

Relational Policy:

Establishing Positive Behaviour for Learning (PBfL)

Title	Relational Policy
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Registered Office / Head Office

Education House, Spawd Bone Lane, Knottingley, WF11 0EP

Company Number: 07386086 (England and Wales) Charity Exempt under the Academies Act 2010 VAT Number 115 811 243

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Section 1: Expectations, Rewards & Consequences

Rationale

Positive behaviour and attendance are essential foundations for a creative and effective learning and teaching environment, in which all members of the Academy community can thrive and feel respected, safe, and secure: the positive climate for learning.

The Delta Alternative Provision Relational Policy encompasses the Academy **PRIDE** ethos (appendix I), expectations of pupils' behaviour and the rewards policy to support and maximise pupil engagement, learning and ultimate success. The relational approach provides a framework which; promotes pupil success; develops our learning ethos and sense of community; teaches values, choices and consequences, whilst promoting standards of acceptable conduct; and ultimately ensures all children make both academic and social and emotional development.

The Elland Academy and St Wilfrid's Academy are Thrive schools and one of the core principles of the Thrive Approach is that the adult-child relationship is vital when developing the child/young person's social and emotional skills essential for life and learning. The 'Thrive Approach' is used to identify emotional development needs in groups and individuals, which can be addressed through strategies and activities designed to build resilience and reengage learners.

Psychology of The Thrive Approach

Humans are a social species and babies first learn about themselves through the eyes of their caregivers, in other words, the experience reflected back from the caregiver to the child initiates the child's experience of who they are. Children are naturally meaning-making beings; they make sense of the world through their experiences. When children experience safety in their relationships they open up to new learning; when they experience a threat to their safety they mobilise themselves for responding to danger and/or prepare to shut down if the conditions are overwhelming and they lack the resources to respond.

- In Thrive, we teach that all children need to have the experience of an adult providing them with a secure base and calming them when they are physiologically dysregulated. We describe this as meeting '**Being**' needs by being a **co-regulator**.
- We also teach that all children need to have experienced having older wiser others (secure bases) to depart from to explore the world, while knowing they can retreat to this secure base in order to refuel, share experience and regulate in the face of danger or threat. We describe this as meeting '**Doing**' needs by being a **co-adventurer**.
- Finally, we emphasise that all children need adults who 'lend their brains' to children to help them make sense of the complex and often incoherent information all around them. Adults help to organise children's experiences, develop their capacity to reflect and support them to make mental representations of themselves in relationship with others and the world by holding the child's mind in their mind and reflecting this back to the child. We describe this as meeting '**Thinking**' needs by being the **co-constructor** of meaning.

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Development of the policy

The Relational Policy has been created in consultation with students, staff and parents. Feedback from all members of the learning community have helped to identify what an outstanding AP pupil should look like, the standards we should expect in lessons (Appendix II: Classroom Golden Standards) and around the Academy, and how pupils should get rewarded (Appendix IV: Pride Rewards) for making positive choices.

Regular stakeholder voice has helped to shape our practice and ensure that all members of the learning community have frequent communication and the opportunity to share their views on behaviour and rewards.

Both AP academies have several Thrive Lead Practitioners, including members of the Senior Leadership Team.

Whole staff CPD is used to regularly invite staff to consider the Thrive developmental model, the role that they play in supporting children's development and understanding that behaviour is communication of an unmet need. These discussions and the ongoing training from Thrive have allowed the Delta AP SLT team to further develop this policy to incorporate increased aspects of a relational approach to managing behaviour.

Aim

Our vision for Delta AP is to offer outstanding alternative provision where pupils:

- Feel safe, valued and part of a community
- Are inspired and supported to choose to reengage in learning
- Develop positive emotional and social interactions with our learning community
- Develop a sense of self-belief, aspiration and pride in their ability and achievements.

We strive to demonstrate a relational approach to supporting social and emotional development and behaviour based on the following six principles:

1. We understand behaviour communicates unmet needs and can **separate the child/young person from their behaviour**.
2. We understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to **role-model and explicitly teach appropriate behaviours**
3. We provide containment, predictability and routine to **build a sense of safety** in the emotional and physical environment.
4. We encourage children/young people at our setting to become accountable for their actions and the impact they may have on themselves and others, **promoting a solution-focused approach** to changing future behaviours.
5. We keep in mind that **we are the adults** and the children/young people are still growing, learning and developing.
6. We seek to **restore relationships and change behaviours** rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children/young people to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

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Supporting Behaviour

Appendix 1 shows the Golden Standards which are on display in all classrooms within the AP academies. Staff should use the language of these standards when establishing expectations and boundaries. All staff will:

- take time to recognise and record positive behaviours and attitudes and reward success
- try to catch children and young people doing the right thing and celebrate this
- focus on the PRIDE values, rights and responsibilities of the school when establishing boundaries in conversation with children and young people
- remind children and young people that their actions impact on others and that they have a responsibility to safeguard others' rights
- seek both resolution and learning when dealing with incidents
- consider how our actions and words help and give children and young people time and space to resolve the situation
- keep in mind that children and young people benefit from a clear structure (containment) within which to learn
- use sanctions only as a form of appropriate, proportionate and positive intervention
- keep in mind that any sanction used is to resolve rather than escalate a situation whilst preserving the dignity of all involved.
- keep in mind that sanctions must be applied compassionately and in a fair and consistent way

Establishing Positive Behaviour

Our relational approach seeks to encourage young people to make positive choices and reinforces these through praise.

In the event that a student does not follow expectations, a clear system of **three warnings** are used, which give them the opportunity, with support, to address their behaviour and make better choices. For students who fail to modify their actions, despite the classroom warnings, the on-call team will remove them from the classroom to maintain a positive climate for learning and provide a quiet period of support in refocusing for the individual student, in our Wellbeing Zone. Appendix III details the classroom level approach. There is an expectation that any lost learning will be completed at home by the student and staff will liaise with parents/carers accordingly.

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Positive reward

- Appendix IV shows the structure of the reward system (postcards and vouchers which staff may award to students in assembly each week). Every other week staff can award Golden tickets with a focus on engagement in Reading and improvements in attendance.
- Student voice is regularly used to inform the rewards that students may access with their vouchers.

Sanctions/consequences

- We use sanctions/consequences designed to support children/young people to be accountable for their actions and to develop skills to change their behaviour rather than to punish the actions taken by the child. Clear communication, work with parents and listening to students is an important part of this process. For example, we may ask students to complete restorative work with staff and/or peers, or to restore order following incidents of distressed behaviour.
- If a student's distressed behaviour causes criminal damage or otherwise has health and safety implications for the school community, we will work closely with parents to implement fair sanctions to support the student to change their behaviour and develop more robust stress-regulation systems. This may involve fines when fobbed doors are kicked or to replace damaged equipment. The behaviour may involve an adjustment to the student's timetable to allow staff to develop safe strategies to support periods of dysregulated behaviour.
- We do not ridicule, use sarcasm or remarks likely to undermine a child's self-confidence, use public or private humiliation, apply sanctions to whole groups or classes in cases of individual or small-group wrongdoing or use sanctions in a discriminatory way.
- When an incident occurs, we understand that this will cause a rupture in relationships and we seek to repair this rupture. We describe this as 'distressed behaviour' rather than 'challenging behaviour' because we understand that the behaviour is communicating a level of need within the child/young person.
- We understand that sometimes, young people will be unable to cope in the classroom and engage with their learning, for a variety of reasons. When students become dysregulated and are not in the place to be able to access their 'thinking brain', we recognise that they may need to take some time out. Appendix III shows the system of three warnings staff should use in the classroom to let young people know that we are concerned about their behaviour and the impact it is having on the learning of themselves and others. The Inclusion Team are always available to offer students time in the Wellbeing Zone to reset or use other strategies as appropriate and personal to that student to help them regulate.

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Partnership with parents/carers

We work as a team to support the children/young people in our setting as they grow and develop socially and emotionally. We actively promote a partnership with parents/carers and other agencies, where appropriate.

Communication

SLT and the Inclusion team of PLAs work closely with families to help parents/carers to understand and support children/young people to be accountable for their actions. Staff remain positive and support young people and their families to develop skills to change unacceptable behaviour rather than to only punish the actions taken by the child. We seek to build trust by offering opportunities for students to easily access time with emotionally available adults.

Supporting staff

It is recognised that dealing with a child demonstrating distressed behaviour can be upsetting. If staff feel that they are getting angry when dealing with an incident, we recommend that they withdraw, give themselves space and time, and seek support during and afterwards.

Managing distressed behaviour when you feel angry can escalate the situation. Avoid arguments and negotiations once a sanction is imposed but continue to give clear choices about further conduct.

Staff Wellbeing is prioritised to ensure that staff feel valued, emotionally regulated and able to interact with positive social engagement rather than defensiveness.

Statutory requirements

This policy reflects statutory requirements and is supported by a range of additional policies. The policy is reviewed regularly by the Senior Leadership Team and the AAB.

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Appendix I: PRIDE Ethos poster

 **Taking PRIDE around our Academy**

Pride in yourself; be proud of your work; be proud of your appearance and how smart you look; be proud of our fantastic school environment.

Respect: Ensure everyone feels valued and safe by treating all members of our learning community with respect and kindness.

Impeccable conduct: Ensure your behaviour helps to maintain a calm, orderly and purposeful environment, both in and outside of lessons.

Determination and hard work will help you to succeed and to realise your full potential.

Engage positively and contribute to the achievements and success of our learning community: Be part of our team.



PRIDE: #SWAsuccess

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Appendix II

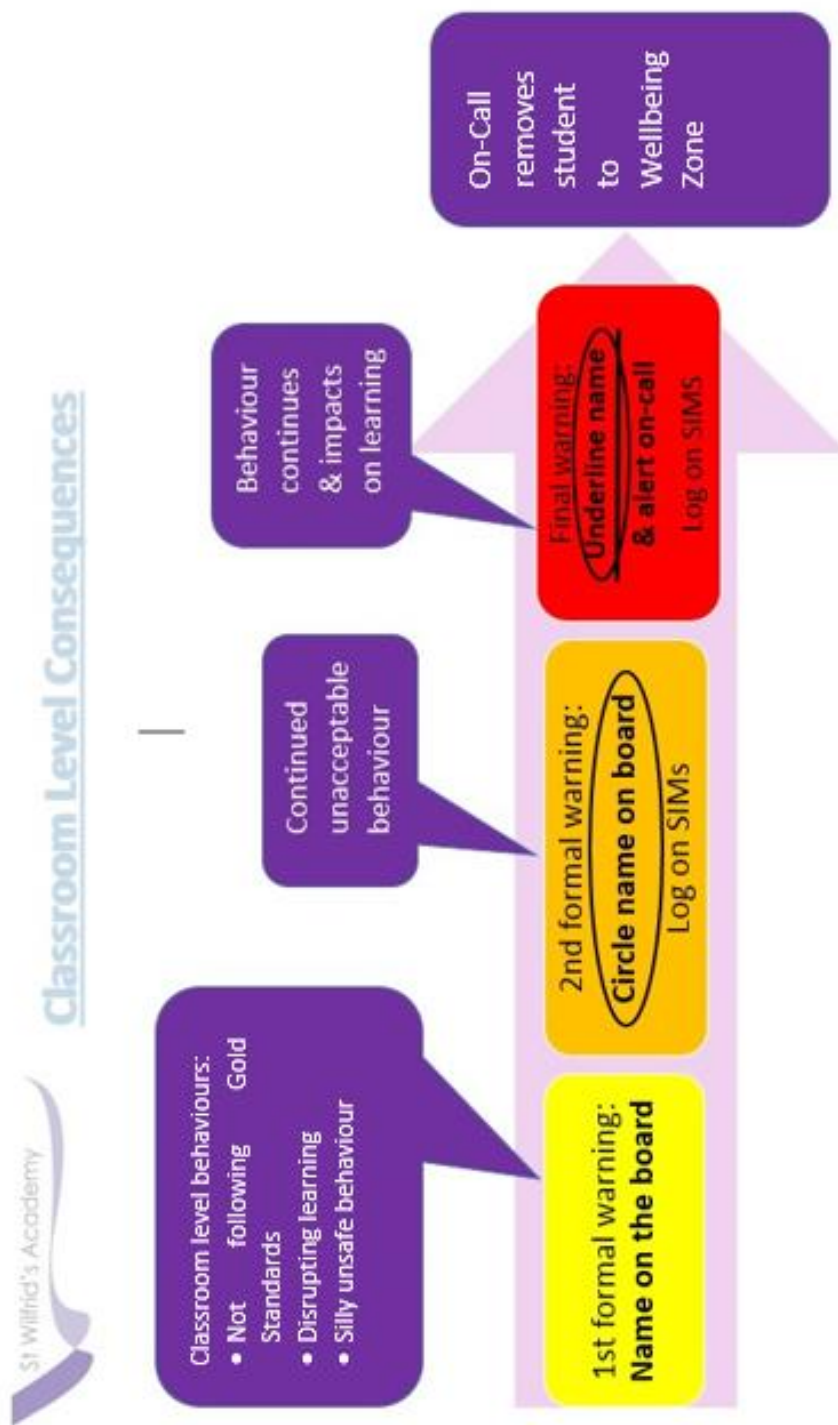
Classroom

Golden Standards

DELTA
St Wilfrid's

- 1. Follow instructions. First time, every time**
- 2. Use your manners: Listen to the teacher and others when they are talking**
- 3. Engage in your learning, work hard and make progress**

Appendix III: Establishing positive behaviour



Appendix IV: Rewards System

	
Daily awards	Achievement points on SIMS for outstanding lessons (15 pts) and good lessons (10 pts)
Weekly awards	<p>PRIDE Award nominations for :</p> <ul style="list-style-type: none"> Consistently maintaining the Golden Standards Quality work, including using PRIDE presentation Positive engagement with interventions / homework <p>Tuck shop voucher, postcard home and Golden Ticket</p>
2 weekly awards	<p>Golden PRIDE Award nominations for :</p> <ul style="list-style-type: none"> All students with 96%+ attendance and no lates Key Stage Awards for improvements in attendance / punctuality Improved engagement with reading during lessons / form / interventions <p>Golden tuck shop voucher, postcard home and Golden Ticket</p>
Half termly awards	<p>Golden ticket draw for star prizes. Eligible for all students with :</p> <ul style="list-style-type: none"> 96%+ attendance for the half term No FTE for the half term Consistent positive engagement reflected in Achievement points
Termly awards	Christmas and Summer rewards trips



Appendix V

Lesson Routines and Expectations

Every single student is important in this room and every single student has the right to learn, make progress and be successful.



Our goal is for every young person to maximise their success and to make this happen we expect all colleagues to follow clear routines to ensure consistency across practice.

Consistency is the key to establishing an outstanding learning environment These are our basic classroom expectations:

1. Be punctual: Meet and greet your class at the door, consistently every lesson.
2. Ensure an orderly entry to the classroom – this should include:
 - Students lining up outside the classroom (where appropriate) in a designated place.
 - Every lesson having an appropriate seating plan.
 - Students to be immediately engaged by having a learning activity available for them to access as soon as they enter the classroom.
3. All students should be ready to learn at the start of the lesson. Provide equipment, if required, to reduce barriers to learning.
4. All students should be dressed in full school uniform and not be allowed into classrooms wearing coats.
5. Registers must be taken within the first 5 minutes of the lesson. Any late-comers must be added to the register using the L code. Students should answer the register in a polite manner (such as “Yes Miss”, “Morning Miss”) and in turn, staff should thank them.
6. Learning objectives should be made explicit to all students. This should happen at the beginning of the lesson but could happen at other stages to reflect on learning and progress.
7. When asking questions to the class, allow thinking time and encourage a culture where all students are expected to contribute.

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8. If student behaviour needs to be addressed follow the 'three warnings system' and make this visible by following these steps: 1) name on the board, 2) circle the name and 3) underline the name to show which warning the student has reached.
 9. Praise more than criticise using formal and informal approaches, following the rewards policy where appropriate.
 10. Ensure students calmly pack away their equipment, ensure the classroom is tidy before dismissal.
 11. Dismiss students in an orderly fashion e.g. per row, per table and monitor the movement of students as they leave the area.

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Appendix VI: The rights and responsibilities of Delta AP Academies, pupils and parents/carers in ensuring an orderly climate for learning

At St Wilfrid's/The Elland Academy we recognise that promoting positive behaviour is the responsibility of the learning community, as a whole. For our policy to be implemented comprehensively, we acknowledge that there are specific rights and responsibilities for stakeholders, reinforced by:

SWA /TEA Rights	Responsibilities
<ul style="list-style-type: none"> •To make clear the academy's statutory power to discipline students and that students and parents will need to respect this. •To enforce their academy Relational Policy – including expectations and disciplinary measures. •To expect pupils and parents' cooperation in maintaining an orderly climate for learning. •To expect pupils to respect the rights of other children and adults in the academy. •Not to tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not conduct himself/herself properly, the academy may ban them from the premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution. • To reserve the right to charge parents/carers for any criminal damage or repairs to the building or equipment damaged by their child. <p>To take firm action against pupils who harass or denigrate teachers or other academy staff, on or off premises – engaging external support services, including the police, as appropriate.</p>	<ul style="list-style-type: none"> •To ensure the whole learning community is consulted about the principles of the academy Relational Policy. •To establish and communicate clearly measures to ensure good order, respect and discipline. •To cooperate and agree appropriate protocols with other schools and the Local Authority for behaviour and absence. •To ensure the academy Relational policy does not discriminate against any pupil e.g. grounds of identity (and protected factors as identified by the Equality Act 2010), i.e. race, gender, disability or sexual orientation and that it promotes good relations between different communities. •To ensure teachers' roles in academy discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload and workforce remodelling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers. •To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies. •To support, praise and as appropriate reward pupils' good behaviour. •To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate.

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| | <ul style="list-style-type: none">•To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.•To ensure staff model good behaviour and never denigrate students or colleagues.•To promote positive behaviour through active development of pupils' social, emotional and behavioural skills.•To keep parents/carers informed of their child's behaviour – good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.•To work with other agencies to promote equal opportunities, community cohesion and safety.•To support students to regulate their strong emotions by building positive relationships to contain, soothe and calm appropriately. |
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PUPILS	
Rights	Responsibilities
<ul style="list-style-type: none"> •To contribute to the development of the academy Relational Policy, with every pupil involved in the consultation process. •To be taught in environments that are safe, conducive to learning and free from disruption. •To expect appropriate action from the academy to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment. •To appeal to the Head of Academy/AAB, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably. •To expect staff to take into account their SEN needs and/or disability when offering support/challenge 	<ul style="list-style-type: none"> •To follow reasonable instructions by academy staff, follow academy rules and accept sanctions in an appropriate way. To have regard for their own safety and that of others •To act as positive ambassadors for the academy when off academy premises. •Not to bring inappropriate or unlawful items in to the academy. •To show respect to staff, fellow pupils, academy property and the academy environment. •Never to denigrate, harm or bully other pupils or staff and show acceptance and tolerance of individuality of others. •To cooperate with and abide by any arrangements put in place to support their behaviours and individual needs.

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PARENTS/CARERS	
Rights	Responsibilities
<ul style="list-style-type: none"> •To contribute to the development of the academy Relational Policy. •To be kept informed about their child's progress, including issues relating to their behaviour. •To expect their children to be safe, secure and respected in the academy. •To have any complaint they make about their child being bullied taken seriously by the academy and investigated/resolved as necessary. •To appeal to the Head of Academy/AAB, and beyond that to the Secretary of State, if they believe the academy has exercised its disciplinary authority unreasonably. •To appeal against a decision to exclude their child, first to the governing body of the academy and then – in cases of permanent exclusion – to an independent appeal panel. •To expect staff to take into account the SEN needs and/or disability of their child when offering support/challenge. 	<ul style="list-style-type: none"> •To respect the academy's behaviour policy and the disciplinary authority of academy staff. •To help ensure that their child follows reasonable instructions by academy staff and adheres to academy rules. •To send their child to school each day punctually, suitably clothed in uniform, fed, rested, and equipped and ready to learn. •To ensure academy staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm. •To be prepared to work with the academy to support their child's positive behaviour. •To attend meetings with the Head of Academy or other academy staff, if requested, to discuss their child's behaviour and individual needs. •To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour. •If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the academy at the end of a fixed period exclusion.

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Section 2: Positive Handling Policy

1. Overview

1.1 The purpose of this policy is to:

- provide staff working across the setting with a framework for supporting children and young people who experience difficulties in managing their emotions or present challenging behaviours
- enable staff to effectively dispense their duty of care towards young people
- define in broad terms what may constitute a physical intervention in a variety of settings
- ensure the health, safety and welfare of children, young people and those who work with them

1.2 The term 'Positive Handling' is used to describe the full range of strategies used to de-escalate, defuse and divert in order to prevent violence and reduce the risk of injury to staff, children, young people and others. The use of force only forms a small part of the Positive Handling Framework and will always be used as a last resort across the service. All physical interventions, including restraint, are conducted within a framework of positive behaviour management. It is important to reward effort and application, encouraging children and young people to take responsibility for improving their own behaviour. Preventative approaches to risk reduction involve identifying and communicating early warning signs, situations, settings and other factors which may influence behaviour, then taking steps to divert behaviours leading towards foreseeable risk. For those who require them, children and young people are encouraged to participate in the development of their own Positive Handling Plans by focusing on positive alternatives and choices. Parents are also encouraged to contribute.

2. Glossary

2.1 Positive Handling

The term 'Positive Handling' describes a broad spectrum of risk reduction strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment and deployment of staff. It also involves personal behaviour, diversion, diffusion and de-escalation. Included in this framework are a small number of responses which involve the use restrictive physical interventions to overcome active resistance.

2.2 Positive Handling Plan

Positive Handling Plans are working documents outlining the agreed intervention strategies, non verbal, verbal and physical, which support a child or young person. Risk assessment information is used to provide simple guidance to ensure that, where risk is present, all staff and others who are responsible for managing risk have knowledge, skills and understanding of the agreed strategies to reduce risk.

2.3 Restraint/Restrictive Physical Interventions

The positive application of force with the intention of safeguarding people and property.

3. The Legal Framework

3.1 Interest Principle

The overriding principle relating to positive handling is that the welfare of the child or young person takes precedence over every other consideration. The first paragraph of the Children Act 1989 in the UK and the third paragraph of the United Nations Convention on the rights of the child state that the welfare of the child shall be the paramount consideration. Paramount in this context means that it is the first thing people should think about and it should take precedence over every other consideration.

3.2 Duty of Care

The term "duty of care" is an important legal term. Anyone who is paid to work with children has a duty of care. We do not need to wait for damage or injury. A responsible approach is to anticipate what could go wrong and try to prevent it. A breach of duty of care may involve either taking unreasonable action or failing to take reasonable action to prevent harm to another person

St Wilfrid's Academy takes seriously its duty of care towards staff and endeavours to provide information and training to enable them to carry out their duties. Staff also have a duty to cooperate with the management overall health and safety matters.

3.3 Section 93 Education and Inspections Act 2006

This section describes the circumstances in which staff and others authorised by the Head of Academy may use reasonable force to control or restrain children and young people. Examples of when such action may be reasonable are to prevent injury to people, serious damage to property or the breakdown of discipline. The term "physical restraint" is used when force is used to overcome active resistance. These are referred to as 'Restrictive Physical Interventions' in National Guidance (DfES/DoH 2002).

3.4 Risk Assessment and Risk Control

Health and Safety legislation applies to children and young people who may present a hazard to themselves or others. Wherever a hazard can reasonably be foreseen there should be an assessment of the risk and a plan to reduce the risk. It is not always possible to eliminate risk and staff will need to be able to show that they have

attempted to control it. Children and young people who present a risk should have a positive handling plan. Staff who come into contact with a child or young person presenting a risk are given guidance and training to enable them to assess and reduce the risk.

3.5 Reasonable and Proportionate

Common law hangs on the word 'reasonable' yet the meaning can change depending on the circumstances of each case. For example, an action taken in response to an attack with a baseball bat might be deemed reasonable in court, whereas exactly the same action taken in response to a verbal assault would be judged to be excessive and unreasonable. What determines the reasonableness of a particular intervention is often governed by whether or not it was 'proportionate'. Staff should always use minimum force for the shortest time to keep people safe. Use of force should always be a last resort and be in proportion to the consequences it is intended to prevent. It should be the minimum necessary to achieve the desired result. Good training provides techniques which rely on a combination of psychology and biomechanics to reduce the amount of force required.

3.6 Absolutely Necessary

3.6.1 The United Kingdom adopted the United Nations Convention on the Rights of the Child in 1991 and incorporated European Human Rights legislation into the legal framework. All institutions have to consider the human rights implications of their policies. In normal life people do not normally touch other people unless invited; yet for staff there may be times when such actions are reasonable and necessary. If a member of staff takes any action that could be seen as restricting the child's or young person's human rights it must be 'absolutely necessary.'

3.6.2 There are times when those with a duty of care believe that they must take action to protect the interests of the child or young person. If they fail to take action, and as a result negligently allow a child or young person to come to harm, they could be liable for any damage which ensues. When staff are honest in their attempts to do the right thing they are said to be acting in 'good faith.'

3.7 Key Questions

It can help staff to maintain their focus on values and principles if they keep three questions in mind whenever they consider using force to control a child's or young person's behaviour. It may be true that staff are legally empowered to use force to prevent injury, damage, the commission of criminal offences or even to prevent serious disruption. However, rather than focus on the rights of staff, it is better to focus on the rights and interests of the child or young person. Whenever a member of staff chooses to use a physical intervention they should consider three key questions:

- Is this intervention in the best interests of the child or young person?
- Is it absolutely necessary?
- Is it reasonable and proportionate?

3.8 Reasonable and Proportionate

3.8.1 Any response to extreme behaviour should be reasonable and proportionate. People should make every effort not to react in anger. If they feel they are becoming angry they should consider withdrawing to allow someone else to deal with the situation. Where staff act in good faith, and their actions are reasonable and proportionate, they will be supported.

3.8.2 When physical controls are considered, staff should think about the answers to the following questions:

- Do I have to act now?
- Am I the best person to be doing this?
- Is my intervention likely to reduce risk?

3.6.3 If staff can answer 'yes' to these questions it is more likely that a physical intervention will be judged to be reasonable and proportionate. Whenever a physical intervention has to be made there should be a verbal warning. In some cases urgent action is necessary and this may not be possible. Where possible, staff should always attempt to use diversion or diffusion in preference to physical interventions.

4. Positive Handling Plans

Risk management is an integral part of positive behaviour management planning. All children and young people who have been identified as presenting a risk should have a Positive Handling Plan. This is in effect a risk assessment. The plan details the settings and situations which increase risk. It also details any strategies which have been found to be effective in reducing risk for that individual, along with any particular responses which are not recommended. If particular physical techniques have been found to be effective they should be named, along with alerts to any which have proved ineffective or which caused problems in the past. Positive Handling Plans should be considered alongside a Statement of Special Educational Need and any other planning documents which relate to the child or young person. They should take account of age, gender, level of physical, emotional and intellectual development, special needs and social context. Positive Handling Plans should result from multi-professional collaboration, including contributions, where possible, from parents, carers and the children and young people themselves.

5. Responding to Unforeseen Emergencies

Even the best planning systems cannot cover every eventuality and the Service recognises that there are unforeseen or emergency situations in which staff have to think on their feet. The key principles are that any physical intervention should be:

- In the best interest of the child or young person;
- Reasonable and proportionate to the consequences it is intended to prevent
- Intended to reduce risk;
- The minimum necessary to achieve the desired result.

6. Training

Staff who are expected to use planned physical intervention techniques should be trained. All training courses should be fully accredited by the British Institute of Learning Disabilities (BILD) in accordance with the Department for Education (DfE) and Department of Health guidance.

Positive handling training should be provided by qualified instructors according to the BILD code of practice.

7. Recording

Whenever overpowering force (restraint) is used the incident must be recorded. Where possible it is encouraged that more than one person is available for corroboration. All staff involved in an incident should contribute to the record which should normally be completed by the end of the same day as the incident or, if this is not possible, within 24 hours. Staff should read through the recording form carefully, taking time to think about what actually happened and explain it clearly. Names should be completed in full and all forms should be signed and dated. These records will be retained and cannot be altered. They will be kept for many years and could form part of an investigation at some time in the future. Serious incident reports should not be completed until the individuals concerned have recovered from the immediate effects of the incident. They should not be rushed. A concise record should be written into the Bound and Numbered Book, which can refer to supporting incident sheets and other relevant information.

8. Monitoring and Evaluation

The Head of Academy should ensure that all incidents are reviewed at least termly to identify trends and instigate further action as required. The incident log should be open to external monitoring and evaluation.

9. Positive Behaviour Management

The policy is intended to reward positive social and emotional skills and encourage children and young people to take responsibility for improving their own behaviour. Part of our preventative approach to risk reduction involves looking for early warning signs, communicating any factors which may influence behaviour and taking steps to divert behaviours which might lead towards foreseeable risk. Children and young people are encouraged to participate in the development of their own Positive Handling Plans by focusing on positive alternatives and choices.

10. Alternatives to Physical Controls

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can:

- Show care and concern by acknowledging unacceptable behaviour;
- Request alternatives using negotiation and reason;
- Give clear directions to the students to stop;
- Remind them about rules and likely outcomes;
- Remove an audience or take vulnerable children or young people to a safer place;
- Use the *Thrive Vital Relationships* Functions; Attunement to emotional state; validation of how they are feeling; containment of those strong feelings; soothe and calm to regulate emotions
- Make the environment safer by moving furniture
- Make the environment safer by removing objects that could be used as weapons;
- Use positive touch to guide or escort children to somewhere less pressured; •
 Ensure that colleagues know what is happening;
- Get help.

11. Help Protocols

The expectation is that all staff should support each another. This means that staff always offer help and always accept it. Help does not always mean taking over. It may mean just staying around in case you are needed, getting somebody else or looking after somebody else's group. Supporting a colleague does not always mean agreeing with their actions and offering sympathy when things go wrong. Real support sometimes means acting as a critical friend to help colleagues become aware of possible alternative strategies. Good communication is necessary so that colleagues avoid confusion when help is offered and accepted. Agreed scripts as outlined in positive handling training should be used so that all parties understand what sort of assistance is being offered/required and what is available. When somebody offers help a member of staff should tell them clearly how they can help.

12. Well Chosen Words

A well-chosen word can sometimes avert an escalating crisis. When children or young people are becoming angry there is no point in getting into an argument. Repeatedly telling people to calm down can actually wind them up. Pointing out what people have already done wrong can make things even worse. The only purpose in communicating with an angry person is to prevent a further escalation. Sometimes it is better to say nothing. Take time to choose your words carefully, rather than say the wrong thing and provoke a further escalation. The time to review what has happened and look at ways of putting things right is after everyone has completely calmed down and recovered.

13. The Last Resort Principle

Physical restraint should only be used when there is no other realistic alternative. This does not mean that we always expect people to methodically work their way through a series of failing strategies before attempting an intervention in which they have some confidence. Nor does it mean always waiting until the danger is acute and imminent, by which time the prospect of safely managing it may be significantly reduced. Reasonable use of force is the minimum necessary to achieve the desired result. It does mean that we expect staff to conduct a risk assessment and choose the safest alternative available. This includes thinking creatively about any alternatives to physical intervention which may be effective.

14. The Post Incident Support Structure for Pupils and Staff

14.1 Following a serious incident it is the policy to offer support to all involved. People take time to recover from a serious incident. Until the incident has subsided the priority is to reduce risk and calm the situation down. Staff should avoid saying or doing anything which could inflame the situation during the recovery phase. Immediate action should be taken to ensure medical help is sought if there are any injuries which require more than basic first aid.

All injuries should be reported and recorded using the school systems.

14.2 It is important to note that an injury in itself is not evidence of malpractice. Even when staff attempt to do everything right things can go wrong. Part of the post-incident support for staff may involve reminding them of this, as people tend to blame themselves when things go wrong.

14.3 Time needs to be found to repair relationships. When careful steps are taken to repair relationships a serious incident does not necessarily result in long term damage. This is an opportunity for learning for all concerned. Time needs to be given to following up incidents so that children and young people have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other people's perspective, to be completed in the student views section



of the bound and numbered book. When time and effort are put into a post-incident support structure the outcome of a serious incident can be learning, growth and strengthened relationships. Children and young people should come to an understanding that the reason staff hold them is to keep them safe. The concept of restorative justice can help in this process.

14.4 Where necessary the Principal will be able to direct staff to sources of further emotional support.

Section 3: Exclusions Policy

Definition

The Exclusion Policy is a system that helps the people that implement it to:

- Encourage and promote acceptable behaviour and attitudes to learning
- Enforce an exclusion in line with Government guidance

Aim

The policy will enable the appropriate staff to ensure that an exclusion is only given for a serious incident and that the process leading to the exclusion is thorough, lawful, reasonable and fair in accordance with the DfE guidance.

Ownership

This policy has been developed working with staff, governors and in accordance with the DfE guidance.

Statutory Requirement

The Academy has to identify how discipline will be maintained and have a policy that indicates this. The linked documents to this policy show in depth information regarding the Academy's approach to behaviour management. The Academy has a duty to ensure pupils are not discriminated against in this process on the basis of disability or race. Particular care is given to the fair treatment of students from groups who are vulnerable to exclusion. The policy will be reviewed regularly by the Senior Leadership Team and AAB.

Exclusion from Academy Policy

- Exclusion from the Academy is a serious sanction and will be recorded on a student's Academy record. It is the Academy's response to behaviour that is deemed inappropriate and may compromise the health and safety of others.
- Exclusions can be recommended by senior leaders in the Academy. The Principal has delegated the powers to the Vice Principal to make the decision to exclude. Parents will be contacted and safe arrangements will be made to ensure the student arrives home.
- A student may be excluded for one or more fixed periods (up to a maximum of 45 school days in an academic year), or permanently (placement terminated). The behaviour of students outside the Academy can be grounds for exclusion and students who are disruptive at lunchtime can be excluded from the premises for the lunchtime period.
- The Academy may direct a student off-site for their education to improve their behaviour and a 'managed move' to another alternative provision, that is

agreed by all parties, may be used to help improve the behaviour of the student.

- A decision to permanently terminate an academy place will be taken if :
 - there is a serious breach, or persistent breach of the Academy's behaviour policy; and
 - where allowing the student to remain in the Academy would seriously harm the education or welfare of the student or others within the school
- Any exclusion will be followed by a re-integration meeting to discuss the events leading to the exclusion and how best the Academy can support the student to enable them to continue their education.
- A student may be given a fixed term exclusion or have their placement permanently terminated for any of the following :
 - Physical assault against a student or adult
 - Verbal abuse or threatening behaviour, including aggression and intimidation.
 - Bullying
 - Racist or homophobic abuse
 - Sexual misconduct
 - Drug/alcohol related behaviour
 - Damage – vandalism, arson
 - Theft
 - Persistent disruptive and/or defiant behaviour
 - Any serious breach of health and safety

Students may be given an internal sanction for any of the above as a means to try and alter their behaviour and ensure they don't repeat an offence. Parents will be notified of this.

Students at risk of having their place terminated permanently will be placed on a Code of Conduct contract, where parents, the student and key members of staff will work together on strategies to improve behaviour through agreed targets and regular meetings.

The Academy has working partnerships with other Delta academies, the Local Authority and various other agencies to help support pupils following exclusions. The school has an agreement with the Local Authority to accept pupils from the IYFAP panel.



AAB

The AAB/Governing Body or a nominated sub-committee of the body are statutorily required to review the Principal's decision to exclude when:

- An exclusion will result in a student missing an examination
- A permanent exclusion is issued by the home (referring) academy
- An exclusion takes the student's total days of exclusion above 15 in a term
- When an exclusion has taken a student's total days of exclusion above 15 in a term and the parents request a Governing Body meeting

Full details and scheduling of these meetings can be found in the DfE Guidance.

Registered Office / Head Office

Education House, Spawd Bone Lane, Knottingley, WF11 0EP

Company Number: 07386086 (England and Wales) Charity Exempt under the Academies Act 2010 VAT Number 115 811 243

Section 3: Anti-bullying Strategy

Anti-bullying senior leads: Clare Lambie & Debbie Cartwright

1.0 Roles and Responsibilities

1.1 The responsibility for the implementation of this policy and provision rests with the Principal. On an operational basis, the management, responsibility and evaluation of this policy is undertaken by the Principal.

1.2 It is important to note that every member of staff is responsible for ensuring that this policy is fully implemented and that in situations not covered by this policy, staff must act in the best interest of the student, as any responsible parent would act.

1.3 The Academy fully supports the DfE initiative: 'Bullying – A Charter for Action' and the Academy will work towards the full implementation of the guidance in this.

2.0 Suggested Audience

All academy staff. As part of their academy induction or professional development, all academy staff will consistently apply the knowledge, principles and processes outlined in this policy.

3.0 Related Policies

This policy complies with the Equality Act 2010 and is part of a suite of academy policies which should also be referred to:

- Safeguarding & Child Protection Policy
- Positive Behaviour for Learning Policy
- Safer Recruitment and Procedures Policy
- Complaints Procedure
- Equality and Diversity Policy
- LGBTQ+ Inclusion Policy
- Health and Safety Policy
- ICT Usage Policy and Procedures
-

4.0 Academy Ethos

The academy ethos is based around **PRIDE**: Taking **P**ride is everything we do, showing **R**espect, **I**mpeccable conduct, **D**etermination and **E**ngaging positively to make progress.

5.0 Aims

5.1 The academy is a member of the DELTA Academies Trust. It works closely with other DELTA academies and with members of DELTA's Core Team and other personnel to ensure that this policy is fully implemented.

The academy has clear aims for its anti-bullying policy:

- To create an environment where bullying is not tolerated, where every student is recognised, welcomed and valued
- To ensure that all students are aware of their rights and responsibilities and know how to seek help if those rights are infringed
- To encourage our students to work collaboratively together, develop positive relationships and offer each other mutual support and respect
- To encourage our students to act respectfully and considerately at all times
- To raise awareness and provide our students with the skills, knowledge and confidence to deal effectively with all instances of bullying, through a co-ordinated programme involving PSHE, assemblies, pastoral support and peer mentoring approaches
- To use the processes around Restorative Justice
- To review and monitor the effectiveness of our anti-bullying policy on an annual basis

5.2 Bullying, in whatever form, detrimentally affects the ability of our students to achieve and progress to the best of their ability, their well-being and will not be tolerated in any form, or to any degree.

5.3 The academy has an anti-bullying policy that reflects the aims and policies of the DfE reflected in, 'Don't Suffer in Silence', an anti-bullying pack for schools www.governor.co.uk. This complies with the Human Rights Act 1998 and Race Relations (Amendment) Act 2000 and 'Safe to Learn: Embedding Anti-bullying work in Schools' (2007) the full guidance can be accessed at:

5.5 Key objective: We will work hard to ensure that bullying plays no part in our community by proactively working with all students, their families and our staff to eradicate it and promptly dealing with all reported incidents.

5.6 Purpose of this policy: This policy will provide clear guidance for staff on dealing with bullying incidents and the process by which the academy will seek to eradicate this issue.

6.0 Bullying Defined

6.1 Bullying manifests itself in a number of ways:

- Physical e.g. Assaulting a person or damaging their property

- Verbal e.g. Name calling or teasing, including homophobic, biphobic or transphobic abuse
- Sexual harassment
- Peer on peer abuse
- Indirect e.g. Damaging the reputation or character of the victim, or socially excluding them from games or conversation
- Cyberbullying. Examples include: texting, e-mails or other digital communication, e.g. Chat rooms and social networks. (This is a particularly nasty form of bullying, as the bullying follows the victim into the home and outside of school hours.)

6.2 No matter what form bullying takes, it is all abhorrent and damages both the victim and the bully to differing extents. St Wilfrid's Academy will make use of the best information and practices available to eradicate this problem.

6.3 Bullying affects the ability of a student to fully participate in and enjoy academy life and it is both an equal opportunities issue as well as a disciplinary offence, which the Head of Academy, Governors and staff will do all in their power to resolve.

7.0 Preventing Bullying

7.1 St Wilfrid's Academy has a clear strategy, which it will share with all staff through a dedicated professional development programme. This strategy is clearly and comprehensively communicated to every member of our student population, their families and where appropriate with the community.

7.2 This strategy has been developed using current best practice not only from the UK, but also where appropriate, taking into account of successes of schools in other countries.

7.3 The academy will take every opportunity to demonstrate to students, through the curriculum (PSHE programmes and Anti-Bullying Week), pastoral programmes, displays, assemblies and by example, that it is totally opposed to bullying.

7.4 The academy has 'Safe Places' which vulnerable or sensitive students can freely access at breaks and lunchtimes, such as dedicated spaces which will have support staff in attendance.

7.5 Expert opinion says that bullying is a response to powerlessness. We will seek to engage all our students through our pastoral programme.

7.6 Staff will not ignore bullying or suspected bullying. All academy staff will intervene to prevent bullying incidents from taking place. After initial intervention, a referral will

be made to the Assistant Principals/Key stage Leads (or in their absence, the Head of Academy).

7.7 We will encourage students to report any incidents of bullying to a teacher or other adults at the academy. Students will be told that they may bring a friend with them if they wish.

7.8 We will ensure that all staff, students and parents/carers are aware of the academy's Anti-Bullying Policy.

7.9 Staff will praise and encourage students when they show kindness and consideration to others.

8.0 Recognising the signs of bullying

8.1 St Wilfrid's Academy recognises that any student can be bullied but certain factors can make bullying more likely:

1. A lack of close friends
2. Shyness
3. Race, religion, gender, sexual orientation, or social class
4. A disability or difficulty

8.2 Staff will suspect bullying is occurring if a student:

1. Becomes withdrawn or anxious.
2. Shows deterioration in his/her work.
3. Starts to attend erratically.
4. Has a spurious illness.
5. Persistently arrives late.
6. Prefers to stay with adults.

8.3 Other signs may be that the student:

- Does not want to walk to and from the academy
- Does not want to use public transport or the academy bus
- Insist that they are driven to and from the academy
- Changes their normal routine
- Begins to truant for no apparent reason
- Becomes withdrawn or displays a sudden lack of confidence
- Is reticent to speak to other peers or teachers
- Attempts or threatens to commit suicide
- Runs away from home
- Is upset at night and has displayed a disruptive sleep pattern linked with increased nightmares

- Is continuously complaining of feeling unwell in the morning and at DELTA Academies displays a downturn in their academic standards
- Possessions and clothes torn or damaged or go missing
- Asks for money or steals money (to pay bully)
- Loses dinner money on a regular basis
- Has a sudden increase in bruises or cuts which the pupil finds difficult or unwilling to explain
- Comes home hungry
- Stops eating
- Suddenly displays unusual aggressive and disruptive behaviour
- Starts to bully other peers or family siblings
- Is reticent or unwilling to talk about what is going wrong

8.4 If you suspect a student is being bullied share your concerns must be raised with the Assistant Principals/Key Stage Leads or Head of Academy in their absence. Monitor the health and behaviour of the student carefully and be prepared to promptly deal with any deterioration. If any deterioration is noted, agree with the PLA and other colleagues the most appropriate support, which may involve parents/carers.

8.5 Any student who has knowledge of an incident of bullying must tell someone about it. This could be:

- Any member of staff
- The Education Welfare Office
- The people who the student lives with
- A friend

Bullying must never be kept a secret.

9.0 Dealing with bullying

9.1 All incidents of bullying will be taken seriously and dealt with as quickly as possible. Staff will do all they can to support the victims of bullying and make it clear to the bully that this behaviour is not acceptable.

9.2 In dealing with bullying, academy staff must:

1. Not ignore it
2. Not make premature assumptions
3. Listen to all accounts of the incidents
4. Adopt a problem-solving approach that encourages students to find solutions rather than simply justify themselves. Restorative Justice approaches will be used where appropriate by trained staff
5. Make regular follow-up checks to ensure that bullying has not resumed

6. Ensure that all relevant personnel within school (PLA/SLT) have been informed in person or via CPOMS
7. Record the incident promptly on the appropriate preforms, as soon as practically possible after the incident, ideally within the day (cpoms)
8. Ensure incidents are reviewed to identify students, type, style and location of bullying. This will enable the academy to identify patterns and to develop appropriate action plans
9. Action will be implemented as appropriate and in consultation with all parties concerned.

9.3 Procedure to support a student who has been bullied

1. Talk to the student away from other students, but with other staff close by.
2. Listen to the student's account of the incident.
3. Reassure the student that reporting the bullying incident was the right thing to do.
4. Make it clear to the student that she/he is not to blame for what has happened.
5. Ideally, allow the student to write a statement or make a note of what they have said.
6. Explain that the student should report any further incidents to a teacher or other member of staff immediately.

9.4 Ask the student:

1. What happened?
2. Whether or not this was the first incident, if now how many other incidents have there been.
3. Who was involved?
4. Where it happened.
5. Who saw what happened (Staff as well as students).
6. What the student had already done about it.
7. Depending on the severity of the incident, whether parents/carers ought to be contacted

9.5 If it is appropriate the student should make a written statement which is jointly checked by the student and member of staff and where necessary amended to ensure clarity. This information must be passed on as soon as possible to the Assistant Principals/Key Stage Leads, or in their absence, Head of Academy. It is usual to remove the accused bully and any witnesses from formal learning as soon as possible, to get them to write statements on their own about the incident.

9.6 Members of staff who witnessed the incident should be asked to write the relevant details down as soon as possible and give these to the staff investigating.

9.7 The victim should be consulted regarding their return to learning activity and where possible their views heeded.

10.0 Supporting students

10.1 Students who have been bullied

10.1.1 All students will be fully supported during this time through contacts with staff and with students. The student will make the decision who they would like to speak to.

10.1.2 The student's own peers could have an important role in acting as counsellors or mediators. This will be developed over time.

10.2 Students who have bullied

10.2.1 It is also important for the bully to receive counselling, to prevent further incidents. Often, bullies themselves have been victims. Procedures and practices which use Restorative Justice will be used wherever possible to resolve conflicts.

10.2.2 Talk to the student about how things are going, their progress and friends.

1. Ask why they acted as they did.
2. Explain that bullying is wrong and makes others unhappy.
3. Discuss with the student how to join in with others without bullying.
4. Give the student lots of praise and encouragement for the times when she/he is being kind and considerate to others.
5. Inform and involve parents/carers when appropriate.
6. If appropriate, there could be a meeting between the victim and the bully to enable the bully to apologise/explain why, etc

11.0 Reporting and recording incidents

11.1 Bearing in mind the seriousness of these incidents it is imperative that all incidents are:

- Promptly dealt with
- Reported promptly (to the student's PLA in the first instance and if unavailable, SLT) well before the end of the day
- Recorded using the proforma available or on CPOMS
- Communicated to the student's tutor at the earliest possible opportunity.

11.2 Bullying by text message, mobile phones and social media

- Students will be warned about the need for care when giving out their mobile phone number
- A record should be kept of the date and time of any offensive messages
- Students should be encouraged to show the messages to their PLA or member of academy staff
- Students who report bullying by text message will be taken seriously
- The student's family may need to contact the police
- If such bullying is carried out on a persistent basis or if there is threat of violence, it should be treated as any other serious bullying incident
- Malicious e-mails should be dealt with in the same manner
- Students who take photographs on their phones with malicious intent should be dealt with in the same manner

11.3 The academy will follow the DfE guidance on safe internet use and ensure all students are taught how to protect themselves when using the internet. (Refer to the academy's ICT Policy for further details)

12.0 Working with Parents and carers

12.1 We recognised that parents and carers have a key role to play supporting victims and counselling instigators. The academy will work closely with parents and carers to deal with bullying.

12.2 Bullying in the academy is everyone's problem. All staff, students and parents/carers should be aware that bullying exists and share a commitment to combat it and to make the academy a happier place for everyone.

12.3 Through all academy communications: Website, newsletters, displays and in meeting, the academy will ensure that parents/carers are aware of our Anti-Bullying Policy.

12.4 Parents/carers and families are often the first to detect signs of bullying. Common physical symptoms include headaches, stomach aches, anxiety and irritability.

12.5 The academy will encourage parents/carers who suspect that a child is bullying or being bullied to immediately contact the academy and make an appointment to see their PLA or in their absence, the Assistant Principals/Key Stage Lead as soon as possible.

12.6 Parents/carers will be informed of incidents and will be involved in discussions. The academy will discuss with parents/carers how they can work together to stop the bullying.

13.0 Reinforcement of the Anti-Bullying Policy

13.1 This policy will be reinforced effectively across the academy via the following:

1. PSHE lessons will cover bullying and in response to specific incidents where appropriate.
2. As part of our transition programme, an anti-bullying element will be included to re-assure and support students who referring school colleagues identify as being particularly at risk will be given additional support and this should be discussed at the transition meeting.

14.0 Dealing with persistent Bullying

14.1 If counselling and other preventative measures, such as peer support strategies do not succeed, persistent bullying will be dealt with under the academy's discipline policy. The bully may for example:

1. Be removed from the group.
2. Follow a twilight or alternative, bespoke timetable.
3. Be banned from an academy trip or other events where these are not an essential part of the curriculum.

14.2 In the most serious cases, exclusion may be considered if the bullying:

1. Involves serious actual or threatened violence against another student.
2. Amounts to persistent and defiant misbehaviour.

15.0 Putting Policy into Practice

15.1 The academy will at the earliest opportunity ensure that the following practices are established to either prevent bullying or deal effectively with bullying incidents:

- Actively promote anti-Bullying campaigns delivered through assemblies and supported in PSHE and tutor time
- Improve communication with parents and carers, to ensure that they are well-informed of all reported incidents involving their son or daughter.
- Apply consistent and firm sanctions to all aspects of bullying. Student who persistently bully other will be supported through an increasingly robust series of measures to help them resolve their problems.

16.0 Performance Indicators

16.1 The academy will use a number of performance indicators to gauge the extent of bullying, in line with section 8 above:

- Student behaviour on the site
- Levels of punctuality and attendance
- Evident of self-discipline

- Good manners and consideration for others
- Levels of exclusion
- Police referrals
- Referrals through the pastoral support programme for agency involvement
- Feedback from students parental/carer questionnaires

17.0 Monitoring and review of this policy

17.1 This policy will be monitored and reviewed on an annual basis, to ensure that current legislation and best practice is recorded in here by SLT.

17.2 This policy will be additionally reviewed when there are changes in legislation or guidance from the DfE, to ensure that best practice is effectively applied to all Academy procedures.

18.0 Approval by the AAB and review date

18.1 This policy has been formally approved and adopted by the Academy Advisory Board at a formally convened meeting

Signed:

Date: June 2021

Next review date: June 2022

Appendix 1: Useful references

1. www.dfes.gov.uk/bullying
2. www.childline.org.uk
3. www.peersupport.co.uk
4. www.bbc.co.uk/education/bully/index.htm
5. http://www.transformingconflict.org/Resorative_Justice_in_School.htm