





# BRADFORD AP ACADEMY

## Positive Behaviour Policy

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## Contents

• Introduction	3
• Underpinning Values and Ethos	3
• Choice and consequence: rewarding positive behaviour	4
• A Focus on restorative approaches	5
• Personalised Approaches to Learning	6
• Staff Support Systems	6
• Getting help quickly from outside the classroom	7
• Support systems for parents	8
• Appendices:	
1. Behaviour Management Protocols	9
2. Suspensions	11
3. Dealing with pupils who climb	14
4. Pupils who Abscond	15
5. Use of De-escalation Rooms	17
6. Protocol for Meeting Short Term Changes in Pupil Need	19
• Forms:	
1. Personal Behaviour Plan	23
2. Reflection and Resilience Form 1	25
3. Reflection and Resilience Form 2	
4. Serious Incident Flow Chart	

## **Bradford AP Academy Behaviour Policy**

This policy should be read in conjunction with:

- Child Protection Policy
- Pupil Care and Management Policy
- Safer Working Practice Guidance
- Keeping Children Safe in Education Guidance
- Care and Control Policy
- Anti-bullying Policy
- SEN Policy

### **Introduction**

## **Bradford AP Academy Behaviour Policy**

This policy takes account of:

- a) legislation enacted by the Education Act 2011 which reinforces, supersedes and replaces previous guidance, particularly in relation to:
  - Education and Inspections Act 2006, Section 93;
  - Education Act 2002;
  - Equality Act 2010. Refer to Department of Education guidance November 2011 "Behaviour and discipline in Schools – a guide for head teachers and school staff" for an overview of the powers and duties for school staff.
  - Searching, Screening and Confiscation July 2022
- b) The underpinning values and ethos which are most appropriate for children and young people placed within the Academy, as outlined below:

### **Underpinning values and ethos**

At Bradford AP Academy (BAPA) we aim to meet the diverse needs of our pupils through:

- The provision of a predictable and safe environment, explicitly founded on nurture and attachment principles that promotes security through consistent routines and clear boundaries.
- An unrelenting focus on celebrating, promoting and positively reinforcing good behaviour.
- The application of an unconditional positive regard for all pupils, acknowledging and addressing any inappropriate behaviours which may arise.

- The provision of an appropriate learning curriculum with carefully planned learning opportunities including the development of social and emotional aspects of learning.

Successful schools/academies often share a number of features that help to create and sustain their success:

- Committed, highly visible leaders, with ambitious goals, supported by a strong leadership team.
- Effectively communicated, realistic, detailed expectations understood clearly by all members of the school.
- Highly consistent working practices throughout the school.
- A clear understanding of what the school culture is and the values it holds.
- High levels of staff and parental commitment to the school vision and strategies.
- High levels of support between leadership and staff.
- Attention to detail and thoroughness in the execution of school policies and strategies.
- High expectations of all pupils, and a belief that all pupils matter equally.

It is through this pupil-centred and inclusive approach that pupils will learn to understand, manage and improve their own behaviour, and to build positive relationships with adults and other pupils.

Consequently, all pupils at BAPA have the right to:

- Recognition of their unique identity and individual consideration of their needs.
- Be treated with respect and dignity and feel valued members of the learning community.
- Learn and work in a safe environment.
- Be protected from harm, violence, assault and acts of verbal abuse.

Furthermore, BAPA strives to ensure that:

- Parents, carers, staff and pupils are highly positive about behaviour and safety.
- Pupils make an exceptional contribution to a safe, calm, purposeful, orderly and positive learning environment.
- Pupils show very high levels of engagement, respect, courtesy, collaboration and cooperation in and out of lessons.
- Pupils have excellent, enthusiastic attitudes to learning.
- Pupils are adept at managing their own behaviour, supported by systematic, consistently applied behaviour management approaches.
- Instances of all types of bullying are extremely rare, and that pupils are acutely aware of different forms of bullying and actively try to prevent it from occurring.
- All pupils feel safe at school at all times.

They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe:

- Rules are more effective when they are positively framed and used to reinforce and develop desired behaviours.
- Teachers will be responsible for developing class rules in conjunction with their pupils, making it clear to pupils what is expected in their learning environment.

- The provision of a safe and predictable learning environment is paramount and all staff are expected to provide clear and regular routines that support the implementation of rules and ensure Maslow's Hierarchy of Needs are met.
- Pupils need to be familiar with the expectations of staff over their behaviour. Therefore consistency and the regular maintenance of high standards is highly important .
- Routines are expected to be in place for pupils on arrival at school and throughout the entire day – including social time.
- All pupils need to be aware of the rules and routines and the consequences of meeting or transgressing rules and expected standards of behaviour.

### **Choice and consequence: rewarding positive behaviour**

Behaviour that leads to rewarding consequences are more likely to be repeated;

- All staff are actively involved in consistently rewarding positive behaviour.
- Positive achievements and successes, both in and out of school, are celebrated and shared with parents and peers.
- The types of rewards used across the school are varied and reflect the individual nature of class groups and pupils.

Informal rewards include:

- Smiles/positive eye contact/gestures.
- Targeted praise statements to the pupil or groups of pupils.
- Peer group praise, both spontaneous and planned.
- Direct positive praise home to parents.
- Additional responsibilities.
- Sharing good work and behaviour with peers/adults/senior staff.
- Written comment on work/in books.
- Displaying good work.
- Work towards a rewards activity chosen by the pupil.
- Recognition and celebration of learning and behaviour in assembly.
- Stamps on work/in books.
- Positive praise text home via Schoolcomms.

Formal rewards are targeted and individualised according to age and need, and celebrated with the peers and the whole school as appropriate e.g., certificate presentations in assemblies for progress with behaviour, attitudes and school work.

### **A focus on restorative approaches for addressing and changing behaviour**

At BAPA, staff intervention over the correction of behaviour is clearly based on a pupils' level of development, their needs and circumstances. Subsequently, any 'consequences' to address unwanted behaviours are designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time.

The types of 'consequences' used across the academy reflect the individual nature of class groups and pupils. Informal consequences may include:

- Use of planned ignoring, where possible.
- Facial expression of disapproval.

- Verbal warnings and reprimands.
- Loss of privileges or rewards.
- Restorative conversations and discussions.
- Temporary withdrawal from the learning environment.
- Pupils remove themselves from a situation which causes anxiety or distress to a location where they can be supported, continually observed until they are ready to resume their usual activities. This 'time out' could be time in a quiet area of the classroom, hall or the playground, or in the designated 'Quiet Room' (see appendix 5 'De-escalation Rooms').
- Formal consequences are implemented following due consideration of any incident and the pupil's age and needs.
- Detention: following consultation with parents/carers, pupils may be required to stay on at school for up to a period of 30 minute after the end of the usual school day. This time should be used as a means to facilitate restorative work.
- Exclusion: following consultation with parents/carers, pupils may be excluded from school for more serious or persistent incidents of unwanted behaviour (refer to Appendix 2 – Guidance on exclusions).

### **Restorative Sessions**

Following serious incidents or crisis, pupils may not always be immediately ready to do the restorative work required to re-establish relationships and be ready for learning. Alternative arrangements will be sought to ensure that the pupil receives education whilst allowing them the time to process the circumstances and increase the likelihood of them engaging in the restorative process. Once the pupil is ready to engage the Higher Level Behaviour Learning Practitioners (HLBLPs) on each site will ensure that these sessions are properly planned, staffed and structured to support the restorative process. If parents or carers do not agree to pupils coming back to school to complete a restorative session, then this will be recorded as a suspension, for a minimum period of half a day.

This system is an alternative to a suspension and should not be viewed as a sanction but as a means of creating space for the restorative approach that the Academy follows. Higher Level Behaviour Learning Practitioners (HLBLPs) on each site will ensure that these sessions are properly planned, staffed and structured to support the restorative process.

If parents or carers do not agree to pupils coming back to school to complete a restorative session, then this will be recorded as a fixed term suspension, for a minimum period of half a day.

### **Personalised Approaches to Learning**

In order to ensure that the behavioural needs of all pupils are met, all pupils have:

- An Individual Pupil Risk Assessment (IPRA) – to define specific risks potentially posed by pupils' behaviour and identify how those risks can be mitigated
- A Personal Behaviour Plan (PBP) – that clearly sets out information about the student, individualised approaches and strategies to dealing with behaviour incidents, including physical intervention and targets for behaviour improvement.

At BAPA, all teaching and non-teaching staff at the Academy have responsibility for the care of pupils who are struggling to access learning. We recognise however, that at certain stages in a child or young person's school life they may struggle to access the typical provision offered by BAPA as a result of their SEMH needs. Even when the curriculum is reasonably adapted in line with best teaching and learning practice, and the young person is

appropriately supported within our usual systems, there are occasions when they will still struggle to access full time education.

In these instances, the Headteacher may consider that a personalised timetable is an appropriate means of supporting the young person up until the point when they are better able to access full time education. In these cases, the Academy will follow the BAPA Protocol for Meeting Short Term Changes in Pupil Need explained in Appendix 6 of this document.

The aim of a personalised timetable will always be to support the young person so that they can return to full time education as soon as possible. The duration will however, depend on the needs of the individual.

### **Staff Support systems**

At BAPA, we strive to create a safe learning environment, promote positive behaviours and minimise the risk of incidents that may require consequences. The use of Team Teach techniques is our method for reducing the risks presented by challenging behaviours – all staff are trained in skills to support them to diffuse and de-escalate potentially challenging situations and promote positive alternatives.

In exceptional circumstances, staff may need to take action where the use of reasonable and proportional force, using Team Teach handling techniques, may be required. To this end, all staff clearly understand their responsibilities in the context of their duty of care in taking appropriate approaches to promoting and celebrating positive behaviour. Staff are supported in doing so through on-going CPD that promotes unconditional positive regards and nurture principles, and provides them with appropriate strategies and techniques to more effectively manage unwanted behaviours should they arise.

At BAPA, we accept that many of our children's needs result in them demonstrating inappropriate or challenging behaviour. We believe that when a pupil's behaviour is difficult it is a problem to be shared. Staff share and discuss behaviour in a professional, positive, supportive and developmental atmosphere. This may take place in staff meetings and daily end of day meetings. Area's covered may include:

- Focusing on the child's needs and how they are being met.
- Examining antecedents leading up to an incident.
- Planning interventions focusing on trying to change the behaviour and/or teaching the pupil.
- Effective ways of addressing situations.
- Alternative ways of behaving or responding to a situation.
- Support in analysing behaviour and in producing, implementing and reviewing behaviour and Positive Handling Plans.

When a pupil has been presenting a significant and consistent challenge or there has been a single large behaviour incident, a member of the Senior Leadership Team (SLT) may call a separate de-brief to explore the incident in detail. These meetings will be led by a member of the SLT or the HBLP for Behaviour Management, and are supportive and have a 'no blame' culture. Their aim is to reflect on the behaviour / incident so as to:

- Promote honest and open reflection to the approaches to the pupil's needs and behaviour.
- Identify more effective interventions.
- Ensure approaches to behaviour are clearly shared and understood.

- Enable an improvement in the pupil's future behaviour.

Outcomes of restorative meetings should be recorded and feed into the individual student risk assessment.

### **Getting help quickly from outside the classroom**

In order to promote and support appropriate behaviour, BAPA is committed to ensuring that staff to pupil ratios are kept as high as possible. However, there may be occasions when staff working with pupils feel they require additional help and support, over and above the classroom team. The Head of Centre (HOC) on each site will develop and share a clear mechanism for supporting these occurrences. These may include:

- Assistance and intervention from the HLBLP for Behaviour Management.
- Additional staff or members of the SLT being sent for at any time when called.
- An 'on call' member of staff being identified.

Staff should ensure that they are familiar with these arrangements for the site on which they are working.

Staff should always ensure that any pupils for which they are responsible are safe and properly supervised before responding to a request for support.

Working with challenging behaviour can be stressful. To that end, BAPA is committed to supporting staff welfare through:

- Regular opportunities to discuss events in school through daily end of day meetings.
- Approachable and supportive school leadership.
- Promotion of a positive culture.
- Commitment to staff development and CPD;
- Tea and coffee provided free of charge for all staff.
- As part of the well-being approach, all staff leave school by 3.30pm on Fridays.
- Further training opportunities identified through school development planning and individual needs analysis e.g. behaviour management, assertiveness training, Team Teach training/updates.
- Incidents where malicious accusations against school staff are made will be investigated thoroughly and promptly and appropriate action taken.

### **Support systems for parents**

In addition to involving our parents at all stages in their child's education and in particular gaining their support for effective positive behaviour teaching and learning, parents may also benefit from the opportunities listed below:

- Contact with class teacher.
- Key Worker support.
- Signposting through school to parenting support programmes and other voluntary parenting skills courses.
- Regular pupil progress updates.

If a pupil or parent feels that the measures in the positive behaviour policy are unfair or have been unfairly applied, then they can lodge a complaint through the Academies complaint



procedure. This is available on the Academy website or from the Academy office on each site.

### **Support systems for pupils**

In addition to regular teaching and learning about positive behaviour and regular attendance, BAPA provides the following support to pupils:

- Use of Early Help process.
- Liaison with parents/carers, previous schools, outside agencies and services.
- Regular pastoral reviews to identify pupils most at risk, included as part of any regular academic progress reviews.
- The delivery of an exciting and innovative curriculum underpinned by nurture approaches.
- Regular contact with parents to inform them of progress being made by their child and with regard to the celebration of achievement and behavioural achievements.
- Contact with parents on the first day of any unexplained absence and discussion between the pupil and staff responsible for their registration about the absence.
- Contact with parents in the early stages of an issue, rather than when a learner may be close to exclusion, or following bereavement, parental divorce, or separation.
- Referrals for specialist advice from agencies linked to the school.
- Access to Key Worker support.
- Educational Psychologist support.
- Access to regular, professional counselling service.

## **Appendix 1**

### **Behaviour Management Protocols**

To support the behaviour management of young people, consistency is essential. This will allow young people to learn systems to support their behaviour and help them to become practiced in following the procedures that are in place.

This document is a guide to support consistency and is designed to aid staff in their effective use of the behaviour systems at BAPA. The systems that have been put in place are logical, progressive and support de-escalation, reflection and restorative justice. The aim of the behaviour system is to maintain a focussed learning environment and to facilitate for young people to access this to the best of their ability. Colleagues will best support this vision by using the protocols consistently.

#### **Within the classroom**

The teacher leads behaviour in the classroom and the Behaviour and Learning Practitioner (BLP) supports this. The teacher sets the standard for behaviour and is responsible for this. Quality first teaching, positive relationships and high aspirations will all have a positive impact and will create an environment for positive behaviour for learning.

Rules and expectations, within the classroom, are set out in the BAPA Code of Conduct and these will guide expectation. These should be implemented using the 'three strikes' system for negative behaviour. Strikes should be communicated visually, but this should be done without drama or over focus. If a pupil reaches 'strike three', they will leave the classroom with the BLP to sit in the designated area in the hall. This should be done with minimal attention or emotion.

In some cases, there may be an incident that means that a pupil will need to leave the class due to the nature or severity of it. This should trigger the Head of Centre (HOC) being informed. The type of incident that would trigger this would be bullying, in any of its forms, or one with extreme health and safety implications. If this does happen, the pupil will leave the classroom with the BLP to sit in the designated area in the hall. This should again, be done with minimal attention or emotion.

It should be noted that minimal time or focus should be shown towards negative behaviour and a maximum amount of time and focus should be shown towards positive behaviour and effort. This will aid the creation of a positive learning culture within the classroom.

### **Stage One**

The pupil must sit in the designated area of the hall in an appropriate manner. Until this happens, there should be no discussion about the issue in the classroom. If a pupil is not adhering to this protocol, the BLP will use their skills and experience to support the young person to comply. This may include:

- giving space to calm
- focusing on positives
- using calming advice
- explaining choices
- using distraction conversation

Once the pupil is sat appropriately in the designated area they should be given time to calm and reflect. This may be supported by the BLP or not, dependent on dynamic assessment. The BLP must be present during the pupils' time out of the classroom, as their wellbeing and potential impact on others must be managed.

When the BLP decides that the pupil is in a calm and fit state to return to the classroom, they will manage their return. This will be indicated by the pupil accepting their responsibility for their actions and appreciating why their behaviour was not acceptable within the classroom. This may be referenced to the BAPA Code of Conduct, their placement targets and restorative justice. At this point, the BLP will take the pupil back to the classroom to resume their learning.

The length of time that a pupil is out of the classroom is decided upon by the BLP. This is not a specific length of time e.g. five minutes, but will take as little or as long as required for the above to take place. In some cases, if the time taken to settle is deemed too long by the BLP, they will inform the teacher that they wish to move to stage two. The teacher will begin to prepare work for this to be implemented. The BLP will continue to manage the pupil.

### **Return to the classroom**

The young person should enter the classroom and re-join the lesson and continue with their learning. The class teacher should unconditionally welcome them back and not refer to the previous behaviour.

Monitoring of the behaviour of the young person should begin again using the same 'three strikes' system. They will once again start with no strikes. If they again reach three strikes they will leave the classroom with the BLP to sit on the designated area in the hall. This should be done with minimal attention or emotion.

### **Stage Two**

If the pupil has had to be removed from the classroom for the second time during the lesson, they will initially go to the designated area in the hall as would be the case for stage one. This will allow for the pupil to calm and again reflect on their behaviour. During this time, the teacher will prepare work for the young person to complete outside the classroom. This may well relate to the lesson they are missing.

When the BLP is satisfied that the pupil is ready to carry out the work, they will manage them to do this in an agreed area. This may be in the hall or another more appropriate area. The pupil will remain out of class until the end of the lesson. They will return to class at the start of the new lesson and will again be given an unconditional welcome.

### **Consequences for actions**

The teacher is responsible for any sanctions or rewards within their classroom. If they feel that the behaviour for the lesson requires a sanction this will be initiated by them. The most likely scenario will be that the young person's learning has been interrupted and they may need to catch up with any work missed.

### **Support for colleagues**

The above systems have been put in place to empower staff to manage behaviour effectively. An assertive approach that is delivered consistently and confidently will be the most successful way to do this. The systems employed reduce the need for input from the HOC and will increase staff authority to manage behaviour. It is important however, that all colleagues feel supported and if there is a need for senior leadership support, this will be made available at all times.

### **Differentiation**

Consistency of application will improve the effectiveness of the above systems to manage behaviour. It should be noted however, that individual needs of pupils should be taken into account when employing the systems and, for some individuals, differentiation and adaptations will be required to allow them to fully engage and benefit from the system.

### **BAPA Code of Conduct**

- Thank you for being ready to learn and letting others learn.
- Work together to make good choices.
- Respect others and use appropriate language.
- Outside garments should not be worn inside.
- Phones and valuables are always handed in for safekeeping.
- We hand in cigarettes, gum, sweets and drinks to support healthy lifestyles.

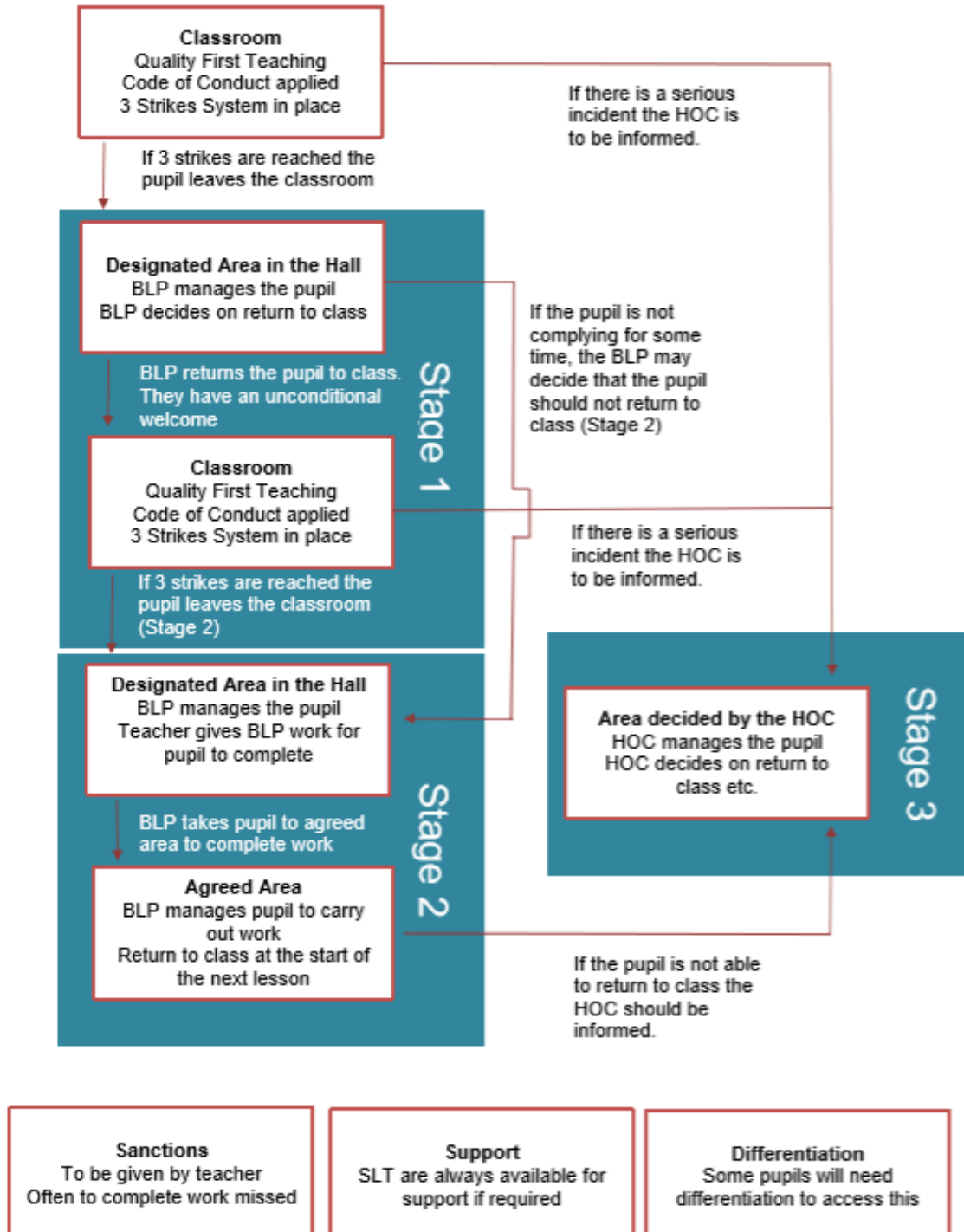
A risk assessment will be in place for any students when there is a known risk that they may have prohibited items such as:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Fireworks
- Pornographic images.

This may include random searches to ensure that there are none of the above items in the building. Any searches will be carried out using the advice in Searching, Screening and Confiscation Advice for Schools. The reasons for the search will be included in the risk assessment and this will be shared with the student, parents and staff. These will be implemented consistently, proportionately and fairly, in line with this policy. The member of staff conducting the search will be the same sex as the student and there will always be another member of staff present. The search will only include their outer clothing. BAPA code of conduct is designed to encourage trust and independence in students. Tobacco, cigarettes and vapes are handed in by students on entry to the building. With parental permission these are returned at the end of the school day. Where students fail to hand these in, they are then treated the same as the list of prohibited items above.

Please see the Behaviour Management Flow Chart that accompanies this system.

**Behaviour Management Flow Chart**



## Appendix 2

### Suspensions

*'for a person to "grow", they need an environment that provides them with genuineness (openness and self-disclosure), acceptance (being seen with unconditional positive regard), and empathy (being listened to and understood). Without these, relationships and healthy personalities will not develop as they should, much like a tree will not grow without sunlight and water.'* Carl Rogers

Successful schools/academies often share a number of features that help to create and sustain their success:

- Committed, highly visible leaders, with ambitious goals, supported by a strong leadership team.
- Effectively communicated, realistic, detailed expectations understood clearly by all members of the school.
- Highly consistent working practices throughout the school.
- A clear understanding of what the school culture is and the values it holds.
- High levels of staff and parental commitment to the school vision and strategies.
- High levels of support between leadership and staff.
- Attention to detail and thoroughness in the execution of school policies and strategies.
- High expectations of all pupils, and a belief that all pupils matter equally.

As an inclusive organisation, BAPA believes that:

- We should develop a supportive culture where suspension is seen as an absolute final resort and where best endeavour is used by all our leaders to avoid permanent suspension from school.
- Suspension should be viewed, not as a sanction, but as a mechanism to provide support and plan interventions.
- We should seek alternatives to the use of suspension with an understanding that its use is sometimes unavoidable.

In order to achieve these goals, BAPA will:

- Develop high quality behaviour policies and systems that allow all children to prosper and flourish.
- Develop expertise in restorative practice, post incident learning, behaviour management and personalisation.
- Explore, with sophistication, the reasons why children display challenging behaviour and develop strategies to address this.
- Develop alternatives to fixed term suspension and create a culture that sees permanent exclusion as a rare and last option.
- Deliver high quality SEND interventions and develop appropriate strategies to support children with additional needs.

Where a suitable alternative cannot be found and the Head of Centre (HOC) or the Alternative Provision (AP) Manager deems that a fixed term suspension is appropriate, they must notify the Headteacher at the earliest opportunity.

The HOC or AP Manager will ensure that legal guidance on the recording and notification of exclusions is followed and that appropriate written communication is sent to all relevant stakeholders.

## **Appendix 3**

### **Guidance: Dealing with pupils who climb**

#### **Climbing within school time**

There are a number of pupils within our Academy that have a history of climbing. These pupils will climb onto roofs, up fences, trees or onto other objects. Where a pupil is a known 'climber', this will be identified clearly in their Individual Risk Assessment.

The Academy takes steps to ensure that buildings and areas of the school have appropriate measures in place to prevent climbing. However, these cannot be relied upon wholly to prevent climbing and staff should therefore be aware that because this behaviour has clear risks and should act to prevent climbing. This can be done by:

- Increased vigilance, where the child is a known 'climber'.
- Appropriate supervision of areas where pupils are known to climb.
- Appropriate physical intervention by staff using Team Teach techniques.

Despite these measures, occasionally, some pupils may climb onto roofs, trees or other high places. When this happens the following guidance should be followed:

- No attempt to follow the child by climbing should be made – this is likely to cause greater risk to the child, who will usually attempt to get further away, and to the staff member.
- Staff should not attempt to pull down climbing pupils as this increases the risk of falling.
- Staff should, wherever possible, keep the child in view.
- Staff should talk calmly to the child and express concern for their safety and encourage the child to climb down.
- A member of the SLT should be informed.
- The member of staff who has the best relationship with the child should be summoned to talk to the child.
- Staff and pupils not required to be involved in the incident should leave the area and hence remove the audience a child may be seeking.
- Dialogue from staff should focus on concern for the child's safety – e.g. "I'm really worried you might hurt yourself, climb down carefully please".
- Staff should avoid threats of punishment that may dissuade the child to climb down – e.g. "When you come down, you'll be in trouble".
- If the pupil has climbed onto a building other than the Academy building, the occupants of that building should be informed.
- If another building is affected, i.e. if the pupil is in close proximity to another building that is occupied, people in that building should be informed to ensure that they are reassured that the incident is being dealt with and that they do not respond in a manner that may worsen the situation.
- Calling the emergency services such as the Fire Brigade or Police may worsen the situation by making the child anxious or want to get away. This should therefore be avoided unless the child is trapped, stuck, can't get down, is in obvious and immediate danger or is causing a danger to others e.g. throwing objects.

- Observation and dialogue should continue and focus on keeping the child safe – pointing out dangers such as skylights that a child may fall over or through.
- Staff talking to the child should maintain a clear, assertive and caring tone.
- Observation of the child should continue until the child climbs down.

Experience has shown that in almost every case, children will climb down safely on their own once the audience has been removed and a calm approach to their behaviour is presented by staff.

### **After the incident**

When the child has climbed down it is essential that a restorative conversation takes place that explores:

- What happened.
- Who was affected / upset / distressed by it and why.
- What can be done to put this right.

After the event, a debrief of staff should focus on:

- How the child managed to climb.
- Where they climbed and how this area could be better protected.
- How supervision could be used to prevent a reoccurrence.
- How the child's Positive Handling Plan / Individual Risk Assessment could be amended to prevent this happening again.

Parents should be informed of the incident.

### **Discouraging climbing outside school**

There have been a number of incidences in the Bradford area and nationally of young people being injured or killed after falling from buildings onto which they have climbed.

It is important therefore, that we identify opportunities for discussions about risk taking behaviour outside school within our curriculum so that this issue can be addressed directly.

Opportunities for this may arise in PHSE or when topical news items carry relevant stories. In these sessions, pupils should be made aware of the risks and dangers of climbing on buildings outside school. Emphasis should be placed on concern for their safety and the effect accidents can have on friends and family.

## **Appendix 4**

### **Pupils who Abscond**

The purpose of this policy is to set out clearly for all stakeholders, the process that will take place should a child abscond from the Academy.

Definition: To abscond is to 'leave without permission'.

Under Section 3 of the Health and Safety at Work Act, 1974 and in Common Law, schools and other education settings owe a duty of care towards their pupils. This duty of care requires that all reasonable steps are taken to ensure that pupils are safe and remain within



the care of the Academy at all times throughout the Academy day and during Academy led activities.

**Where a pupil, present at registration, is found to be absent from the Academy without authorisation, the following procedures should be followed:**

**a) Where it is unclear where the child/pupil is:**

- Member of staff to inform the Head of Centre (HOC) or member of SLT, and the administrator.
- The HOC or member of SLT organises a search of buildings and known places that the pupil may have gone.
- If the pupil is not found then all available staff to complete a more thorough sweep of the Academy and check the perimeter of the grounds.
- If the child is not found, when area has been fully checked, the Safer School Police Officer (SSPO) must be contacted further advice. If they are not able to be contacted, professional judgement should be used on whether to contact the Police to inform them of the missing child.
- Academy office to contact parents/carers and inform them of the situation.
- Consideration will be given to whether the search should be extended beyond the Academy's perimeter. This decision will be based on staff's knowledge of the child and on the levels of risk, and on what action is in the child's best interests.
- Any staff who leave Academy grounds to take mobile phone to contact Academy.
- Once a pupil has been found then the lead SLT member will use their professional judgement to outline the response towards the pupil and the support the pupil will need in the future.
- The incident will be recorded within CPOMS.
- Member of SLT to brief police (if they have been contacted) and parents.

**b) Where a pupil attempts or is seen to be leaving the Academy premises without authorisation the following procedures should be followed:**

- Staff must follow the pupil to the perimeter fence or gate and must try to persuade the pupil to stay in the Academy.
- If a pupil is deemed to be a high risk to their self or other people then staff should adhere to the Care and Control Policy with reference to holding the pupil, if appropriate.
- At all times staff must be aware that active pursuit may encourage the pupil to leave the immediate vicinity of the Academy and may also cause the pupil to panic, possibly putting him or herself at risk by running onto a busy road, for example.
- If the pupil has left the immediate vicinity of the Academy the Academy office, the HOC or SLT member must be contacted immediately and the lead person will direct the course of action.
- Staff will follow the pupil at a safe distance if in view.
- The SLT lead may direct additional staff to join the search in a vehicle, taking a mobile phone to contact Academy.
- The SLT lead will ensure contact is made with the pupil's parents/carers. If the searching staff lose sight of the pupil they must contact the Academy office giving details of their location and the clothes which the pupil is wearing. The SLT lead will then ensure that SSPO is notified.
- If the pupil(s) has left the immediate vicinity of the Academy grounds and is no longer visible then the SLT will make a decision as to how to take matters further which will take into account the age of the pupil, the prevailing weather conditions, the nature of

the incident which led to the pupil absconding, the pupil's previous history of being involved in episodes of absconding and their outcomes.

- If the pupil returns of their own volition, parents/carers and the police, if contacted, will be informed as soon as possible.
- Upon his or her return to Academy, and when the pupil is calm, the pupil must be seen by the SLT lead so that the reasons for absconding may be discussed in detail.
- At this point a decision will be made as to the appropriateness of further actions.
- A written report will be filed on the incident using CPOMS.

### **c) Where a pupil absconds during an educational visit**

- Where a pupil is a known risk of absconding, this must be indicated within the risk assessment for the educational visit and reference to this policy made as a means to managing the risk.
- Where ever safe to do so, staff should attempt to calmly follow the pupils and engage them in conversation in order for them to return to the group.
- Staff will follow the pupil at a safe distance if in view
- Staff should only leave other pupils to follow one who is absconding if there is sufficient staff to safely supervise those left behind.
- Staff following should take a mobile phone with them.
- At all times however, staff must be aware that active pursuit may encourage the pupil to leave the immediate vicinity of the group and may also cause the pupil to panic, possibly putting him or herself at risk by running onto a busy road, for example.
- Where an absconding pupil has been lost from sight, the Academy should be contacted by the group leader immediately.
- The Academy will inform Parents.
- The designated contact at school will contact the SSPO to inform them and seek advice.
- The group leader should liaise with the academy contact at fifteen minute intervals or immediately in the case of either losing contact with the pupil or the return of the pupil.
- If the pupil returns of their own volition, parents/carers and, if contacted, the police, will be informed as soon as possible.
- Upon his or her return to Academy, and when the pupil is calm, the pupil must be seen by key staff so that the reasons for absconding may be discussed in detail
- At this point a decision will be made as to the appropriateness of further actions
- A written report will be filed on the incident using CPOMS

## **Appendix 5**

### **Use of 'De-escalation Rooms'**

The purpose of this guidance is to ensure that the use of de-escalation rooms follows legal guidance and that of best practice and makes a clear distinction between the use of a de-escalation room as part of a planned strategy for supporting behaviour and the use of seclusion.

#### **Guidance:**

##### **A. Use of De-escalation rooms as part of a planned strategy**

1. In our Academy, we have rooms that are used as part of a planned strategy of behaviour intervention that are known as 'Quiet Rooms'. For the purpose of the rest of the document, these will be referred to as Quiet Rooms.
2. These rooms are used for a number of reasons, including:
  - a. Providing a safe and calm space where a child can go by themselves or be directed to in order to avoid escalation in their behaviour
  - b. Providing a safe and space away from other children where a child can be helped and supported when in crisis
3. In these circumstances, the child will always be supervised and supported
4. The child will be able to leave the room – i.e. they are not locked in
5. Where a child/young person has been identified as likely to require the use of the Quiet Room, this should be part of their and/or Personal Behaviour Plan (PBP). This should be explained to and shared with parents/carers when these plans are written.
6. Some children/young people may use the Quiet Room independently as an area where they can take 'time out' in order to manage their own behaviour. Where this strategy has been agreed, it should be clearly written down in their PBP. Arrangements for how these children will be supervised must also be clear and included in the appropriate plan.

## **B. Seclusion**

1. The use of seclusion is defined as, 'The supervised confinement and isolation of a person, away from other users of services, in an area from which the person is prevented from leaving.' In short, if you are keeping a child alone in a quiet room against his/her will.
2. Seclusion can only be used in exceptional circumstances, where a child is placing themselves or others in a high risk situation. The SEN Code of Practice (2015) advises that it would not be fair, for example, to isolate a child with ADHD or other special needs because they were not able to sit still when required to do so. As placing a child in seclusion is illegal, staff members must have a strong case as to why seclusion was necessary. This will be reflected on the Serious Incident Report. The incident must also be recorded in CPOMS.
3. Seclusion will only ever be used in exceptional circumstances where the risks involved with its use are outweighed by the risks that are presented. These risks include both physical and psychological harm.
4. As there is no legal definition of exceptional circumstances, so if staff feel that they have no choice but to seclude, they should be prepared to defend their actions either verbally or in written form either within the Academy or to external agencies
5. If exceptional circumstances arise and a child/young person is placed in the Quiet Room against their will, staff must:
  - a. Ensure that the child/young person is continually supervised / monitored at all times.
  - b. The time spent in seclusion is the minimum possible

- c. Support the child/young person to de-escalate the situation as quickly as possible.
6. Use of seclusion will never be used as a punishment for children/young people.
  7. In the exceptional circumstances when seclusion is used, it must be recorded:
    - a. Seclusion in all circumstances should be recorded on CPOMS.
    - b. If Restrictive Physical Intervention has been used as part of a seclusion, seclusion should be recorded using the Physical Intervention Report Form
  8. Other areas:

There may be occasions when children/young people are placed other areas of the school where they do not wish to be and cannot easily leave. For example, an enclosed playground area may be used as a large, safe, secure outdoor space for a child/young person to calm down. When other areas are used in this way, this constitutes seclusion, and must be recorded as such and should only be used in exceptional circumstances.

9. Examples:

- If the child is in a quiet room alone and you are on the other side of the door preventing them from leaving, this is seclusion.

Why? The child is alone and wants to get out

- If you are in the quiet room with the door shut and you are preventing a child from leaving, this is not seclusion.

Why? The child is not alone.

- If the child is in the quiet room and wants to be alone with the door shut, this is not seclusion.

Why? You are not preventing the child from leaving.

- If you are at an open door in a quiet room and you are preventing a child from leaving, this is not seclusion.

Why? The child is not alone.

**If staff are in doubt as to how to appropriately record an incident, they should speak to their line manager and ask for guidance before completing paperwork**

## Appendix 6

### BAPA Protocol for Meeting Short Term Changes in Pupil Need

#### Introduction

BAPA is an inclusive, AP Academy that aims to meet the needs of students with severe Social Emotional and Mental Health (SEMH) needs. These are defined in the code of practice as: SEMH needs are defined in the code of practice as:

*“Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.”*

(Department for Education & Department for Health, (2015))

In addition to primary need of SEMH, students may be admitted with additional needs if those needs can be appropriately met by the Academy.

BAPA recognise that at points throughout a school career, the needs of children can change and that this may present challenges to the Academy being able to effectively meet need within the typical operating model in the short or medium term. This may include times when there is:

- A new medical need that requires new, additional or different and specific support than that which is available.
- Significant disruption in home life of a child.
- A deterioration in the child’s mental health.
- Transition into the Academy or between settings.
- Breakdown of relationships with peers in the Academy.

These may all result in a significant, temporary increase in medical or SEMH need, so that it becomes a level that is so profound, it cannot be met within the typical operating model of the Academy, within the resource available.

Examples of this increase in need may manifest themselves in changes in behaviour so that the child displays sustained and repeated:

- Behaviour that endangers themselves.
- Extreme levels of violence or aggression towards other children.
- Extreme levels of violence or aggression towards staff.
- Damage to property or the Academy building.
- Absolute refusal to meet minimum and basic expectations such as following the BAPA Code of Conduct.
- Inciting other children to engage in severe disruptive or dangerous behaviour.

### **Protocol for Meeting Short Term Changes in Pupil Need**

In cases such as those exemplified above, it may be necessary to put in place temporary changes in the provision available for children to ensure:

- Their SEMH needs can be further assessed.
- Learning for other children is not further disrupted.
- That other children can be kept safe.
- Safety of staff.

- Prevention of further damage to property.
- Relationships can be repaired through restorative work .

These changes may include:

- Education away from the child's current setting.
- Reduced hours education.
- Education at different hours.

This is in line with Section 10.39 of the SEND Code of Practice (2015) which states: "education must be full time, unless .... for reasons relating to the physical or mental health of the child, a reduced level of education would be in the child's best interests."

If the Headteacher considers a change in provision is required, for example a personalised timetable or reduced hours, a clear plan for this should be completed (See below). This plan and the reasons for it, will be communicated to parents and carers along with the arrangements for its regular review.

The aim of this change will always be to support the child through a temporary period so that they can return to full time education as soon as possible. The duration of the agreed changes will however, depend on the needs of the individual.

### **Reviewing Temporary Changes to Provision**

The HOC or AP Manager will work with the Headteacher to ensure that:

- A clear, individualised 'Inclusion Plan' is in place.
- The plan sets out the reason for the plan, i.e. barriers to accessing typical provision.
- This plan contains a clear description of the curriculum to be accessed and how it responds to the child's needs and the specific barriers to learning identified.
- The plan shows a clear phased strategy for the children to return to typical provision.
- That the plan is shared with parents / carers and other appropriate agencies working with the child.
- The plan is reviewed on at appropriate intervals, the outcome of the review recorded and any changes are shared with parents and carers - in the case of children looked after, this will be done on a weekly basis.

In the case of children looked after, these plans are shared with the virtual head teacher.

The HOC or AP Manager writing the Inclusion Plans will work with those responsible for delivering the provision set out within them to ensure that there are clear opportunities to properly assess progress.

Where progress back towards accessing typical provision is not being made sufficiently quickly, HOCs or the AP Manager will ensure that the needs of children are fully reassessed. This will be through an early annual review for pupils with an EHCP. This will allow full consideration to be given to the needs of the child and whether those needs can be properly met by BAPA.

### **Related Forms**

The forms that are attached are to be used to support the effectiveness of the Positive Behaviour Policy.





**Personal Behaviour Plan**

<b>Name</b>		
<b>Year</b>		
<b>Date</b>		

<b>Likes</b> (What do I like doing?)	
<b>Strengths</b> (What am I good at?)	
<b>My Learning</b>	What can I do to help myself make good progress?  What can you do to help me make good progress?
<b>My Behaviour</b>	What can I do to help myself?  What can you do to support me?



<b>Aspirations</b>	<b>What do I want to achieve at BAPAC?</b>  <b>What are my long term goals? (what do I want to achieve in the future?)</b>
<b>Additional information</b>	<b>What else do I want others to know about me or do for me to help me make good progress?</b>