



**Beaumont Hill Academy
and Marchbank Free
School**

**Behaviour and Emotional
Support Policy**

EVAT Version Control Document

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Monitoring and review

This policy is reviewed every **annually** by the Policy Owner: **Caroline Green**

The scheduled review date for this policy is **February 2023**.

At The Education Village Academy Trust, all children, young people and adults are valued both as individuals and as part of the wider Trust community. We aim to provide a safe, happy and caring environment within which everyone can thrive.

Core values

Our Trust's activities are informed by our core values, which mean that we:

1. recognise the **worth** of each **individual** by valuing the personal qualities they demonstrate in their learning, living and working
2. recognise the **experiences** of children and young people by valuing the **talents** and **skills** they bring into their schooling, and we commit to ensuring that schooling enhances these talents and skills
3. embrace **difference** and **harmony** by valuing **diversity**
4. display **integrity** and **authenticity** by valuing **openness, trust, fairness, honesty** and **respect** for all people
5. foster **ambition, high aspirations** and **independent** spirit by valuing each individual's abilities, aptitudes and desire to create, explore and grow
6. commit to **hard work** and **high standards** in provision, behaviours and outcomes
7. help, support and enable others by valuing **relationships** with all stakeholders, being **emotionally intelligent**, building **resilience** and being **forward-looking**
8. acknowledge the role of **networks** by valuing the ways in which people can live together, collaborate and make positive contributions as **citizens**
9. acknowledge the place of school in the **community**, including the broader **global** community, by valuing the essential nature of the relationship between schools and the social and economic environments in which they operate

This policy, and its associated procedures and protocols, are based on these key principles.

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N.B. Where reference is made to an 'Academy' or a 'School' the intention is that the policy is universal and applies to both. Any reference to Principal may also include Executive Principal.

INTRODUCTION

Behaviour and emotional support is not a discrete, separate element of school life. All behaviours are communications, all in response to a feeling, experience or stimulus. Everything we do, all our words, actions, postures, planning, organisation, and also what we do not do, contributes to behaviour and indeed mood management. It is therefore crucial that staff consider their own behaviour and what this is communicating at all times, as this is where behaviour management begins. This policy has been amended to include the 'Prevent' strategy of violent extremism. Any incidents that arise will be notified to the LA.

The reason for having a policy is to have a whole team approach and dynamic focus on that aspect of school life. This will ensure and bring coherence and consistency to the variety of interactions we all have with children, families and each other every day, to support as positive and safe a response as possible.

We aim to enable all young people to understand and value others, appreciate diversity and develop the skills to analyse and debate issues. We believe that this plays an important role in helping young people to become insightful and more resilient. We aim to facilitate a happy, safe school where laughter, enjoyment and fun is of paramount importance, for everyone!

We believe that for effective learning, teaching an interesting and engaging curriculum, enhanced by teaching a clear programme of RE and the development of the PSHE/Citizenship/British Values curriculum, including SRE and drugs education, is essential to building resilience among young people. This sits alongside our commitment to further develop our anti-racist curriculum and individual support for learners.

Serious incidents, incidents of bullying and/or racism are logged on CPOMs and reported to ESC. Forms are then filed and reported to the LA where necessary. All completed incident forms are scanned into CPOMs and held electronically. These files will travel with the children as and when they leave school.

Any behaviour and emotional support policy will only be as effective as the work of the staff who put it into practice. As the Elton Report (1989) points out, there are no simple remedies. It is the totality of the responses the child receives and the quality of teaching and environment that will ultimately affect their behaviour and sense of emotional well-being for good or ill. So any policy has to be applied with humanity, sensitivity and consistency.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'

This policy operates in conjunction with the following school and Trust policies:

- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Policy and Procedure
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Peer-on-Peer Abuse Policy
- Child Protection and Safeguarding Policy
- Pupil Drug and Alcohol Policy
- Anti-bullying Policy
- Positive Handling Policy

SHARED VALUES AND BELIEFS ABOUT BEHAVIOUR

We believe the management of children's behaviour and emotions (and that of our own) should reflect the values of the schools. We choose an approach and procedures which enhance the quality of the 'adult – child' and 'child – child' relationships. This principle guides all our actions and rules. If and when concerns arise, all staff are to follow procedures as outlined in our policy and procedure for complaints.

The formation of healthy relationships is one of our main goals and the basis of much good behaviour, management of emotions and effective learning. We are always

aware that all discipline involves values and we continually strive to find better ways of helping our children to learn more satisfying ways of behaving.

We state our values clearly. We value:

- the right to be respected and treated with dignity at all times;
- the right to have fun and enjoy each other's company;
- the right to learn to the best of our ability;
- the right to feel happy and enjoy our time at school;
- equal opportunity and accessibility for everyone.

We believe that:

- pupils who feel safe, valued, cared about and successful tend to respond in a more positive and appropriate way;
- when pupils are treated consistently, they are able to distinguish between desirable and undesirable behaviour, they begin to feel safe and trust in the predictable environment, enabling them to take risks in their learning;
- if the ethos of the classroom and the schools is positive, there will be an atmosphere of mutual respect and enhancement of self-esteem in which pupils are behaving in an actively positive manner, and teaching and learning is leading to achievement;
- good discipline can be clear and firm, yet supportive; we describe this as 'firm love'
- when we feel happy and enjoy, we learn far better.

We aim:

- to create a warm, caring, calm and orderly atmosphere of belonging in the schools that positively promotes learning and a sense of community;
- to achieve consistency of attitude and response by staff which gives a sense of security and safety;
- to promote and encourage the continual development of all staff in the understanding and working with children with social, emotional and behavioural difficulties and review our practice regularly;
- to promote in all pupils a sense of self-discipline and an ability to take responsibility for their actions;
- to create a climate of mutual respect between all pupils, staff and visitors and a proper concern and respect for the school environment ;
- to help pupils change their anti-social behaviour that causes them so much unhappiness and to learn ways of behaving and solving difficulties that enable them to feel safe in their ability to manage feelings and control their behaviours;
- to create an environment that is safe, physically and emotionally, for everyone in the schools;
- to develop a partnership with children's families which recognise and respects important factors in the home life and experience of the child, and through ongoing dialogue supports parents and carers to take a proactive and confident role in the management of their children's behaviour and needs;

- to develop self-aware and organised thinking skills;
- to facilitate an environment of infectious positivity and happiness.

PROCEDURES

The Behaviour and Emotional Support Policy deals with all areas of the children's intrinsic development, alongside the Trust's Positive Handling, Safe Touch and Safeguarding policies.

Teaching and Learning

Learning is the central focus of all we do. We strive to create the **stimulating and engaging environment** and the conditions that facilitate every aspect of learning. **Routines** also give a sense of security and are crucial to the establishment of effective teaching and learning.

- We aim to establish and maintain routines in the classroom and to train staff and children to observe these routines. This helps to maintain boundaries and support the development of good habits.
- We aim to promote positive and appropriate responses, and so prevent many difficulties from occurring by good practice.
- We recognise that well planned, interesting lessons which are well structured and organised, experiential and contextualised to the child are crucial elements of good practice.

Establishing Shared Routines for Teaching and Learning

We recognise that establishing and maintaining simple routines is a powerful way of helping our children to create the right conditions for learning and for changing their negative responses.

Our routines are meant to help the children and be ego-supportive. So we explain their purpose and make sure they make sense to the child; that they help to promote learning and reduce friction between child and child and child and adult. We review them regularly. Here are some of the guidelines we follow for classroom practice:

- We are always in class before the pupils to greet them on their arrival in the morning and after other break times.
- We plan learning thoroughly to be stimulating, coherent and well-organised.
- All pupils have up to date ABC plans and Risk Assessments
- We have all learning tasks well prepared, including specifically differentiated materials for pupils who need them.
- Each lesson starts with the learning intention and success criteria of the lesson explained and clearly written.
- Each lesson ends with a summary of what has been taught, followed by a self - review and general overview of what has been learned and behaviour for learning, this will include children self-assessing their achievements and Dojo points being awarded.
- We make sure that the room is tidy and laid out thoughtfully and all the materials and equipment are ready for use.
- We display the children's work prominently and attractively.

- We establish positive norms of behaviour.
- We model clear communication and positive interactions between each other and between adults and children.
- We establish and insist on routines for:
 - ✓ entering the classroom;
 - ✓ seating arrangements;
 - ✓ explaining the lessons and tasks of the day;
 - ✓ distributing and using the equipment needed;
 - ✓ giving out work books;
 - ✓ listening to the instructions of the adults;
 - ✓ stopping work and ending sessions;
 - ✓ summarising and reviewing the session;
 - ✓ going to the toilet one at a time;
 - ✓ clearing up;
 - ✓ leaving the classroom.

We acknowledge that a preventative approach is key in creating a calm and positive climate for teaching and learning. This also includes:

- ✓ establishing positive relationships with pupils and their parents/carers
- ✓ creating a positive supportive climate in the classroom
- ✓ providing a constant adult presence, never leaving the children unsupervised
- ✓ making connections with previous work
- ✓ teaching the children strategies to deal with anger and frustration
- ✓ using social problem solving skills, ring time and mediation (restorative approaches)
- ✓ using appropriate humour and relationships to ensure all children feel a sense of belonging in their class groups.

Keeping Everyone Safe in Their Body and Feelings

We recognise that the schools will only function effectively if both staff and children feel safe and happy. Anxiety and fear block learning so we strive to create a safe and happy environment free of anxiety. Effective measures and procedures are used to ensure that safety. The schools follow all statutory, government and LA guidelines on safeguarding. (See Safeguarding Policy, Health & Safety Policy, Touch Policy and Positive Handling Policy).

Promoting Positive Relationships

A positive relationship with the pupil is at the heart of our behaviour and emotional support policy. It is our view that the deliberate, skilful cultivation by the staff member of positive relationships with the children is the cornerstone of all successful behaviour and emotional regulation.

Through our interactions with each other, we model positive and respectful relationships for the children. Language and listening skills are key elements in this.

We recognise that elements of such relationships are:

- ensuring every opportunity is developed to enable communication
- increasing the child's communication with the adult
- increasing the child's responsiveness to social reinforcement provided by all
- increasing the tendency of the child to model the behaviour of the adult.

Communicating verbally – we strive to show an interest in the child's work and interest, listening, decoding the language of the child's responses, sharing appropriate personal interests.

Communicating non-verbally - we adopt non-threatening stances, smiles, physical proximity, non-threatening physical touch, awareness of positive postures.

Relating to children in an empathic and positive way – we are willing to engage in activities with the child, maintaining a non-punitive stance. We maintain straight dealing with the child, building trust, giving opportunity to make reparation and by our reflective approach to difficulties.

Modelling in all interactions by all staff is crucial to foster such relationships.

We recognise and honour without judgement the importance of the child's family system, and their place within and loyalty to these.

We take opportunities to foster positive relationships by using a positive tone of voice, our facial expressions, our reactions to their achievements and difficulties.

We recognise that there are many opportunities in the course of the day to develop this aspect of relationships.

We use touch proactively, appropriately and positively to reassure and calm, provide guidance and support and to model appropriate touch.

We continually reflect on how we respond to individuals on a personal level. We celebrate all birthdays where appropriate within cultural context, valuing each child's place in the world.

Keep Smiling

Smiling may be a good habitual behaviour to develop. Smiling triggers an automatic response in other people, causing them to smile in return. It also makes other people feel subconsciously better disposed towards the person who is smiling. It communicates confidence and openness and also stimulates the production of natural opiates and boosts the immune system. At Beaumont Hill Academy and Marchbank Free School we truly understand the importance and impact of smiling.

Inducing positive emotions

People can be guided towards more positive emotional states. Guided imagery involves asking a person to remember or imagine that they are in their favourite place, or recall the best day of their lives. By mentally adding sounds, colours and smells the image can be made stronger and the feelings evoked more powerful. This exercise can bring about positive mood change, but only if the person can be persuaded to try out the exercise. Like all other forms of exercise, mental gymnastics

takes effort and practice. It is not enough just to join the gym; you have to go and do some work. By practicing and working on the positive image, people can create a tool to help them change the way they feel when they are under pressure.

Fear of Failure

Some people are disabled by the fear of failure, which prevents them from taking risks when they are presented with opportunities to learn new skills or form new relationships. People who have been hurt in the past when they tried something new, learn not to risk failure. Instead of feeling excited at the prospect of a new opportunity or a new relationship they experience anxiety at the threat of being hurt or humiliated once more. Some children have been repeatedly failed, hurt and humiliated. They find it increasingly difficult to commit to a new relationship. Instead, they test new relationships to destruction, or sabotage their attempts to learn a new skill, creating a self-fulfilling prophecy and reinforcing their suspicions of new people and new things. When an experience has been painful in the past, people respond to similar situations with anxiety. That is why some children often respond to judgmental praise by destroying the piece of work being praised.

Bullying

Bullying is not acceptable behaviour in our schools. All the members of the school's communities, adults and children, have rights and responsibilities towards each other. The school's Rules and Values give clear guidelines on how to treat others. All incidents of bullying or alleged bullying will be recorded in a specific area on CPOMs with an action added.

Equal Opportunities

We believe in equality of opportunity for all pupils, including those who behave inappropriately and we make every effort to put it into practice at all times. (See *Equality Information and objectives*).

Parental Involvement

The schools endeavour to make good relationships with parents and carers. The schools see the parents/carers as essential partners in the task of education and managing behaviour and attempts to positively involve parents/carers in all aspects of their child's learning and behaviour.

Our full-time family liaison officers (S) forges solid relationships with all families; they conduct home visits, supports parents/carers through difficulties, signposts to appropriate services and leads multi-agency meetings.

In the **EYFS and Primary** departments, we believe that pupils should:

- be friendly
- be safe
- listen to others
- take care of ourselves and others
- be helpful

In the **Secondary and Post 16** department, we believe that pupils should:

- attend lessons on time
- be ready to learn
- try our best
- respect others
- respect ourselves

These beliefs are stated positively to promote positive actions. The pupils are reminded of our beliefs and they are displayed in each classroom and around the schools.

We recognise that some pupils feel the need to test boundaries in their desire to feel safe. Holding to rules and routines is our way to maintain them and provide security and consistency for our pupils.

The FROG online communication platform is also extremely valuable in ensuring a daily communication between home and school.

Rules

Beaumont Hill have three simple school rules agreed by pupils, staff, governors and parents / carers. These are:

- Be safe
- Be respectful
- Be ready to learn

Pupils know our three rules as "SRR".

Marchbank also have simple rules agreed by pupils, staff, governors and parents/carers. These are:

- Marchbank
- Respect
- Enjoy
- Achieve
- Citizenship
- Hard Work

Pupils know these are "REACH"

They are stated positively to promote positive actions. The pupils are reminded of these and they are displayed in each classroom and around the school. We try to link feedback about behaviour to our rules.

We recognise that some pupils feel the need to test boundaries in their desire to feel safe. Holding to rules and routines is our way to maintain them and provide security and consistency for our pupils.

Rewards and Positive Reinforcement

We have established a system of rewards for all kinds of achievement and positive behaviour. While we recognise the importance and efficacy of rewards, we do not want the pupils to become overly dependent on rewards. We try to move them from extrinsic motivation to intrinsic motivation.

See Appendix 1 for details of Beaumont Hill Academy and Marchbank Free School's rewards.

DEALING WITH CHALLENGING BEHAVIOUR

Responding to challenging behaviour.

We acknowledge that there are stages of challenging behaviour and our responses should be appropriate to the level of behaviour presented.

Stages of escalation:

1. Anxiety = need for support
2. Defensive / increasing aggression = need for clear limits, boundaries and choices. Sensory and self-regulation support offered.
3. Loss of control/ violence = 1-1 support, time out or occasionally need for physical intervention to reduce risk.
4. Recovery = restorative meeting arranged
5. Learning = need for a structured therapeutic review and forward planning.

There are a range of strategies and approaches we can use in dealing with difficult behaviour.

- we treat children with respect even when they are misbehaving.
- we communicate with pupils, either verbally or non-verbally at the first sign of noticing something is wrong
- we may use distraction techniques such as giving a child a job to do.
- we can ignore inappropriate behaviour when noticing it would cause more disruption or as part of a planned approach. However, this is always followed up at a more appropriate time.
- we focus on those who are behaving and working well and praise and encourage them.
- we have a quiet word with the pupil who is misbehaving, telling them that the behaviour is not acceptable and should stop.
- we support each other by offering help to ensure we work as a team to support a child in crisis.
- we are prepared to find the best adult and best conditions to resolve the issue, and prepared to change adults where necessary.

- we allow pupils time to make amends or take time to follow up an instruction.
- we follow up inappropriate behaviour with a pupil on their own where possible.
- we discuss problems and difficulties privately as far as possible.
- we follow the guidelines if restrictive intervention is needed, and only after use of de-escalation techniques.
- we only raise our voices in exceptional circumstances and always in a controlled manner.
- we give opportunities for reparation and restitution when all those involved are ready and without increasing delays.
- we model reconciliation and support these processes as appropriate.

Limit Setting

Limit setting is the first intervention when rules or routines are breached. We use it for all low level misbehaviour, e.g. disruption, interfering with others, cussing, using unkind words and or swearing, refusal to work, non-compliance, work avoidance strategies etc.

Stage 1 – Whilst continuing to use a range of de-escalation strategies, offering reassurance and advice we may also gently remind the child of the expectation by signal, facial expression or word and re-direct them back to the task. We communicate quietly in an appropriate way for each pupil. E.g. *“Lee, remember the rule about being ready to learn”*. We remain calm, we don't raise our voice. If the pupil gets back to work we thank and praise them, stay a little while and then move on.

Stage 2 – We may now remind the pupil (privately where possible) explicitly of the expectation and give clear choices. E.g. *“Lee, you need to sit in your seat and be ready to learn.”*

Sanctions and Consequences

Our system of rewards is balanced by sanctions and consequences which are accepted as fair and reasonable for the whole community and which are consistently and sensitively put into practice. We recognise that natural, logical and restorative consequences offer the most opportunities for future learning.

Sanctions and consequences are sometimes needed to deal with serious and repeated negative behaviour. In applying them we also give the opportunity to make **reparation** and to set targets for desirable behaviour. They are used after other strategies have been tried and found to be ineffective. We make every effort to ensure that the imposition of sanctions and consequences is done in a manner that is not affected by our own feelings and avoids shaming the child. All sanctions will be linked to our expectations and the child's behaviour.

Sanctions and consequences include:

- not earning Dojo points in our Reward System.
- change position of pupil in the classroom.
- spending time in another classroom – this may sometimes be necessary to safeguard the learning of others but we use it sparingly recognising that it is more effective when it is for short periods.

- minutes payback– an opportunity to reflect how better choices could have been made considering consequences of actions etc. It takes place at breaktime or dinner time, sometimes with work not completed available for completion or appropriate to the misbehaviour. This is supported by staff on duty and is always used as an opportunity for reflection and restoration. Minutes payback is given in increments of 1 minute – an upper limit of 15 minutes – any longer is counterproductive. We recognise that children need to play and give them every opportunity to do so, keeping minutes payback to a minimum. Children cannot be given more than 15 minutes at once.
- loss of privileges – it is up to each teacher to establish privileges in the classroom e.g. chosen activities, free time, particular responsibilities, or in some circumstances exclusion from an outing etc.

We also use the following sanctions on some occasions:

1. Parent Consultation

Discussion with the parent/carer can be helpful so that a common approach can be decided upon and information can be shared.

2. Rebuild/Repair

Children are given the chances to make good, injury or damage e.g. cleaning marks off walls. This can sometimes mean apologising by note or card, making up for work not done in playtime, spending time with the victim of their insults or aggression to repair the relationship.

3. Staff swap

This is used where a 'change of face' may be helpful and or respite for all children/staff involved with the child's best interests in mind.

4. Exclusion for a fixed period (see the Trust's Exclusions Policy)

We use this extremely rarely. We anticipate difficulties where possible and make out a Pastoral Support Programme if a child is excluded twice for fixed terms or is likely to be permanently excluded.

5. Permanent Exclusion (see the Trust's Exclusions Policy)

We only invoke this when it is clear that we cannot meet the child's needs and he/she has become a danger to him/herself and to others in the school.

Management of Serious Disruptive Behaviour and Aggression

We use many strategies and options to manage these situations. The selection of specific management techniques depends in part on the personality and character of the individual staff member and his/her relationship with the pupil. No strategy or set of strategies guarantee success. However, the following principles inform and govern our management decisions.

- We remain **objective and calm** in both speech and actions. We recognise that firmness does not require shouting or threats and as such **we do not shout at pupils**. We understand that shouting may be re-traumatising for our children.
- We understand that our own emotional state will impact on the pupils so we ensure we take a moment to check that we are calm and relaxed. Strategies such as taking a step back and deep breath can help with this.
- We constantly strive to improve our understanding of the pupils and their behaviour. We know they are often externalising inner conflicts. They do interpersonally what mature people do intrapersonally. They demand the control that they can no longer provide for themselves. We aim to pre-empt physical intervention i.e. restrictive intervention by ensuring the creation of an emotionally containing environment.
- We attempt to see through the behaviour presented by the child to the possible meaning or message being expressed. So we ask ourselves what the behaviour means to help us think and respond appropriately.
- We try to listen quietly and respond quietly to the pupil. We do not overwhelm the child with loud and insistent directives.
- We try to limit verbal interaction. We use the Team Teach "Help Script" for pupils:
 - ✓ **Name**
 - ✓ **I can see that....**
 - ✓ **I want to help**
 - ✓ **When you're ready, you talk and I will listen**
 - ✓ **Come with me and....**
- At all times, on responding to behaviour, we aim to analyse, not personalise. This way we stay flexible for as long as possible and avoid escalating the confrontation, and we use help script for colleagues and clear communication to support each other in this.
- We try to maintain positive attitudes that are constructive. We remind the child of previous good behaviour or similar situations that they dealt with well, progress they have made and how they made it.
- We always remind the pupil of options and consequences. We do not issue directives or threats that are unachievable.
- We are very aware that often the natural biological response to acts of violence is to get angry at the aggressor. However, we recognise that it is not the rational or most effective response. We school ourselves to resist the biological response.
- We use a range of diversionary strategies. The more unusual are likely to be the most effective. Humour is a powerful tool when used sensitively, to pre-empt a crisis.

- Involving other people in a non-threatening way can divert the confrontation and reduce the aggression and is a strategy we often use.
- It is sometimes necessary to remove the child from the situation and guide, hold or restrain. We try to do this in a neutral way, which is uncontaminated by negative or hostile feelings. Our message is '**we care about you enough not let you be out of control/hurt anybody/hurt yourself/break.....**'
- We always promote physical safety and do everything possible to prevent physical injury to everyone.

SUMMARY

Our Behaviour and Emotional Support Policy, along with Team Teach training, is designed to **minimise risk** and help young people to **build and maintain positive relationships**. All staff receive clear guidance and regular training so that they are more likely to be both confident and competent at supporting the young people we care for. Confident staff can reassure people who are anxious, offer boundaries and choices when people challenge, with safe and effective physical intervention strategies as a last resort. We can also help people to learn how to better manage their own feelings and therefore their behaviour by providing opportunities for support, reflection and repair. Beaumont Hill Academy and Marchbank Free School are **safe settings without fear**. They are a place where staff go to work not expecting to be hurt. They are places where children, young people and adults know they will be positively cared for. It is a place of safety and security, providing for some a contrast with the chaos, confusion and instability they may have experienced elsewhere. For some people, a teacher can become a pivotal person in their lives. How our staff respond to our children, as opposed to the behaviour, can build the bridges which lead to positive change.

PHYSICAL INTERVENTION

Physical intervention will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement to decide whether physical intervention is necessary. Please See the Trust's Positive Handling Policy.

PUBLIC SECTOR EQUALITY DUTY (EQUALITY ACT 2010)

In preparing or amending this policy, the author has given due regard to the Public Sector Equality Duty; that is they have considered any potential impact on people who share certain protected characteristics. These protected characteristics are defined as: race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

Appendix A

Guidelines for responding to challenging behaviour:

1. The routines we establish and the School Rules and Values guide all the activities in the classroom. Rules are agreed on and displayed prominently. When these two essentials have been set in place we remind the children of them frequently, perhaps at the beginning of every day, certainly at least once a week.
2. We try to be as positive as possible and show empathy with the child e.g. "You did very well this morning. I know it is difficult for you but I know you can calm down" etc. Positive feedback is given frequently. We remind children in difficulties of times when they coped well or of good things they have achieved. Or we focus on those who are getting it right and praise them which often has a positive effect on the misbehaving child. Our aim is to catch the pupils who are doing the right thing and tell them.
3. We consciously model strategies for dealing thoughtfully with difficulties.

For instance, when faced with a decision in the classroom the teachers sometimes think out loud "I'll have to think about your behaviour, should you have thinking time or time out? That action of yours was very serious. We have a rule about safety and I have to make sure that everybody feels safe. On the other hand, you were very kind to X, but Y will need to know that we are going to protect him and make him safe and take his hurt seriously and we have to show respect for the rules. What do you think should happen?" We listen attentively, then say something like "Okay, you will do thinking time / payback for 'n' minutes."

4. We are alert to good thinking by pupils and compliment it explicitly, "I like the way you worked that out, which shows you thought about it."
5. We try to remember to concentrate on the primary issue; that is the one that required our response in the first place. We avoid arguments e.g.

Teacher: Peter will you please put down the rubber and get on with your work?

Pupil: But he started it.

Teacher: He may well have, now I want you to get on with your work.

Pupil: You never do nothing about him.

Teacher ignores the remark, stands calmly there and encourages him to get on with work.

Before any decisions are made about management, staff carry out a dynamic risk assessment of the developing situation to identify how to best support. In this risk assessment, they may well choose to request support from another member of staff.

6. We think of the long term good of the child. We recognise that sometimes it may be necessary to ignore or take no action in order to promote long-term development. This is discussed during sessions by all staff and with parents/carers.
7. Sanctions or consequences are only involved when other strategies have failed and we give the child adequate notice that their behaviour will lead to a sanction or consequence rather than threatening them.
8. We pre-empt a possible negative attitude or response by immersing the child in positivity where this is clearly breaking down.
9. Antiseptic bouncing – where a child is provoking and or creating a negative feeling in the classroom or learning and a possible incident will be pre-empted by the child being given a diversionary task. This may be being asked to take a message to a member of staff.
10. Occasionally we have to employ reactive strategies. Here we are thinking simply of calming or making safe a potentially dangerous situation, e.g. breaking up a fight, preventing a child from damaging him/herself or others properly. While making these decisions, we will be making an ongoing dynamic risk assessment of the behaviour and the situation, and considering how best to pre-empt a potential incident and minimise risk.

Appendix 1

Beaumont Hill Academy Rewards:

In the **primary** department, we ensure that we use verbal praise that is:

- a) Specific to the individual child's actions
- b) Timely (as near to the event as possible)
- c) Appropriate (some children may prefer a quiet praise away from peers).

Stickers:

Class teachers can award stickers, either on the child's clothing or on their piece of work.

Pupils can be sent to another member of staff for recognition of academic or social achievements.

Reflection time:

Reflection time is awarded in the classroom and is used to promote and reward hard work and good behaviour. In order to achieve reflection time the whole class and or individuals need to have worked and behaved positively.

The reward stages and progress need to be displayed in each classroom. This can vary according to the developmental stage and phase of the children

Working for boards:

Pupils in the primary department have a range of learning needs and many are working at an early stage of development. Some of our pupils have autism.

It is important that all staff recognise what each individual pupil is motivated by. Pupils with autism require instant rewards and are provided with a visual reminder of the personalised reward they are working towards.

Star of the Week:

Individual achievements in relation to behaviour are also celebrated through the awarding of 'Star of the week' during assembly each week.

Pupils can also 'earn' the right to eat their lunch with Primary Lead on a Friday by demonstrating good behaviour across the week.

In the **Secondary** department:

Within classes of pupils with MLD and SLD, staff work with pupils to identify when pupils are demonstrating positive behaviour.

This is acknowledged through a points system. Tutor teams collate points and classes work towards weekly or half termly rewards.

Some pupils, including those with Autism, require instant rewards that are personalised to them. Staff use 'working for..' boards and ensure that pupils understand the specific action required to achieve the reward which may be short term.

Marchbank Free School Rewards

We use "Dojo points" which is a daily points system whereby pupils can earn points for both behaviour and learning within each part of the day.

These Dojo points then equate to stars on a visual display which pupils accumulate in order to attend reward trips.

Bonus "Competition points" can also be earned whenever a member of staff catches a child doing the right thing. Each winner of this weekly competition will earn an additional reward trip at the end of each half term.

Within each session in class, pupils can also earn some choosing time if they receive their Dojo points.

Staff may give extra rewards such as stickers or visiting another class to show work etc. Positive messages home are excellent rewards and greatly appreciated by parents / carers and children. We use the FROG online communication platform with our parents and staff are expected to make positive comments about pupils daily.

Our weekly Shout Outs, Stars of the Week and Kindness Awards are respected by all of the children and very well received in our weekly Shine assembly.

These rewards are clear and understood by all.

All classroom systems accentuate the positive and children cannot lose points they have already gained.

We appreciate that one of the best rewards for a child is **genuine praise**. We praise children for their achievements. We try to ensure that in all our interactions with pupils the number of positive comments far outweighs any negative comments. We are always alert to praise a child at every opportunity '**catching them doing the right thing**'.