

## **Engagement & Behaviour Policy**

**September 2020**

<b>Policy Written: May 2020</b>	<b>Written by Rob Holbeche</b>
<b>Ratified on</b>	<b>Review: June 2021</b>
<b>Signed:</b>	

## **Covid-19**

**Our Engagement and Behaviour Policy sets out the responsibilities, requirements and best practice expected from our staff and pupils and families.**

**COVID-19 has not altered our ethos and values concerning 'Engagement and Behaviour Policy'.**

**Please refer to the latest guidelines set out in our Academy Covid-19 Risk Assessment (This is available on the website). This document outlines the guidelines staff, pupils and visitors are advised to follow whilst onsite.**

**In situations where a pupil is behaving in a way that puts themselves or others at risk, we follow our de-escalation procedures as outlined in this document.**

**To reduce the risk posed by a pupil's behaviour in relation to Covid-19, after an incident an engagement meeting will be held with parents/carers and the young person. Their PSP / Risk Assessment will be updated. This meeting will inform the best actions for the pupil and the Academy to move forward safely.**

## **Rationale**

Students attending Lansdown Park Academy will have experienced difficulties in meeting the demands of mainstream education. They will have experienced many sanctions, and often rejection. Within the structured and consistent educational setting of Lansdown Park Academy, we aim to concentrate on rewarding positive behaviour where at all possible.

Acceptable behaviour is a way of life and therefore extends beyond lessons and the academy boundaries. This includes punctuality in arriving at and leaving the academy, wearing school uniform and behaving appropriately in the neighbourhood at the start and end of the school day.

Lansdown Park Academy understands the inherent challenges inherent with working with our students and recognises that at times attitudes and behaviour may be linked to home circumstances and contexts, diagnosed or undiagnosed medical conditions or learning difficulties and also to the quality of relationships promoted by Academy staff. The quality of these relationships is vital in order to create a culture of positive well-being and self- regulation.

We do not measure positive behaviour merely by compliance. Students in Alternative Provision are invariably caught in negative cycles of reactive behaviour. It is important for students to find an authentic voice of their own and to feel they can express themselves with confidence and honesty. The role of the Academy is to promote appropriateness and empower students to develop independence, emotional maturity and to take responsibility for developing positive cycles of behaviour.

Lansdown Park Academy employs specialist Behaviour for Learning staff to support and challenge students. Although we recognise that responsibility for the promotion of positive behaviour is the responsibility of everyone within the Academy. All staff will work with students with persistent inappropriate behaviour, or who have an underlying identified condition that demonstrates itself through inappropriate behaviour and identify strategies to address this with the student and subject teachers.

### **Positive behaviour will be encouraged, recognised and rewarded:**

- Positive behaviour is everyone's responsibility – the staff team and partners provide good role models
- Success is celebrated, whether individual or team, and in relation to expectations
- Staff use positive language when speaking to students and their colleagues
- Expectations for everyone's behaviour are high at all times and displayed around the Academy together with the Code of Conduct
- The use of rewards is moderated and reviewed regularly by staff to ensure parity
- Termly, staff nominate students whose behaviour is an example to others

- Staff are trained in positive behaviour management and the Academy seeks support from external agencies as necessary
- The Academy will have numerous ways of rewarding positive behaviour.

### **Give students responsibility for their behaviour:**

- All students are actively involved in setting targets for their own behaviour and learning
- Support cards are used when individual students need support to focus on specific parts of the Code of Conduct. This is not seen or delivered as a punishment
- When an incident of poor behaviour occurs it may be necessary for students to complete an incident form. This requires them to reflect on their behaviour and learn to develop more appropriate responses/coping strategies

Students will be involved in the development of the Code of Conduct which will contribute to their ownership of it. All students will be expected to sign up to it. It will be displayed around the Academy so that all are familiar with it.

### **Roles and Responsibilities**

The Principal and the Academy Council are responsible for the consistent and fair operation of this Policy.

In implementing this Policy, staff will be responsible for:

- creating an environment of trust, mutual respect and aspiration
- ensuring that teaching and learning is interesting, challenging, relevant and personalised to match the needs of students
- leading by example as positive role models, wanting to find solutions for students
- setting good habits and model positive behaviour in order to help students establish regular punctual attendance and good behaviour
- providing early intervention with prompt but calm, solution-focused action where there is poor behaviour or unexplained absence
- rewarding achievements daily through positive recognition of individual student achievements, excellent attendance and behaviour, and through formal awarding of certificates or prizes
- identifying underlying causes to negative behaviour, appreciating the need to solve these issues in partnership with students and their families/carers
- promoting positive literacy habits across all areas of the students' experiences at Lansdown Park Academy
- Utilising the expertise from within the staff team and other external agencies to ensure positive and effective approaches to supporting complex needs of students who find themselves in Alternative Provision.

In support of the Policy, parents/carers will be encouraged to:

- Promote good attendance and participation through reinforcing the expectations outlined in the Home/School Agreement. Parents/Carers will be actively encouraged to participate in the day to day life of the School and will be encouraged to offer their views through the 'Parent/Carer Voice' initiatives.

In support of the Policy, students will be encouraged to:

- Involve themselves fully in the life and culture of the academy and contribute ideas through student voice events. These events will allow for consultation opportunities and group discussions
- engage with relevant staff and therapists
- take responsibility for their own behaviour
- respect themselves, others and their environment
- learn from mistakes
- commit fully to the principles of the Code of Conduct
- Understand their responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

### **Rewards and Sanctions**

It is extremely important for the Academy to promote an ethos of reward and celebration rather than sanction and punishment. Staff are supported to avoid following reactionary cycles that have previously failed students who find themselves in Alternative Provision. While students are expected to take responsibility for their actions, staff must be aware of their own responsibility to act according to precedent, context and well considered professional judgement.

Training and development will be provided to emphasise the importance of a shared understanding of how ALL staff are behaviour managers and positive role models. On a day to day basis the Assistant Head will support staff to promote productive learning behaviours in the classroom. Various members of the staff team are also be available to offer support outside the classroom as required.

### **Positive Behaviour and Achievement**

It is important that students are recognised when behaving and achieving well. Consistency and high expectations are paramount. In addition to the above, the following will be used as positive responses by ALL staff:

- oral praise, personal recognition
- written comments on individual pieces of work
- recording of positive comment in students' eLP
- formal weekly recognition in assemblies from all staff
- informal daily recognition from all staff including members of SLT
- Recognising and praising 'micro skills' such as being helpful, active listening or sharing, which although common in many young people, may be much more difficult for our students.

As an Academy we have moved away from attributing points towards expected or positive behaviours to focus more on learning conversations around behaviours exhibited and unpicking what the child is communicating to us with their behaviours both negative and positive.

### **Counterproductive/Disruptive/Negative Behaviour**

The students at Lansdown Park Academy would have encountered negative cycles of sanctions. In that context, sanctions are only effective if used very rarely, proportionately and consistently. Confrontation is never a way to solve a problem in Alternative Provision.

All staff are expected to deal with these types of issues in the first instance:

- poor attendance and punctuality to lessons
- a lack of application and a negative attitude to learning
- poor personal organisation
- eating in class
- poor manners and/or rudeness
- abuse of the environment (including litter)
- disrespectful/inappropriate language.

Staff should make every effort to solve any day-to-day behavioural issues as they arise. In an Alternative Provision context, behavioural issues are likely to occur frequently. In certain circumstances, support may be required when behaviour is significantly defiant and counterproductive and other student learning is impeded. Staff should not hesitate to ask for guidance and assistance from more experienced colleagues or specialist advisors if they feel it will improve student well-being and/or behaviour. An informal referral of this nature is generally a much more positive action than a formal approach.

The safety of students and staff is of paramount importance to the well-being of the Academy. Staff should take care not to put themselves in a position of physical danger. Physical intervention training and support is made available to all staff.

### **Addressing and Challenging Poor Behaviour**

Students whose conduct falls below the standard which could reasonably be expected of them, can expect that appropriate action be taken. This means that if a student misbehaves, breaks the Code of Conduct or fails to follow a reasonable instruction, the member of staff can impose a sanction on that student.

To be lawful, any disciplinary measures (including detentions) must be proportionate and satisfy the following conditions:

- The decision to discipline a student must be made by a paid member of school staff or a member of staff authorised by the Head
- The decision to discipline a student and the sanction itself must be made on the school premises or while the student is under the charge of the member of staff; and
- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances
- Corporal punishment is illegal in all circumstances
- Any sanction must take into account the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.

When poor behaviour is identified, sanctions should be implemented consistently and fairly, and be in line with the behaviour management policy. These sanctions may include:

- A verbal reprimand
- Extra work or completion of work in catch-up until it meets the required standard
- Loss of privileges
- Catch-up during break and/or lunch-time and maybe after school (final resort)
- Eating lunch away from their peers
- Regular reporting including early morning reporting to Key tutors/SLT or being placed "on report" for behaviour monitoring
- Student 'Contracts' describing expectations of good behaviour.
- In more extreme cases the school may use temporary or permanent exclusion.

### **Exclusions:**

Only the Head can authorise exclusion. In the Head's absence the Deputy Head and Assistant Heads will authorise any fixed term exclusions. In order to make an informed decision, SLT need the following information:

- A Sims Record
- A CPOMs Record of any incidents
- An account from staff.
- CCTV footage if available.

SLT need to have all relevant information.

## **Positive Classroom Management:**

Persistent 'Low-level' disruptive behaviour (shouting out/non-compliance/tapping etc.) can have a major negative impact on the learning environment.

It is important that this is tackled quickly and effectively, allowing the lesson to flow. Often, verbal reminders of expectation, classroom re-organisation or diversionary strategies will prove effective. The following points are all considered important and should be remembered by both teaching and non-teaching staff:

- Positive attitudes on the part of all staff are essential – remember PRAISE FIRST.
- Wherever possible, procedures should be adopted which avoid confrontation. E.G. ignore, distract, send on a (supervised) errand, give extra attention, involve other persons or alleviate the tension through a joke or non-demeaning light-hearted comment.
- Negotiate, not impose, wherever possible, although minimum standards are not negotiable.
  - Where confrontation is unavoidable be calm, assertive and positive.
  - Always come back to the primary behaviour/Ignore secondary behaviour.
  - Criticise the behaviour, not the student.
  - Use persuasive scripts
  - Reward wherever possible.
  - Refer to Behaviour Management Support plan/Code of Conduct
  - Reminder of IEP/BSP targets
  - Warning of having to catch up with worked missed
  - Name on board
  - Remind student they can 'put things right', name to come off the board if student engages.

Negative behaviour will be dealt with by the following stepped procedure.

### **Level 1 - Low Level**

Dealt with by staff within lesson or present at the point of incident (As outlined in 'Positive Classroom Management' section above).

Completion of CPOMs log under relevant headings.

May include allowing student a monitored time-out.

### **Level 2 - Mid Level**

Student may be asked to leave lesson and be asked to work with SAs or support staff.

Completion of CPOMs log under relevant headings.

If a new behaviour share incidents as part of staff daily debrief at end of school day.

Will incur phone call/text home if appropriate.

If ongoing will necessitate meeting with member of SLT

If behaviour still continues Home/School meeting to be arranged.

### **Level 3 - High Level**

FT Exclusion to be determined by SLT

Return to school meeting and Restorative Justice Meeting with concerned parties and member of SLT.

Behaviour Support Plan (Appendix 1) to be created in tandem with Student Profile adapted.

Behaviour Support Plan to be reviewed every 3 weeks from date of incident.

## **Absconding Students (See Also: Absconding Policy):**

### **Removing themselves from Class**

Staff will undertake an immediate check to ascertain the whereabouts of the young person, it may be that they are just finding somewhere to 'cool-off', in which case a quiet word may suffice. The use of appropriate 'time-outs' is acceptable as identified in the student's IBP plan.

### **Absconding from the school site**

If the young person is actually seen to leave the site, staff will note the time and monitor them as long as possible; then, take note of the direction they were last seen headed.

On no account should staff attempt to chase the student – this may lead to reckless behaviour on their part.

If they disappear from sight, immediately inform the Office Staff and if possible relevant SLT. They will notify the relevant parties, including the police, when they have determined that the child is not in the immediate vicinity or returned to site.

### **Absconding on a Trip or Visit**

Potentially, this is the most serious scenario. In this event, if a young person(s) have disappeared from view, make a note of the time and general direction.

Immediately inform the police, providing details as observed and a description of the student.

If the incident occurs during school hours, contact school as soon as possible  
If the incident occurs out of school hours, refer to the contact number provided on the Trip and Visit form.

## **Searching and confiscation of inappropriate items (See Also: Searching, Screening and Confiscation Policy)**

The academy reserve the right to search students for items that are banned by the academy rules. In addition, academy staff can search lockers and bags. If a student refuses to be searched then permission will be sought from parents or in extreme cases, the Police will be contacted. All students will be scanned on a daily basis to ensure that electronic devices are handed in to Reception, as part of safeguarding protocols.

The academy can search students without consent for knives, weapons, alcohol, illegal drugs and stolen items. A search can be undertaken if the academy has reasonable grounds for suspecting that a student is in possession of a prohibited item.

Items found will be retained by academy staff and may be handed to the Police where necessary.

During a search, students will not be instructed to remove garments that are not outer garments. For clarity outer garments means clothing that is not worn next to the skin but does include, hats, shoes, boots, gloves and scarves, coats and other additional jumpers, sports jackets and sweat shirts.

Section 91 of the Education and Inspections Act 2006, enables academy staff to confiscate, retain or dispose of a student's property, where reasonable to do so.

Academies are not required to inform parents before a search takes place or to seek consent to search their child.

### **Power to Use Reasonable Force (See Also: Positive Contact Policy)**

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others (including self-defence), or damaging property, and to maintain good order and discipline in the school.

All incidences involving Restricted Physical Intervention must:

- Be used as a last resort
- Be managed in accordance with Team Teach guidelines
- Be reported to the Principal, Lead for Behaviour and Attendance and relevant Specialist Advisor.
- Be written up on an incident report
- Be recorded on CPOMs
- Involve telephoning the parent/carer
- Include a 'cooling off' period
- Creation of 'Behaviour Support Plan (Appendix 1) and where possible a Restorative Justice meeting with involved parties
- Allow the student concerned to 'de-brief' with a member of staff of their choosing

## **Staff Support:**

In some of the circumstances outlined above, especially where anger and aggression have been shown, then it is just as stressful for the staff involved as the pupils themselves. Therefore it is important that we ensure the staff involved have the opportunity to take time where needed, away from the teaching environment to calm themselves and discuss the incident with a supportive colleague. The member of staff involved and any witnesses must have the opportunity to write up a report of the incident as soon as possible. This may need the intervention of other colleagues and members of the Senior Leadership Team in either supporting the member of staff affected by the incident and/or their teaching commitments. Opportunities at a late stage to have a debrief regarding the incident with the Principal or Assistant Head should be made available.

## **Formal Referrals**

If there has been a period of sustained and increased level of negative behaviour over a significant period of time, a formal referral should be made by an individual member of staff. This referral will be made to The Assistant Head. At this level, support is essential.

Accurate written details of incidents should be provided with a formal referral. Staff should avoid sending emails about student behaviour/concerns. These can be misinterpreted and lead to unnecessary confusion. Any statements written about students should be carefully considered and respectfully worded.

Direct formal referrals to the Assistant Head (via CPOMs) should be made immediately in cases when:

a student uses obscene or threatening language directed personally at a member of staff

- a student assaults another student or a member of staff
- cases of theft or vandalism have occurred with clear supporting evidence
- cases of drug or alcohol abuse are suspected
- a student presents as the victim/perpetrator of bullying, racism, sexism or homophobia.

This formal referral will usually lead to parents/carers being called into the Academy and a written contract being negotiated with the student and their parents/carers.

In certain cases, students will be referred back to their originating or Primary registered school or authority. Depending on the student's current circumstances and history, it may be deemed necessary at this stage for the commissioning agreement to be terminated. This decision can only be made by the Principal and will be made following a full review of all the evidence available.

In the most extreme circumstances (and only when the student is on Lansdown Park Academy's roll), the recommendation at this level could be Permanent Exclusion. This decision would be made by the Principal in consultation and agreement with the Board of Governors.

### **Procedures for Permanent Exclusion** (See Also: School Exclusion Policy)

*Dual registered students will return to the commissioning school/academy/authority*

*Students solely on roll at Lansdown Park will be referred to the Local Authority*

Students may be required to leave Lansdown Park Academy under the following circumstances where:

there is sufficient evidence that a student has committed a disciplinary offence which, if by allowing the student to stay on site, may seriously harm the education or welfare of others

- a student is found guilty by the police of a serious criminal offence

Only the Principal may take the decision to exclude a student. In taking the decision to exclude a student the Principal will take into consideration mitigating factors and aggravating factors. Mitigating factors may include provocation as a result of bullying, the student's emotional and/or medical condition, potential coercion by other students, and the nature of the offence and whether it is a first offence, previous behaviour, an apology, an admission, willingness to cooperate with the investigation and a willingness to make restitution towards the victim.

Aggravating factors may include failing to heed warnings about the risk of exclusion, premeditation of the offence, use of a weapon, previous history of similar incidents, witness intimidation, the victim(s) sustaining injury, the victim being a younger or vulnerable student, lack of contrition or willingness to accept responsibility for his/her action and not cooperating with the investigation or seeking to frustrate it.

### **Notifying Parents/Carers**

When the decision to exclude a student has been made a parent/carer will be notified immediately by telephone and this will be confirmed in writing.

### **Notifying Academy Council**

The Academy Council will review all exclusions and consider any representations made to them by parents.

On receiving notification from the Principal, a representative from the Academy Council will invite the parents/carers to attend the meeting. It will request written statements and will circulate these at least five days in advance of the meeting. The Academy Council may uphold the exclusion or direct the student's reinstatement.

## **Appeals**

Parents/carers have a right to appeal any exclusion decisions. As an alternative provider of education, the Academy has a commitment to ensure that all students are progressed in a way to meet their needs. This will remain the objective in cases of exclusions so the Academy will work in partnership with parents/carers to ensure appropriate progression routes are established.

In cases where this is not accepted, an independent appeals panel may be convened. The governors will consult with the relevant Local Authority in these cases.

## Appendix 1

<b>Behaviour Support Plan</b>	
Pupil name: _____ Tutor Group: _____	
Year Group: _____	
Date of birth: _____	Medical conditions/needs: _____
Date plan starts: _____	Staff working with the pupil: _____
Date of next review: _____	
Review version: _____	
<b>Challenging behaviour</b> <i>What does it look like?</i> <i>What triggers it?</i>	<b>Targets</b> <i>What are we working towards?</i> <i>How do we get there?</i>

**Strategies for positive behaviour/**

**Proactive Strategies**

*How do we maintain positive behaviour?*

- *Phrases to use*
- *Rewards, motivators*
- *Skills the YP could learn to avoid repeat of situation in future.*

**Early warning signs**

*How do we prevent an incident?*

- *What to look out for*
- *How to respond (reminders, alternative environment)*

**Reactive strategies**

*How do we diffuse the situation?*

- *What to do and what not to do*
- *Phrases to use*
- *Calming techniques*

*At what stage should another member of staff be informed? Who should this be?*

- *Include Positive Handling Plan*
- *Any Medical Condition*

**Support after an incident**

*How do we help the pupil reflect and learn from the incident?*

*Is there anything that staff can learn about working with this pupil?*

*Is review of Positive Handling Plan needed.*

**Agreement:** *Only for initial IBP meeting - Notes to be sent to relevant parties.*

Parent name

Staff name

Parent signature

Staff signature

Date

Date

<b>Behaviour Plan</b> Pupil name: _____ Class: _____ Year Group: _____		
<b>Log of incidents:</b>		
<b>Incident Date</b>	<b>Description of behaviour</b>	<b>Action taken</b>
	<i>Provide Link to incident log</i>	
<b>IBP Review Dates:</b> Termly <i>from date of initial incident.</i>  <i>How effective is the plan?</i>  <i>Record suggestions to be considered when this plan is reviewed.</i>		<b>IBP version no.</b>

## Appendix 2

### Behaviour Management Toolkit

Acceptable standards of behaviour, work and respect depends on the collective example we set. Relationships are vital between everyone and at every level and are key to this process. Staff must take the initiative and apply the following:

meet and greet

- smile and relate
- communicate clearly
- treat everyone as an individual
- understand that a student's behaviour is not necessarily a personality trait
- realise that certain behaviours are directly related to psychological problems, e.g., ADHD, anxiety and ASD
- understand that for many students, the legacy of adverse life experiences manifests in confusion about how to engage in contexts (such as school) that demand formality and self-control
- set and expect high standards
- expect to give and receive respect
- model acceptable behaviour
- apply expectations fairly and firmly.

Students may be inclined to test the School's boundaries of acceptable behaviour. Our behaviour management success is tested not by the absence of problems but by the way in which they are handled.

It helps by:

- avoiding confrontation
- listening and giving students time to offer an opinion.
- focussing on strengths and resilience in students rather than weaknesses or deficits.
- establishing the facts and making judgements only when certain of these facts
- Using sanctions / punishments sparingly.

All informal contact contributes to standards of behaviour. Staff must take the initiative to monitor and control behaviour at every opportunity and take responsibility to:

- meet and greet students
- start the dialogue
- set high standards of speech, manner and dress
- deal with unacceptable behaviour in line with the Policy – ignoring it serves to condone it
- report damage, graffiti or litter problems

When presented with particularly challenging students and situations, staff must remain calm and professional and be sure to avoid the following:

- humiliating students .....which breeds resentment. Clear examples of humiliation include mimicry of a student's behaviour or making concrete statements about behaviour being wholly attributable to a student's personality
- over-reacting .....which causes the problem to escalate
- blanket / group punishments .....which leads to innocent students feeling unfairly treated and resentful
- audience build-up .....entertaining to the crowd exacerbates the situation.

It often helps to do all you can do to:

- use humour (sparingly and carefully as it may be perceived as humiliating) to diffuse a situation .... builds bridges and develops relationships
- remain calm and offer clear and simple instructions .....reduces tension and eases the situation
- speak slowly.....this will be interpreted as soothing
- use distraction.....can diffuse a potentially explosive situation.
- re-focus the student onto something more positive
- listen to students in turn ....earns respect and helps to reach a judgement
- reassure the student and set limits
- motivate and empathize with the student. get to know students, and their interests, as individuals .... it develops confidence
- smile .....it goes a long way.

Above all:

- be flexible .....treat every situation and student in the most appropriate manner
- provide support for less experienced colleagues ....good behaviour management is a skill learned through taking advice and gaining experience
- remember that the student's behaviour is often the symptom not the cause and is always an attempt to communicate something. Try to depersonalise the situation, give the student time to calm down and work collaboratively with them to understand what and why an incident has occurred and then generate a restorative solution.
- remember it's a team effort .....apply policies consistently will support colleagues and help create the culture that is envisaged
- focus on reward and celebration..... take every opportunity to praise students who take responsibility and act as positive role models.

## **Additional Information In response to Covid-19 Pandemic**

If there is an incident of unsafe behaviour constituting a Health and Safety risk to the school population, such as failure to follow Covid secure practices of maintaining social distance / wearing face masks (unless exempt), coughing, sneezing, biting or spitting towards anyone, then a risk assessment will be carried out and parents/carers will be contacted. This may require a period of home learning whilst the risk assessment is completed. If the actions are repeated or perceived as deliberate, namely purposefully putting someone else's safety at risk, there will be a requirement for the pupil to engage in a programme of home learning until it can be demonstrated. This is covered in our 'Remote Learning Policy' and ensures your child can still access learning. We will regularly review the risk assessment, and they will be welcomed back onto the Academy site when we all determine that the pupil is no longer a risk to the health and safety of others.

Where there is an issue of a family not wanting to send their child in due to anxieties around COVID-19 it may be necessary to create a 'blended learning approach' e.g. Remote learning plus 1:1 sessions in a outdoor session/sports based/walk and talk to get them out and check wellbeing, plus regular welfare calls.

Blended learning approaches are appropriate bespoke learning packages to support the needs of a young person who is having difficulty processing the complex health and safety issues surrounding COVID-19, and as a result are in a regular state of heightened anxiety and dysregulation. In these circumstances we may decide with the support of our specialist team and the parents/carers to deliver a blended learning package for that child.

Such a blended approach will be reviewed regularly and the young person will be receive a supportive transition to a fuller on-site programme of learning as and when it is felt they can manage the higher sensory setting of the Academy.