decision making point, the Head Teacher should seek the views of the pupil, where appropriate and also consider the wider context of other pupils in the class who may have been injured or affected.

In order to ensure successful reintegration post suspension, the Head Teacher needs to meet with the parents/carers and pupil to agree and update the pupil behaviour plan and ensure a joint understanding of the next steps in the process. Information and decisions will be shared with the appropriate staff accordingly. The Head Teacher needs to consider whether further additional agency support or training is necessary to support the reintegration.

With all these factors taken into consideration the Head Teacher may consider, due to the special educational needs of the child, an internal suspension may be more appropriate or reduce the number of days of suspension being considered.

The Head Teacher will always look at a tiered approach to sanctions on an individual basis taking into account all facts and circumstances presented to them at the time of decision making. The Head Teacher can seek further technical advice from the Trust or other professionals at any point.

Pupil behavioural difficulties should not be a driver towards recommending home education or the use of Alternative Provision.