



# PURPLE OAKS ACADEMY

## BEHAVIOUR MANAGEMENT POLICY

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### Policy Statement:

At Purple Oaks Academy we teach skills, and structure the environment, so the students within the academy are supported to achieve standards of behaviour compatible with a safe, caring and positive environment. At Purple Oaks Academy we value and respect students, parents and staff.

The academy aims to ensure that:

- Every student learns in classroom free from distractions, including disruptive and disturbing behaviour;
- Every student develops their social skills and friendships, particularly during breaks and lunchtimes, without being subjected to emotional, verbal or physical bullying;
- Good behaviour, hard work and effort is encouraged and rewarded;
- Students will develop a progressive awareness of right and wrong and act accordingly;
- Students will learn to make choices about their behavioural responses;
- Staff will ensure that self-esteem and 'get out' strategies support choice making.

## **Best Practice for Positive Behaviour Support**

We know that every student is unique and will respond in different ways to different situations and approaches. However, there are some general classroom management strategies and areas of good practice which will impact positively on all students.

**Staff at Purple Oaks Academy are committed to the following actions:**

- ✓ Setting targets which are Specific, Measurable, Achievable, Realistic, Time-framed Enjoyable and Recorded (SMARTER)
- ✓ Having a good working knowledge of each student's individual targets for behaviour (*Significant Positive Behaviour support plans will be shared in staff briefings with all staff*)
- ✓ Team times for reflection and review of individual students' behaviour management
- ✓ Creating a visually organised environment
- ✓ Working as a team to ensure a structured learning environment
- ✓ Being explicit and clear about intentions; having clear, consistent expectations and success criteria, visually communicated to students
- ✓ Planning to prepare students for changes in routine well in advance
- ✓ A team approach: Asking colleagues for support and sharing good practice is seen as a strength of our teaching practice and part of continued professional development
- ✓ Giving responsibility, wherever possible, to promoting student independence
- ✓ Using humour to build bridges
- ✓ Keeping calm to reduce tensions
- ✓ Active listening and paraphrasing to communicate understanding of what has been shared and what next steps will be taken in order to address a problem
- ✓ Actively building positive relationships
- ✓ Always being consistent with strategies and ensuring the team is fully informed of approaches for behaviour support plans
- ✓ Knowing students well and providing for individual learning styles
- ✓ Following up problems to their conclusion
- ✓ Being firm but always consistently fair
- ✓ Consciously noticing positive behaviour and giving genuine comments of specific praise
- ✓ Awareness of behavioural needs of all students, equally quieter, less vocal students
- ✓ Avoiding a raised voice

- ✓ Avoiding the use of sarcasm
- ✓ Displaying 'Stop and start' behaviours in the classroom.

## Structuring the Classroom Environment to Optimise Positive Behaviour

In keeping with good teaching practice classrooms are structured to create:

- **A CALM ATMOSPHERE** - all classes promote an adapted framework of behaviour based on the 1, 2, 3 Magic programme
- **CONSISTENCY OF ROUTINES** - including the use of schedules
- **CLARITY OF EXPECTATION** - including task breakdowns for each activity
- **CLEAR CLASSROOM ORGANISATION** - including clearly defined work and play areas

The majority of students who attend the academy have Autistic Spectrum Disorders. Classrooms are structured on the principles of **TEACCH (Treatment and Education of Autistic and Communication related Handicapped Children)** in an attempt to respond to the needs of autistic students. These principles include:

- Instructions that combine visual and verbal content to give greater clarity and understanding
- Environments and activities that are structured to reduce anxiety and promote independence

## Managing Inappropriate Autistic Behaviour

Inappropriate behaviour may be exhibited by students with autism for a variety of reasons:

- They may not understand the social context, leading them to get attention inappropriately
- They may not understand the language used
- They may not have the cognitive skills to complete or understand the task set
- They may be affected by a range of sensory stimuli, from more than one sense
- They may be affected by internal body feelings that they are unable to explain verbally eg tiredness, hunger, pain, unhappiness, anxiety
- They may be unaware how their actions are affecting the feelings of others
- They may be socially unconnected and not respond to praise or the need to please
- They may have difficulty remembering in sequence and become anxious with changes – preferring to do things in a familiar routine
- They may focus on specific detail or materials, becoming off-task and non-productive
- They may be driven by fixed interests and routines which override the expectations and conventions of others
- They may be unable to regulate, or put limits on their own behaviour, leaving them open to danger and a possible danger to others
- They may be echolalic or echopraxic and unable to inhibit copied routines.

All these factors may result in raised levels of anxiety and frustration. Behaviour displayed may vary from noisy disruption to inactivity; from temper tantrums and verbal outbursts to apparent lethargy and passive non-compliance.

## The TEACCH Philosophy and PRICE Principles: (Protecting Rights in a Caring Environment)

The TEACCH model and PRICE Principles focus on identifying the function of the behaviour and working with the student to replace inappropriate behaviour.

Staff must try to unpick the function of the behaviour and replace or adapt this behaviour so that it is more acceptable and appropriate.

The functions of the behaviour could be the desire for

- **social attention:** behaving in a particular way is a *reliable* way of gaining attention.
- **sensory:** behaving in a particular way is a *reliable* way of satiating a sensory need.
- **avoidance or escape;** behaving in a particular way is a *reliable* way of escaping from or avoiding a particular activity.
- **tangible;** behaving in a particular way is a *reliable* way of gaining access to preferred items or activities.

Staff must try to unpick the function of the behaviour and replace or adapt this behaviour so that it is more acceptable and appropriate

By teaching new skills, engineering the environment whilst skills are acquired, adding structure and visual clarity, most challenging behaviours can be reduced or adapted.

The process for changing behaviour is cyclical:

1. Collect history/data/observe all behaviour to obtain a picture of the child.
2. Consider child's individual deficits of autism in relationship to the problem.
3. Decide on one change, linked to the function of the behaviour.
4. Trial.
5. Review.

If a child continues to display behaviour patterns which are dangerous to themselves or others or are highly intrusive to a positive learning environment, it may be necessary to monitor triggers and set up specific interventions. Such interventions would be monitored and discussed with parents and other professionals, including Educational Psychology Services.

The TEACCH model, and ethos of the academy, addresses antecedents first and the function of the behaviour. Appropriate behaviours are taught and reinforced. We focus on 'the positive' and refocusing negative behaviour to behaviour that is more appropriate but linked to the function of their behaviour.

## Rewards

We may use fixed interests as rewards for positive behaviour, even if these are not traditional educational/learning activities. We may also utilise these times to teach play and social skills eg turn-taking.

Positive behaviours can be reinforced with clear specific verbal/visual feedback. Each class has a reward system suited to the needs and motivators of that particular group or individuals.

## Types of Reward

Rewards for behaviour are clearly given as rewards for positive behaviours, linking to the 'stop/start' behaviours of the adapted 1, 2, 3 Magic programme.

For some children, the concept of a clear FINISH is sufficient reward to positively complete an activity. For others, the learnt routine of – first you work, then you play – choose - is equally rewarding.

Other rewards may be:

- Tangible rewards – particularly in group situations where intrinsic motivation may not initially be high, but anxiety brought on by social proximity and strange surroundings may be high.
- Intrinsic rewards – individual strengths and interests incorporated into tasks.
- Positive reinforcement – verbal and gesture, Bricks certificates awarded in assembly.
- Social reinforcement – praise
- Token rewards – classes may have a token reward system designed for their particular group. The class team will decide on the types of rewards such as stickers/smiley faces/token. The reward system may offer a group reward such as a chosen 'out and about' or special time in school.
- Competence rewards – Principal certificates, swimming certificates, sports certificates for achievement.
- Academy Star of the Week and recognition that catches students being good - leading to a special mention in our phase assemblies on the topic: *"What Have You Done Today to Make You Feel Proud?"*

## Sanctions

All classes will establish group expectations for the STOP behaviours in line with the adapted 1, 2, 3 Magic programme. Children are encouraged to take responsibility for and understand their own emotions and actions; and how their actions impact others. Within each class base there are a variety of structures to support the teaching, learning and implementation of this.

However, sanctions as a method of discipline or changing behaviour with autistic children are not generally considered successful unless alternative behaviours are encouraged and planned for carefully – to change a behaviour you must offer an alternative behaviour or the child may then create their own.

Social pressures may not be effective because of lack of social empathy and relatedness. Consequences are not effective unless the child is able to make the connection between the deviant act and the consequence.

## Calming Areas

The academy has designated areas for use by students to support them in regulating their behaviours. These include:

- Work bays
- Waiting chairs
- Time away from the group on another table/in another agreed area
- Calm rooms/Time-Out spaces/Time alone areas – these are for safe calming down when a student's behaviour has reached a point where they can no longer remain in the classroom/work area safely.

Students are taught to recognise their rising anxiety levels and encouraged to take themselves to a calming down area. If they are unable to achieve this themselves it may, on occasion, be necessary to physically remove them from the situation to calm down. A record is kept of all time spent in time-alone area when they are unable to join the class and access their learning.

## Getting the Most from Schedules as a Tool to Managing Behaviour

Tasks and activities should **MOTIVATE** - therefore:

1. We work from students' strengths and interests.
2. We focus on emerging and mastered skills.
3. Skills are taught on a 1:1 basis, before being used independently.
4. Activities are visually structured and taught by passive observation.
5. A realistic time framework is set to take account of individual attention span and allow time for reward.
6. Activities are individualised for each child and, when appropriate, in a personalised work bay.

Tasks and activities should **REWARD** - therefore they are sequenced to reinforce:

1. First work / then play.
2. First non-preferred / then preferred OR
3. Non-preferred sandwiched between two preferred.

Where anxiety is high or in group situations, additional rewards may be added.

## Managing behaviour in group situations

Each class has clear guidelines for stop and start behaviours and rules of the class in line with the adapted programme of 1, 2, 3 Magic.

We plan for each individual student. All the person-centred planning and structure that students require for individual work is considered. In addition, account is taken of how the children affect each other.

Therefore, the staff consider:

1. Physical layout and barriers.
2. Personal space and proximity.
3. Routes and access to materials.
4. Noise levels.
5. Time out space.
6. Skills levels.
7. Differentiated Worksystems.
8. Motivation to be in a group – using everyone’s skills and interests as part of the shared task.
9. Social issues – turn-taking, waiting, requesting, empathy – structured situations are planned for to practice these skills
10. Reinforcements such as tangible rewards and tokens to increase motivation and reduce anxiety in order to teach group participation.
11. Praise and rewards given individually and/or to the whole group.

## Out in the Community

All the issues already mentioned are taken into account when planning 'out and about' activities.

- Risk assessments are conducted prior to 'out and about'
- Skills are practised at the academy
- Realistic objectives are set on an individual basis
- Mobile schedules and route planners are used to sequence events
- Activity lists/shopping lists are used to focus attention
- Where possible, individual interests are included in the outing
- Where this is not possible tangible rewards may be included
- Filler activities and distracters are always carried to help cope with waiting
- A mobile phone is carried to summon assistance in emergencies
- Information slips are carried by staff to hand out if incidents occur
- Clear guidelines for behaviour are supported by visuals.

## Forward Planning to avoid Behaviour Issues

1. Where necessary, class team meetings are held to ensure everyone is aware of the activities for the day and their roles.
2. Schedules – are used to ensure that predicted events take place on time. Where changes have to be made, they should be clearly explained and negotiated at child's individual level and visually displayed. Students who are off-task can be brought back on task by re-direction to their schedule.
3. Staff are required to dress professionally, but at the same time take account of the need for practical and safe clothing so that they can react easily in an emergency.
4. Staff are advised not to wear jewellery.
5. Staff ensure that materials and visual instructions are ready prior to an activity.
6. Materials and equipment are readily available.
7. Children are able to move to their agreed calm/quiet spaces should they need to and staff would encourage this.
8. Staff carry 'filler' activities and rewards to aid waiting.
9. Staff carry key cards and cue cards to use in class and around school.
10. Contingency plans and emergency schedules are available to ensure consistency and calm transitions in case of staff absences, weather or transport problems.

## Interventions

1. Teachers may be selective when they intervene to avoid students feeling harassed and not reinforce unwanted behaviours. An example of this is **planned ignoring**.
2. Staff will consider if we are making too many demands on a student under certain circumstances and if expectations, need to be adjusted or re-negotiated.
3. Interventions should be timely so that strategies of deflection and redirection can be effective.
4. Attention is focused on positive behaviour being displayed or expected (eg "We all need to work quietly.") rather than using a negative.
5. A quiet tone of voice that transmits calm and confidence can sometimes be enough to de-escalate an incident.
6. A student's point of view or distress is always acknowledged and an explanation for teacher expectations and changes given in clear, simple terms, eg "I understand you would prefer to play but we need to do this now and then we can play." When displayed as a schedule or backed up with objects/photos/symbols, this can defuse a potential incident.
7. The teacher will ensure that the rest of the group are safe and will give a student time and space to calm down, when needed.
8. Children will be given the option to remove themselves to an agreed area to calm down.
9. Children are only moved on the grounds of safety. Physical restraint may need to be used to support the student in times of crisis and using only agreed PRICE (**P**rotecting **R**ights in a **C**aring **E**nvironment) techniques. These may be used to remove a student to a time-out area, where they are monitored until calm.
10. Sanctions and warnings of negative consequences can escalate an incident, whereas reminders of 'the positive' may have the desired result.
11. The aim is to support the student through an incident: a massage, a drink, quiet music and or a quiet talk maybe used to support the student to emotionally regulate. For others it may escalate the situation. So it is vital to have an awareness of the students' Positive Behaviour Support plan and what works for that student.
12. Students are monitored closely after an incident as they are likely to feel a range of emotions. Staff support students to unpick the incident, their emotions and support them to make links between their feelings and actions.
13. Staff will allow sufficient time for a student to recover at their pace and in their own way. The rest of the group will continue with their schedule so that the distressed student may return to a secure, structured situation.
14. All incidents are recorded, including minor incidents or intrusive behaviour. Significant incidents are recorded on incident forms which are then checked and signed off by the Designated Safeguarding Lead (DSL) or deputies. Parents will be notified of significant incidents by a phone call on the same day and this will be followed by the incident report

detailing events and including witness statements and any timeout records. The incident is recorded on CPOMS (Child Protection Online Monitoring and Safeguarding system)

## Physical Intervention

Physical intervention is kept to a minimum and is viewed as a last resort. As long as safety can be maintained, the policy is to step back from a child displaying aggression, giving space and time for them to regain control.

## Approach to the use of reasonable force

The academy recognises that there are times when physical contact with a student may be necessary, for example, giving first aid. If a student is in distress or needs comfort or calming down. It also recognises that there are some students for whom touching is unwelcome because of their special needs or personal history.

## Reasonable Force

1. The term 'reasonable force' covers the broad range of actions used by most teaching staff at some point in their career that involves a degree of physical contact with students.
2. Reasonable force can be used to prevent students from hurting themselves or others, from damaging property or from causing disorder. All members of teaching staff have a legal power to use reasonable force. It is unlawful to use force as punishment.
3. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
4. 'Reasonable in these circumstances' means using no more force than is needed.
5. The term 'control' means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom. The term 'force' is used when it is necessary to restrain a student.
6. Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
7. Academy staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

## **The circumstances in which reasonable force might be used:**

- remove a student from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts an academy event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety, or lead to behaviour that disrupts the behaviour of others;
- prevent a student from physically attacking another student or a member of staff;

- restrain a student at risk of harming themselves through physical outbursts.

This school adheres to the PRICE principles for physical intervention, which adheres to the Restraint Reduction Network. We aim to reduce reliance on physical intervention and only using minimum force for the shortest time. Physical restraint methods will only be used by staff with PRICE training and as a last resort where de-escalation techniques have failed or cannot be used. We aim to manage at least 95% of instances without the need to restrain or physically intervene.

### Power to Search Students without Consent

In addition to the general power to use reasonable force described above, the Principal and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following 'prohibited items':

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force **cannot** be used to search for other items banned under the academy rules, for example, mobile phones.

## Use of Calm rooms/Time-Out spaces/Time alone areas

It is the policy of the academy to give students the opportunity for time on their own when signs indicate that they can no longer cope in a group.

The aim is for the student to take themselves to a calm area before they lose control, if possible.

Time alone can take the form of removing themselves from a group, eg to their work bay or a designated chair, or to leaving the room and going to a agreed time-out area. Students will be encouraged to use these areas as well as strategies for calming down once there.

It is the responsibility of all staff to support in the management of our most challenging students.

If a student loses control they should be left where they are to calm, if it is safe for them and others. It is sometimes safer to move the rest of the group as moving a student can sometimes escalate an incident, thereby causing more distress for all concerned.

If it is necessary to physically move a student, this will only be done using PRICE approved techniques by staff trained to do so.

Staff are PRICE trained to ensure that staff are competent and able to manage challenging situations. This training includes de-escalation and diffusing strategies, physical intervention only being used as a last resort. Records of all PRICE-trained individuals are kept in the academy office.

The course of action should be determined by the member of staff immediately managing any incident, as they are generally more aware of the whole situation. A member of SLT should always be made aware of any violent incident in progress and, if necessary, further support will be sought.

Students are always shadowed when they seek time alone or are escorted from a situation where they are being unsafe.

A time-out records are yellow and are available from the office or Pastoral team room. Time out may also count as any time outside, or another agreed area of the academy, that helps a student calm. The time-out record shows the time 'entering' and the time 'leaving', recording any behaviours displayed or anything said during the time out. Records are shared with parents and logged on CPOMS (Child Protection Online Monitoring and Safeguarding system).

Children should never be left unsupervised in time alone areas. Constant observations should be made. This may need to be discrete. No staff member should observe a child for more than twenty minutes at any one time without a break. Should the situation appear dangerous, another member of staff must be called to the scene in the first instance. A senior member of staff must also be made aware.

Once a student is prevented from leaving a time alone area, this is no longer isolation, but regarded as seclusion. Seclusion should not be used as a technique to manage behaviour or discipline students. However, it may be used in *exceptional circumstances*, but only as an unplanned response to prevent harm in an emergency. There will be an immediate review of any risk assessment for a student in these circumstances that will then result in a revised plan that results in the use of proactive strategies and less restrictive options. **[Any use of seclusion is likely to contravene Article 5 of the Human Rights Act: *The right to liberty and security* and its use in any setting should be questioned. Furthermore, the new Mental Health Act Code of Practice (2015) acknowledges the particular risks attached to seclusion: "*Seclusion can be a traumatic experience for any individual but can have particularly adverse implications for the emotional development of a child or young person.*"]**

### Post-Incident Resolution with Students

Not all of our students have the skills for verbal resolution of a situation and even those who struggle to tell you what they should have done, or could have done, differently can rarely regulate sufficiently to put it into practice when under pressure. However, some may students may cope with discussion afterwards as part of learning new coping skills.

As a general rule even for our verbal students we work on the rule of minimal language and minimal discussion. A student should be calm before returning to any group and monitored carefully afterwards.

Staff may also need recovery time and should cover for each other to give recovery time after an incident where needed.

## Positive Behaviour Support Plan (PBSP)

We involve parents and student in the management of strategies we use within the academy. All students have a Positive Behaviour Support Plan that is shared with parents and where appropriate students and these are regularly reviewed to ensure it is accurate and detail how the student present when they are becoming dysregulated and what adults supporting them should do at each stage. Positive Behaviour Support Plans are reviewed in light of incident reports to reflect any changes in practice that need to happen as a result of the incident. The highly 'individual' nature of each of our students and the courses of action we take need to reflect individuality. If incidents are reported consistently and conscientiously then a shared solution can be sought both to resolve the issue(s) and to support management of challenging behaviour by the whole staff team, parents and wider professionals.

So that levels of behaviour can be more easily monitored and discussed, a series of levels including the nature of parental involvement, have been generated:

**Level 1:** Behaviours requiring minimal verbal or non-verbal intervention by staff or distance re-direction to support students to remain on task and aid focused learning. Monitored, but not directly recorded (eg verbal distraction, screams/loud noises, non-verbal distraction, annoys others intentionally to cause disruption.)

**Level 2:** Behaviours requiring direct intervention by staff, verbally or non-verbally re-directing to task using de-escalation techniques. Behaviours at Levels 1 and 2 are generally managed through the day-to-day structuring within the classroom (eg knocking over or throwing objects, ripping, dropping to the ground, running away).

**Level 3:** Aggressive/disruptive and dangerous behaviours likely to require escorting and removal from the class and/or positive handling (eg hit, punch, scratch, head butt, pinch, poke, kick, hair pull, spit). Such events are recorded on green incident forms on the day of the incident. Reasons for, and type of, escort/hold used are recorded in line with Positive Behaviour Support Plans.

A class team member will contact home via phone, or face-to-face on the same day to inform home about any incidents, possible cause and potential action needed. Completed incident forms are returned to the Learning Mentor for Transition and Readiness to Learn who will send parents the completed form via email within 48 hours.

Behaviours at Level 3 more than three times in one term may require a meeting with parents to discuss the possible reasons and issues surrounding the behaviour. The Positive Behaviour Support Plan updated to include appropriate action. Advice may also be sought from the Educational Psychology Service and other support services as appropriate.

**Level 4 - Decided by the Principal/Deputy Principal:** Should a child instigate an incident in which either an adult or another child sustains serious injury an immediate suspension of at least one day will be considered to allow time for safety issues to be reviewed and appropriate strategies to be put in place. SEND needs and individual situations are taken into account when making the decision to suspend a student or internally exclude.

Parents, by law, must keep their child at home during the period of suspension. Work will be provided by the academy during this period. On return to academy, a reintegration meeting with parents and the student will take place on the morning of the first day back.

## Recording an Incident

The incident report is to be completed by the persons involved in the incident. This will be shared with the Learning Mentor for Transition and Readiness to Learn who will then record the incident on CPOMS.

The incident report should be factual and include:

***Antecedent*** – Events leading up to the incident

***Behaviours*** – How did the students behave?

***Consequences*** – How did staff intervene? How did the students respond? How was the situation resolved?

***Injuries*** – Student(s) and staff

***Witness*** - All witnesses must read and sign the record to ensure that this is an accurate account of the incident.

The report is emailed to the parents once it has been checked and signed and will give parents as full and accurate a picture as possible.

If a student has requested time alone then staff should complete a requested time alone sheet to discuss with parents.

Parents are welcome to visit the academy to discuss any aspect of their child's behaviour with the class team and/or the Principal.

Our aim is to involve parents in all areas of their child's education and in the management of their behaviour, so that behaviours can be managed as pro-actively as possible. Behaviour management plans should reflect a student's Education, Health and Care Plan. Arrangements should detail behaviours displayed, their triggers, and strategies proposed for managing them. Details for positive handling plans and behaviour management plans will be discussed with parents at review meetings and their signature of support sought when review reports are subsequently circulated. Plans will be regularly reviewed and updated particularly after an incident as this document needs to reflect accurate and clear practice.

***We believe that the more the academy and home work together, the better understanding we will all have of the child in order to reduce that child's anxiety and support the child in making their own decisions about behaviour.***

## **Behaviour Monitoring**

Behaviour monitoring and analysis is carried out monthly by the Designated Safeguarding Leads. Staff look at individual cases and actions as well as trends in classes, phases vulnerable groups or whole school concerns.

## **Staff Responsibilities**

The core to all the teaching we do is to manage behaviours to reduce confusion and anxiety, whether it is through TEACCH visual structures, or PRICE strategies. We can thereby create a calm working atmosphere where learning can take place. It is therefore the responsibility of all staff members to:

1. Familiarise themselves with all policies relating to behaviour and safety, together with our documents outlining the principles of TEACCH and PRICE, as well as seeking clarification from a senior staff member if necessary.
2. Engage in TEACCH and PRICE training and take responsibility for regularly practising these principles and techniques with other staff members (Registers and copies of certificates are available for inspection in the DSL office).
3. To follow safety procedures to protect both themselves and others. This includes completing risk assessments, filling in internal incident forms promptly for any incident involving aggression or potential danger eg running off, and completing the necessary incident forms where injury has occurred to either adults or students, (accident record in the academy's medical room) as well as recording on individual records.
4. Complete a school 'Injury at Work' form in Smartlog, our Health and Safety Recording platform.
5. To alert other staff members of potential incidents and to summon assistance, where necessary.
6. To support and seek support from other team members with the management of behaviour.
7. To make themselves aware of any specific strategies for dealing with individual children (particularly high risk behaviour children) through the Positive Handling Plans and Behaviour plans. Due to the nature of autism spectrum conditions management of behaviours often have to be pro-active rather than prescriptive. What works one day may not the next. Staff need, therefore, to use their professional judgement and knowledge of individual students when dealing with each issue to avoid getting into negative spirals.
8. Our students need our help to manage their behaviours and keep anxiety at a low level and this sometimes means going back a level in communication skills, work tasks and expectations to enable them to then move forwards.

**The health and safety of all the students and staff must always be paramount and, therefore, the safe management of all the students is a shared responsibility of all staff members.**

## Suspensions

In exceptional circumstances, it may be necessary to temporarily suspend a student if his/her behaviour consistently presents a threat to the safety of him/herself or others.

The academy considers that suspension is an absolute last resort and the over-riding philosophy is to ensure that individual placements are successful. We aim to overcome difficulties as quickly as possible with minimal effect on students' learning and the learning of others. Should these circumstances occur an Interim Review will be called to discuss the situation and draw up an action plan to support the child in their behaviour and to manage the anxiety. Should unacceptable behaviour continue it may lead to permanent exclusion.

The Principal may consider it necessary to suspend a student where there is:

- Persistent and/or disruptive behaviour unrelated to the student's SEND, where a wide range of strategies to modify the student's conduct has been attempted without success, OR
- an incident which has been deemed to place academy staff or students in considerable danger.

All suspensions are monitored by the Advisory Councillors each term and the Chief Executive Officer/SEND Director on a half-termly basis.

Where a suspended student is due to sit an external examination, suitable arrangements will be made to ensure this happens.

This document was informed by the *Behaviour in School document, September 2022*.

## Actions Taken Following a Serious Incident

- The student is kept under direct Senior Leadership Team (SLT) observation during any investigation
- Written details of the incident are collected from those involved before any decision is made
- The parent/carer is telephoned by a senior member of staff to outline the incident
- The Local Authority SEN team will be informed, as our students all have a statement of SEN.

## **Fixed-Term Suspensions**

Once a decision has been taken to initiate a suspension:

- Parents are informed via letter (email and paper copy) outlining the incident and the length of the fixed-term suspension, which can be up to five school days. The parents' right of appeal is highlighted in the letter
- A reintegration meeting is set up for the parent/carer and student to attend on return from suspension, with a senior member of staff.

Following this meeting:

- The student is reinstated or further sanctions are decided upon
- The student may be placed on report
- Staff, parents and, where appropriate, the student will agree their PBSP and corresponding Risk Assessment will be reviewed to work together to find the best way to support the student to manage their own emotions and behaviour.
- Where appropriate, an apology is given to the member or staff or other students involved
- A record of the suspension and meeting is kept in the student's file.

### **Decision to Permanently Exclude**

Incidents which may lead to a permanent exclusion could include:

- Violence, including threatened violence
- Selling/supplying drugs on school premises
- Bringing a knife or other weapon onto the site
- Persistent, malicious disruptive behaviour including open defiance and refusal to agree with school policies which prevents other students from learning or presents a health and safety risk to themselves and others.

Where students are permanently excluded the exclusion letter will be accompanied by documents

The report will include:

- A profile sheet including basic information about the student
- An overview of the case including a detailed account of the reason(s) for the Exclusion
- Confirmation that the current DfE exclusions guidance has been adhered to
- Where relevant, details of any behaviour modification strategies that have been used
- An indication of how the sanction applied is consistent with the school's Behaviour Policy
- Alternative sanctions that were considered (if applicable)
- Assurance that the relevant DfE guidance for students with SEN, a disability, or in the case of a Looked After Child, was considered before the decision to exclude was taken
- That in reaching the decision, equal opportunity legislation was complied with.

### **The Permanent Exclusion Report**

When the Principal seeks to permanently exclude a student, the Academy Advisory Council must set up a Disciplinary Committee to review the case.

In advance of the Disciplinary Committee, the Principal will prepare an exclusion report which explains why the student was excluded.

### **Safeguarding**

At the Purple Oaks Academy, we have a Safeguarding Policy and Procedures that are available to all parties. The Designated Senior Leads for Safeguarding review and update these policies and procedures, in-line with any new legislation or recommendations, annually. Staff members are expected to read and record that they have read this policy.

### **Equal Opportunities**

Everyone has the right to work in a safe, healthy and happy environment. We strive to enable all our students and staff, regardless of ability, ethnicity, religion, gender or orientation to participate fully and happily in the life of the school. We believe that our behaviour management policy upholds the dignity and maintains the safety and well-being of all.

**Dated:** April 23

**Review Date:** April 24

**Documents consulted:**

*BILD Centre for the Advancement of Positive Behaviour Support, The Use of Seclusion, Isolation and Time Out, December 2015*

*DfE Departmental Advice. July 2013. 'Use of reasonable force', Education Act 1996*

*Education and Inspections Act 2006.*

*DfE Departmental Advice. 'Behaviour and Discipline in Schools', February 2014*

*DfE Departmental Advice, 'Exclusion from maintained schools, Academies and student referral units in England', 2011*

*Restraint Reduction Network (RRN) Training Standards First edition 2021*



