



The
Maltby Learning Trust

Behaviour for Learning Policy and Procedures

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Approved by:	CEO
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Maltby Learning Trust

1. GENERAL PRINCIPLES

Maltby Academy serves a diverse community with a complexity of need, differing aspiration and expectations of education and support. This diverse community provides a rich opportunity to emulate real life and encourage the children and young people to be independent, resilient learners. As the constant, the Academy is committed to raising standards and achievement by ensuring that every individual is given the opportunity to develop their full potential. This is achieved through high quality teaching and learning, recognising and celebrating achievement and by **rigorously tackling underperformance**.

We encourage all members of the Academy to accept personal responsibility for their actions, to be truthful and self-disciplined. High standards of behaviour and punctuality will be secured through continuously developing a climate for learning. We believe that **every student has the right to learn and every teacher, the right to teach**. Our Behaviour for Learning policy emphasises the need for everyone to take responsibility for their behaviour and to support the learning of others.

The Academy has a comprehensive set of rewards which are given to students who excel, demonstrate sustained improvement or improve their learning. Conversely, we acknowledge that there will be occasions when we must apply sanctions. The Academy will take action, in the same way as we would in school, if the behaviour of a student outside school, brings the school name into disrepute.

All staff have a professional responsibility to follow the guidelines set out in this policy. The policy will be reviewed annually.

Covid-19 - This policy has been updated to respond to the unique circumstances of the Covid-19 outbreak. Any additions which pertain specifically to this period, or subsequent periods of restriction are marked as such. All additions have taken account of government guidance such as 'Planning guide for primary schools – Annex 1' (DfE 2020).

2. AIMS OF THE POLICY

This policy will:

1. Ensure that all **teaching staff engage and motivate young people** and promote the highest standards of behaviour
2. Enable **all adults to use the common language for learning, so behaviour and punctuality are consistently addressed**.
3. Encourage **all children and young people to value themselves**, their efforts, their teaching group, tutor group and their school.
4. Ensure that all staff, students and parents/carers have a **clear understanding of the consequences of poor behaviour that affect learning**.
5. Ensure the **consequence system is used with 100% consistency, by 100% of the staff, 100% of the time**.

Covid-19 - Ensure the health and safety of all school stakeholders is safeguarded during periods of Covid-19 restriction

Academy leaders believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of Academy life is necessary. It will seek to:-

- Promote good behaviour.
- Promote self-esteem, self-discipline, proper regard for authority.
- Ensure the fairness of treatment for all.
- Encourage consistency of response to both positive and negative behaviour.
- Promote early intervention.
- Provide a safe environment free from disruption, violence, bullying and any form of harassment.
- Encourage a positive relationship with parents and carers.
- Acknowledge that good student behaviour, linked with high standards of attainment, is of paramount importance to all.

3. PROMOTING POSITIVE RELATIONSHIPS, GOOD BEHAVIOUR AND TACKLING LOW LEVEL DISRUPTION

The Academy environment promotes an atmosphere where children and young people benefit from positive relationships with other students and staff. Beyond planning to provide engaging learning activities, teaching and non-teaching staff should plan and rehearse strategies for dealing with unwanted behaviour. This is important because our successes in promoting co-operation and in de-escalating conflict have a huge impact on the amount and the quality of learning taking place in our classrooms.

Planning, in this way, helps staff to remain calm, assertive and decisive. An assertive teacher or professional's verbal and body language convey expectation, e.g., that he/she expects good behaviour. Staff must ensure the following are addressed in lesson and non-lesson time in order to avoid unnecessary triggers or opportunities for disruptive behaviour thereby establishing an effective and purposeful climate for learning:

- **Consistent use of the warning system** to tackle low level behaviour and passivity in the classroom.
- Establish and maintain a **consistent routine for lining up** groups on entry to the classroom and maintain a **consistent routine for an orderly end to the lesson and exit from the classroom** e.g., students pack away when instructed to do so (not by student choice), teachers ensure silent dismissal by row.
- **Use Active Listening to get the attention of the class.** This will be used with front loaded instructions, such 'Active Listening in 2, silence and pens down in 2, eyes on me and listening in 1. After this point if there is any disruption, warnings may be issued.
- **Front load instructions to students**
- **Positively frame instructions and phrases-** i.e., thank you in advance for putting that away, well done- that is good listening
- **Keep live, pre-planned seating plans** where each student is allocated a seating position in the class based on a number of factors e.g., ability, learning need, positive working partnership, specific contribution to group work or need for isolation as part of planned intervention. Seating plans are available in every teacher's 'Live File' and indicate the level the student is currently working at, aspirational target, learning need and level of intervention. Enabling student's free choice of seating does not always promote the most effective learning and can negatively influence the climate for learning.
- **Model high expectations of behaviour and the academic capabilities of the young people** – the adult must model, recognise and fairly reward the '**can do**' attitude of every student which must underpin every learning experience.
- **Be prepared** through **well planned, appropriately resourced and engaging learning experiences.** All teachers must apply the Academy teaching and learning policy. Equipment must be ready, and resources laid out before the students arrive to learn.
- **Read, understand and address the requirements of the Individual Learning Plan (ILP)** in

every lesson for those children and young people who have one assigned.

- **Apply appropriate, transparent and regular use of the rewards system.** House points, postcards and positive phone calls home to be used to recognise achievement. There must be a balance between application of the behaviour consequences and allocation of rewards.
- **Use appropriate praise and positive reinforcement through 'catching them being good'.** This helps to build self-esteem, mutual respect and trust.
- **Uphold clear rules of the classroom, communal and corridor environment** which are communicated and applied consistently well by all adults. Never walk past a student who is not following Academy expectations.
- **Covid-19** – The above applies when undertaking remote learning whilst in Covid-19 restricted period

It is the responsibility of all teachers, including associate professionals, visitors and Governors to model and promote good behaviour. Staff are role models in this process and should demonstrate the behaviour we expect from students by the way we behave towards them and colleagues. High expectations are at the heart of the Academy.

Professionals influence the actions of students both by direct communication with students and through observed actions. The pride professionals show in their dress, the positive verbal and body language is crucial in fostering the desired responses from students. In promoting good behaviour, professionals aim to develop the following attitudes in our students:

- Respect for self and for all others.
- High self-esteem and self-confidence.
- Co-operation.
- Independence.
- A desire to achieve.
- Self-motivation and high expectations.
- Self-discipline;
- Resilience.

It is the responsibility of the staff to:

- Develop an achievement culture ('can do' attitude) through regular praise/rewards.
- Be prepared to listen to students, understand them, their interests and their needs.
- Behave in a calm, dignified yet assertive manner.
- Focus on the behaviour not the person.
- Rehearse strategies for dealing with low level disruption so that all staff become skilled in de-escalating conflict.
- Constantly analyse and develop skills and attitudes when interacting with young people, observing and sharing good practice.
- Avoid stereotyped or pre-conceived judgments about young people.
- Celebrate cultural diversity within the student body and wider community.

4. PRAISE AND REWARDS

We all respond positively to praise which is most effective when it is:

- Spontaneous and credible.
- Clearly linked to achievement or accomplishment.
- Personalised to the individual.

Types of Reward include:

- Praise.
- Positive phone calls home.
- Postcards.
- House Points and rewards
- Trips, activities and awards.
- Examination success.

Reasons for Rewards may include, although not limited to:

- o Full and sustained engagement with learning in the classroom.
- o Excellent answers and excellent work
- o Representing the Academy - taking part in sports, STEM or enterprise, visits, trips, extra-curricular clubs, by being an ambassador for the Academy.
- o High Attendance/Most Improved Attendance.
- o Community and charity involvement.

5. CONSISTENT APPLICATION OF THE BEHAVIOUR POLICY

Consistency will be achieved by:

- All staff to apply warnings for any behaviour indiscretion, passivity or no-engagement
- All staff sharing a positive, not a repressive ethos to managing behaviour.
- All staff embracing and adopting the advice and the principles of this policy.
- All staff regularly reminding students of the need to engage with learning.
- All staff providing constant reminders and intervention about classroom/learning environment/corridor expectations; and
- All senior staff regularly reminding students of expectations and sanctions.

6. LEARNING EXPECTATIONS

These are displayed on the walls of all classrooms, in the student planner and are constantly referred to by all staff working with students at the Academy.

OUR LEARNING EXPECTATIONS

We will:

- Attend regularly and arrive to lessons on time.
 - o Be prepared for learning with the correct equipment.
 - o Be active in lessons and try different ways to learn.
 - o Listen carefully and act courteously to debate and challenge.
 - o Make improvements to our work following feedback and advice.
 - o Take pride in our work and meet the presentational standards.
 - o Complete preparatory learning and homework.
 - o Be resilient; never give up and try again to improve.

Covid-19 – All students, including the youngest students, are expected to understand that the Covid-19 outbreak is important. It is therefore an expectation that all pupils will show age-appropriate sense of responsibility in following the guidelines set out by the school.

OUR 'ENGAGEMENT IN LEARNING' STANDARDS

The level of student engagement in their learning is shared, insisted upon and assessed according to the following criteria. At each Learning Cycle (achievement data collection) for every year group, the following benchmark is used against which teaching staff assess a student's 'can do attitude' and their commitment to learning. The 4-1 scale was devised in consultation with students and is used to generate end of term rewards, awards and engage in a purposeful dialogue with students and parents/carers about their engagement with their learning.

Investment in Learning

Our aim is for all students to be fully invested in their learning

	Attitude and Effort	Oracy	Homework	Response to Feedback
4. Fully Invested in Learning	<ul style="list-style-type: none"> • I am always punctual to lessons. • I am always fully equipped for learning. • I have a positive attitude towards my learning, 100% of the time. • I have high aspirations for myself. • I am always resilient in lessons. • I learn from my mistakes; I understand that they are vital in my progress. • I never receive warnings. • I always complete work to the highest standard, to the best of my ability, striving to challenge myself every lesson. 	<ul style="list-style-type: none"> • I articulate myself confidently. • I actively take on any of the 6 Oracy roles during discussions, debates and when sharing ideas. • I express my opinions and ideas, without needing the sentence stems provided. • I work effectively in a variety of different Oracy groupings. • I apply accurate, subject-specific vocabulary in my contributions. • I always listen carefully to my peers and build on their ideas. 	<ul style="list-style-type: none"> • I take responsibility for my homework and always complete it to a high standard. • I always hand in my homework on time. • If needed, I always seek support, well in advance of the deadline. • I often complete extra work and submit this work for feedback. • I always actively catch up on work that I miss due to authorised absence, so no gaps in my learning appear. 	<ul style="list-style-type: none"> • I always proactively seek support on how to improve. • I always use my initiative and independent thinking skills to improve. • I am consistently willing to go back and improve my work, showing resilience. • I always engage with CTG activities in order to improve. • I always have a resilient attitude when mistakes are made. • I can ask important questions to help improve my work.
3. Engaged in Learning	<ul style="list-style-type: none"> • I am mostly punctual to lessons. • I am well equipped for learning most of the time. • I have a positive attitude towards my learning, almost all of the time. • I am mostly resilient in lessons. • I rarely receive warnings. • I complete work to a high standard and to the best of my ability. 	<ul style="list-style-type: none"> • I articulate myself with growing confidence. • I take on most of the 6 roles during discussions, debates and when sharing ideas. • I express my opinions and ideas, sometimes without needing the sentence stems provided. • I work in different Oracy groupings. • I apply some subject-specific vocabulary to my contributions. • I mostly listen effectively to my peers and build on their ideas most of the time. 	<ul style="list-style-type: none"> • I take responsibility for my homework and complete it. • I almost always hand in my homework on time, but sometimes need a reminder. • I rarely complete extra work and submit this work for feedback. • If absent from school, I usually catch up, meaning there are sometimes gaps in my learning. 	<ul style="list-style-type: none"> • I often seek support on how to improve. • I am willing to go back and improve my work most of the time, showing some resilience. • I mostly engage with CTG activities in order to improve. • I have a mostly resilient attitude when mistakes are made. • I ask questions to help improve my work.
2. Partially Engaged in Learning	<ul style="list-style-type: none"> • I am sometimes late to lessons. • I am not always equipped for learning. • I have a positive attitude most of the time. • I am sometimes passive in lessons. • I sometimes receive warnings. • I complete my work, but sometimes it is not to the best of my ability. 	<ul style="list-style-type: none"> • I communicate clearly with my peers, but I am not always confident beyond that. • I take on some of the 6 roles during discussions, debates and when sharing ideas. • I can sometimes explain my opinions and ideas, but I need the sentence stems and need prompting. • I work well in some of the Oracy groupings. • I apply some subject-specific vocabulary to my contributions, but not always. • I sometimes listen effectively to my peers and occasionally attempt to build on their ideas. 	<ul style="list-style-type: none"> • I complete homework most of the time. • I sometimes rush my homework because I am not yet in the habit of working independently. • I do not always hand in my homework on time and often need a reminder. 	<ul style="list-style-type: none"> • I sometimes seek support, but I do not always make a quick start. • I sometimes need encouragement to go back and improve my work. • I sometimes engage with CTG activities in order to improve. • I do not always make the effort to avoid repeating mistakes and misconceptions. • I ask occasional questions about how to improve my work.
1. Disengaged from Learning	<ul style="list-style-type: none"> • I am rarely on time to lessons. • I am rarely equipped for learning. • I sometimes have a positive attitude towards my learning, but at times it is negative. • I am passive in lessons. • I often receive warnings, which sometimes results in removals. • I do not always complete work to the best of my ability. 	<ul style="list-style-type: none"> • I sometimes communicate with my peers. • I do not take on any of the Oracy roles or participate in discussion. • I occasionally share opinions and ideas, when prompted, and I am working on justifying my ideas. • I cannot yet work in the Oracy groupings. • I cannot yet apply subject-specific vocabulary to my contributions. • I do not always listen carefully to my peers, consequently, I miss opportunities to build on their ideas. 	<ul style="list-style-type: none"> • I am not yet in the habit of completing homework. • I do not ask for any help and support. 	<ul style="list-style-type: none"> • I never seek support about how to improve. • I find it difficult to go back and improve my work. • I do not engage with CTG activities in order to improve. • I feel disheartened when I make mistakes and have not yet learnt to use mistakes as a tool to improve. • I do not ask any questions to help improve my work.

7. BEHAVIOUR CONSEQUENCES – INTERVENTION AND SANCTIONS

When the application of the strategies outlined in section 3 have been exhausted, a member of staff is expected to employ the Behaviour system. In the classroom the Academy operates a four-warning system. Warnings will be applied for:-

- **Any form of indiscipline**
- **Passivity and not engaging**
- **Not working hard enough**

This means unacceptable behaviour is dealt with through the following process by the teacher:

- After section 3 strategies have been used – the member of staff issues a *first warning* and writes the student's name on the board and ticks under the number one.
- If the student continues to misbehave a *second warning* is given and a tick in box two. The teacher should now move the student to a different seat and also have a conversation about the choices they are making.
- If poor choices continue and *third warning and final warning* is given, and a tick is put in box three. The teacher may want to give the student some 'take up' time outside and have a conversation with them when it is appropriate to do so.

If a student receives four warnings, then the member of staff will press for 'On-call'. A senior, middle or pastoral leader will be 'on-call' and will come to the classroom and remove the student. They will be parked in another designated classroom within the department and their work will be taken with them. **A student who is removed from a lesson receives a 30-minute detention that night.**

If a parked student disrupts the learning of that lesson, they will be taken to the SLT room for the remainder of the lesson and will be placed in a one-hour SLT detention that Friday.

Covid-19 – Failure to follow social distancing guidelines will align to a consequence, for example walking the wrong way down a corridor or using the wrong gate.

STAFF EXPECTATIONS

Staff will issue students will warnings if required and use the strategies outlined in section 3. They will log warning 1-3 on our SIMS system without any detail. If a student is removed for '**failing classroom expectations**' and getting four warnings, then staff will add detail to this log and also make a phone call to parents. Students may also be on-called for '**pastoral support**'. This is where the member of staff is requesting follow-up work to be done by the pastoral team.

Covid-19 All teachers will provide clear information to students about the measures in place and understand how the behaviour policy will be used to enforce them. They will model social distancing and self-hygiene

DETENTIONS

Students will be given a 30-minute detention after school on the day they misbehave. We will notify parents via communication on the school app. Students can be issued a detention for, but not inclusive of the following:

- Late to school
- Late to lesson
- Being removed from a lesson
- Failing to follow an instruction from staff
- Unruly behaviour

- Littering
- Inappropriate language
- Failure to meet basic Academy expectations

A one-hour SLT detention will also be held on a Friday each week.

Conduct Cards

All students will be required to carry a 'Conduct Card' at all times through the school day. Failure to produce this will result in a day in the Academy's Internal Exclusion (IE). The purpose of this card is to raise standards across the school- with a focus on manners, littering, community spirit, punctuality and uniform.

If a student is caught doing something good, they will receive a positive signature- five of these will equate to a reward. If a student is caught doing something wrong outside of the classroom i.e., littering they will receive a negative signature- five of these will bring about a detention on the same night.

Senior staff will check these cards on entry in the Academy. The number of signatures will be monitored by Form Tutors and the Pastoral Team on a weekly basis through their standards form time.

8. EXCLUSION

INTERNAL EXCLUSION

As part of the management of the student behaviour, Maltby Academy has a separate Internal Exclusion room. If a student is placed in Internal Exclusion, they will normally be allocated a day to complete their Internal Exclusion. The timings of these days are 8.30am-3.00pm. Internal Exclusions serve to isolate the student from the mainstream learning environment, ensuring they reflect on their actions and reduce the need to issue fixed-term exclusions.

The Academy may also send a student to complete their time in Internal Exclusion at one of their Trust affiliated schools.

FIXED TERM EXCLUSIONS

The Exclusion Policy is a system that helps the Academy to:
 Encourage and promote acceptable behaviour and attitudes to learning.
 Enforce an exclusion in line with Government guidance.

The policy enables the Principal 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.

The aim of the Academy is to avoid permanent exclusions wherever possible, but it retains the right to consider this for extremely disruptive behaviour, antisocial or dangerous behaviour and persistent disruptive behaviour where a student consistently shows no regard for the ethos or rules of the Academy. A permanent exclusion can also be issued for a serious one-off incident.

EXCLUSION FROM THE ACADEMY

- Exclusion from the Academy is a serious sanction, and it will be recorded on a student's 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 the Principal through the completion of a pre-exclusion checklist form. Parents will be contacted to pick the student up or safe, agreed 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 days in an academic year), or permanently. The behaviour of students outside 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' that is agreed by all parties may be used to help improve the behaviour of the student.
- A decision to permanently exclude a student from Academy 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 Academy would seriously harm the education or welfare of the student or others within the Academy.
- Any exclusion should 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 or permanent exclusion for any of the following:
 - o Physical assault against a student or adult.
 - o Verbal abuse or threatening behaviour, including aggression and intimidation.
 - o Bullying.
 - o Racist or homophobic abuse.
 - o Sexual misconduct.
 - o Drug/alcohol related behaviour.
 - o Damage – vandalism, arson.
 - o Theft.
 - o Persistent disruptive and/or defiant behaviour.
 - o **Covid-19** - Deliberate use of Covid-19 as a threat.
 - o **Covid-19** - Repeated deliberate failure adhere to the measures in place to safeguard stakeholders including failure to follow reasonable instruction.
 - o **Covid-19** – Deliberate use of bodily fluids, for example spitting, to assault another child, adult or member of the school community.
- Students may be given an Internal Exclusion 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 permanent exclusion will be placed on a Behaviour 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 within the Local Authority and within our Trust to help support pupils following exclusions. The Academy is also part of the Southern Partnership Group which works proactively to avoid permanent exclusions and offers school-to-school support via managed moves.

GOVERNING BODY

The 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.
- 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 5 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.

9. SECURING A POSITIVE CLIMATE FOR LEARNING THROUGH INTERVENTION AND SUPPORT – 'PREDICT AND PREVENT, NO FIND A FIX'

A positive climate for learning can be undermined if the Academy does not fully understand and address the barriers to a young person's engagement with learning.

The barriers can include challenges with social, emotional and mental health, special educational needs, learning disabilities or medical needs. The Academy fully engages with extended network provisions across the locality and is well connected in terms of specialist input to support vulnerable young people and their families. The Academy allocates a significant amount of specialist resources to meeting the needs of the most vulnerable to ensure they maximise their achievement in learning and to enable those young people not considered vulnerable to accelerate their progress.

Inclusion is at the heart of learning within the Maltby community. We recognise that sometimes students need extra support in order to achieve their full potential. For specific information about meeting the needs of children and young people with SEND please see the SEND Policy/Statement on the Academy Website.

All pastoral and SEND staff use a *graduated response* when looking to determine any unmet learning or emotional need. We also utilise bespoke provision within our SEND department where students are supported either individually or as part of a small group to firstly help alter any poor behaviour and then to work collaboratively to offer alternative solutions or to use recognised testing procedures to seek further support.

Covid-19 – The capacity to provide one-to-one pastoral support will be severely restricted during times of Covid-19 outbreak. Sessions may not be possible or may, with careful social distancing, take place in open spaces e.g., outdoors.

SECURING ENGAGEMENT THROUGH THE SPECIALIST INTERVENTION

Rotherham MAST (Multi Agency Support Team) is a vital central service within the Maltby Learning Trust, providing trained counselling, early intervention and preventative support for vulnerable young people and families. Maltby Academy's children and young people are given support to promote positive health and well-being whether physical, mental or social. This on-site support ensures that students are encouraged to maintain focus on learning within the classroom in order to maximize their potential.

VLN (Vulnerable Learners' Network) is a weekly meeting of key Pastoral leaders who ensure there is early intervention and support for children and young people who demonstrate signs of disengagement in learning. To ensure the child's case is signposted to the correct team, the membership includes the SENDCO, the Designated Safeguarding Lead, Pastoral Leaders, and the Trust Senior Vice Principal for Inclusion. They are charged with connecting and securing external agencies and in school intervention to support the child. The team liaise regularly with external agencies, key workers, teachers, tutors, and parents/carers and ensure a holistic approach to meeting the needs of the child or young person.

South Rotherham SEMH Partnership. The Academy believes that permanent exclusion should only be used in an extreme circumstance. The Academy is committed to inclusion and is determined to do all it can to engage children and young people in a learning experience, which meets the needs, aspirations, interests and secures positive progression routes for all. The Academy does however realise that some young people, despite early intervention, differentiation and support, fail to engage in learning and require remedial action to remove them from the learning environment. Leaders of the Academy are active members of the South Rotherham partnership of schools who meet fortnightly to consider young people who demonstrate disengagement in learning. Actions include managed moves for respite support, shared timetables across two organisations, short stays in the Pupil Referral Unit, alternative curriculum support or additional

counselling services. These are considered as an alternative to fixed term and more significantly permanent exclusions from the Academy.

Directory of Services. The SENDCO and other leaders have drawn up a detailed and specialist directory that they can refer to when in need of seeking intervention for a child.



Maltby Academy ClassroomRules

ClassroomRules

- 1.Planners and equipment on your desk-ready to learn
- 2.Follow instructions: first time, every time
3. Work hard in class and complete your work
- 4.Do not shout out or disrupt others
5. Listen when others are talking

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

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 Academy. 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.

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.

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.

Restraint/Restrictive Physical Interventions

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

THE LEGAL FRAMEWORK

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.

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

Maltby 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 with regards to all health & safety matters.

SECTION 93 EDUCATION AND INSPECTIONS ACT 2006

This section describes the circumstances in which staff and others authorised by the Principal 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).

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.

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.

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.

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?

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.

ABSOLUTELY NECESSARY

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.'

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.' It is important to emphasise that Maltby Academy will support members of staff who act in good faith in the best interests of the children and young people.

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?

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 an EHCP or 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.

Responding to Unforeseen Emergencies

Even the best planning systems cannot cover every eventuality and the Academy 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.

TRAINING

Staff 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. Maltby Academy recommends 'Team Teach' training as the preferred training model. Key staff will be given this training when it is required, and it will be refreshed within the agreed timescales.

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.

MONITORING AND EVALUATION

The Principal 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.

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.

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.
- 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.

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 Team Teach 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.

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.

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.

THE POST INCIDENT SUPPORT STRUCTURE FOR PUPILS AND STAFF

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 academy systems.

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.

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. 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.

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