



Making a Difference

Phoenix Park Academy



Behaviour & Relationship Policy

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Staff Responsible: AL

Phoenix Park and Sevenhills Academy Behaviour & Relationship Policy.

Rationale

At both Phoenix Park and Sevenhills Academies we strive for excellence and believe that through a culture of support, guidance and flexible consistency, which is fair and restorative, pupils will develop and reach their fullest potential. It is the belief that every child should be given Unconditional Positive Regard. Through research, evidence and trauma informed practice, staff are able to guide and lead pupils effectively. The aims, ethos and values are outlined in this policy.

Additionally, this policy takes in to account:

- A)** Legislation enacted by the Education Act 2011 which reinforces, supersedes and replaces previous guidance in relation to:

Education and Inspections Act (2006) Section 93

Education Act (2002)

Equality Act (2010)

At Phoenix Park and Sevenhills Academies our aim is to support pupils, with particular focus on helping them with understanding their behaviour and how that can change over time. It is recognised that this may take some time, but more importantly, for this to happen, an enquiry approach is necessary to fully understand the behaviour and child. Staff need to understand the pupils and get to know them on many levels; it is necessary to identify and understand insecure attachments, effects of trauma and SEND to maximise positive steps and positive outcomes. In order for staff to successfully achieve this, assessment models such as the SEMH Positive Outcomes Tool (Gordon; 2018) and sensory screening are available and carried out.

Furthermore, it is recognised that in order to fully meet the needs of pupils, of which many present with complex needs, it is a necessity that the school is attuned, attachment friendly and nurturing (Wall; 2018).

It is integral that work is carried out to co-regulate behaviours, but also to provide the skills for pupils to identify their own needs and to educate them and up-skill them in order to self-regulate and allow for positive changes.

Work is carried out with parents to understand their needs and difficulties, as well their experiences and to help and provide support for them so that any unmet needs away from the school can be achieved. Through the academy safeguarding and parent liaison and with teaching and support staff, relationships with pupils and parents are informed to provide the wraparound care necessary to allow pupils to succeed,

To support long term behaviour change we deliver sessions that include but are not restricted to:

Art or play therapy

Sensory regulation exercises

Key worker/mentoring time

Use of therapeutic language

Forest Schools

Brick club (Lego based therapeutic interventions)

Relaxation/Yoga/mindfulness

Music interventions

Choice and consequences

We promote fairness and restorative principles across our academies, we are child-centred and inclusive. We have an approach which is built around positive relationships between staff and pupils as well as pupils and peers. Additionally, we aim to enable all pupils to have the ability to understand their own behaviour, to self-regulate and build positive relationships within and out of the academies.

Consequently, pupils at Phoenix Park and Sevenhills Academies have the right to:

- Unconditional Positive Regard
- Recognise their unique identity and their needs considered.
- Be treated with respect and dignity, as well as being a valued member of the learning community.
- Learn and achieve in a safe environment.
- Be protected from harm, violence, assault and acts of verbal abuse.
- High expectations from staff and that they ALL matter equally.
- Learn to understand their own behaviours.
- Learn how to apply restorative principles in their life.

Moreover, Phoenix Park and Sevenhills Academies endeavour to ensure that:

- Parents, carers, staff and pupils are positive about behaviour and safety.
- Parents are supported to use positive strategies with their child in responses to negative behaviour.
- Pupils value the learning environment and wish to contribute to a safe, calm and positive academy.
- Pupils show engagement, respect, courtesy and collaboration over time, in and out of lessons regardless of starting point.
- Instances of bullying are rare and pupils are acutely aware of the many different types of bullying outlined within the academy anti bullying policy. They try to actively prevent any form of bullying and through positive behaviours show acts of kindness and care. Further detail is outlined in this policy.
- Behaviour for Learning improves over time and attitudes help to maximise outcomes (Ellis and Tod; 2009).

- All pupils feel safe at school at all times and are aware of what constitutes safe and unsafe, they are able to identify the situation and maintain the safety of themselves and their peers.
- High quality first teaching and support from highly trained staff meets the needs of all individuals; interventions are timely and appropriate in order to allow pupils to prosper and flourish.

Underpinning values and ethos

At Phoenix Park Academy and Sevenhills Academy we aim to meet the complex needs of our pupils through:

- The provision of a predictable and safe environment, explicitly founded on nurture and attachment principles that promotes security through consistent routines and clear boundaries.
- An unrelenting focus on celebrating, promoting and positively reinforcing positive behaviour.
- The application of Unconditional Positive Regard for all pupils, acknowledging and addressing any inappropriate behaviours which may arise by attuning to the pupil and their need and working with them on strategies.
- All inappropriate behaviour is an expression of an unmet need – all staff seek to understand what the behaviour need is and work with the child, introducing strategies to support.
- The provision of an appropriate learning curriculum with carefully-planned learning opportunities including the development of social and emotional aspects of learning.
- The confident and consistent employment of intimacy, warmth, banter and trust as a way to support and engage pupils by connecting in a congruent and caring way.

Expectations of Staff

Phoenix Park Academy and Sevenhills Academy prides itself on having high expectations of staff that are explicitly shared through our Induction Programme(s), Staff Meetings and CPD opportunities. These expectations are -

- Invite children into their calm and not join them in their chaos.
- Offer equal amounts of challenge and support to work 'with' children.
- Focus on the prevention of undesirable behaviour, rather than the reaction to it. Via understating of needs that lead to crisis behaviour
- Understand the children and the children know that we understand them.
- Recognise that all behaviour is communication and endeavour to translate this.
- Enable children to communicate with their words because they feel safe.
- Provide clear rules, routines and boundaries for all children.
- Have consistently high expectations within individualised responses to challenging situations.

- Actively model appropriate behaviours and consistently apply the policy fairly, without favour
- Encourage, praise and actively listen to children.
- Regulate, relate and repair children using relationships and without 'punishment'.
- Work as a team to maintain high standards of behaviour within the school.
- Reflect upon practice objectively, without judgement, in an attempt to reduce risk.

Relationships, Structure and Routine

The pupils who attend Phoenix Park and Sevenhills Academies have often suffered trauma and many have insecure attachments, they have often experienced a fragmented school life which makes relationship building and following organised structure a challenge. It is, however, important to provide those things in order to help them remain and feel safe, safe from harm and safe to make mistakes in order to progress. Positive relationships between pupils and staff are essential in order to reach milestones and beyond. Phoenix Park and Sevenhills Academies use Restorative Approaches to ensure that the running of the academy is smooth and pupils learn, are engaged and progress. There is a need for rules in order to keep boundaries firm but fair.

- Rules, routines and boundaries are more effective when adults have formed positive relationships with young people and can be used to reinforce and develop the desired behaviours.
- Expectations are clear, Teachers will be responsible for developing these in order to keep everyone safe, that teaching and learning is successful and pupils enjoy and achieve.
- Through Unconditional Positive Regard the environment remains safe, learning is at the forefront of what the academies do and through understanding of Maslow's Hierarchy of Needs (1943), needs are met in order for this to happen.
- Structure will remain throughout the school day, from arrival until pupils leave the premises.

All staff are responsible for adhering to positive practice that promotes a pupils ability to engage in, and access their learning. This is based on the understanding that pupil's best achieve, develop and reach their true potential when staff are; fair, flexible, trustworthy, respectful, and model positive relationships. It is the expectation at Phoenix Park Academy and Sevenhills Academy, that all staff, regardless of role act in this way. We believe that our parents know their children best and we are committed to working in partnership to identify the best ways of providing support for everyone within school. We aim to develop positive, non-judgemental working alliances with all our parents.

“The ability to form meaningful relationships is fundamental to mental health and happiness. It’s the quality of contact we have with other people that is arguably the most important determining factor in our quality of life. We can only truly develop ourselves through relationships with others” (TISUK 2019)

“Just one emotionally available adult in the school, community or home can make all the difference” (TISUK 2019)

Therefore our school is invested in supporting the very best relational health between:

- Parent(s)/carer and child
- Pupil and pupil
- Pupil and school staff
- Parent/carers and school staff
- School staff
- School staff and senior leaders
- Pupils, parent(s)/carer and other agencies
- School staff and external agencies

Trauma Informed Schools Framework (Neurosequential Model)

In order to provide high quality support to the students and staff within school, Phoenix Park Academy and Sevenhills Academy follow the framework of Protect, Relate, Regulate and Reflect. Further details of the different areas are shared below.

PROTECT:

- Our school aims to increase ‘safety cues’ in all aspects of the school day for our pupils and each other, for example designed and timetabled interventions that create opportunities for the emotionally available adults to be alongside our pupils across the school day.
- Open door policy for informal discussions with parents/ carers.
- We aim to increase our staffs’ understanding in nurturing attachments and the PACE approach (Hughes, 2015). This means that our pupils are met with a warm emphatic, playful and curious staff team that will enable them to move out of fight/flight or freeze into relationship and trust.
- As a school we ensure that interactions with pupils, their families/carers, other agencies and each other are socially engaging, not socially defensive.
- Punitive approaches are not being used under any circumstances in response to pupils’ behaviour, challenging or otherwise such as the use of harsh voices, shouting, isolating, secluding, denying curriculum access, withholding food and shame evoking behaviours (which are proven to be damaging psychologically and neurologically).
- All members of our school aim to interactively reflect and repair occasions when they themselves move into defensiveness.

- Our school staff adopt ways of developing relationships and understanding of our pupils, their families/carers and each other. Holding at the heart of our approach relationship as the key to personal, social and emotional development, (as well as academic achievement for our pupils).
- Our school staff adjust their expectations for our pupils, their families and carers according to their developmental capabilities and experience of traumatic stress. This sometimes involves removing vulnerable and traumatised pupils in a kind and non-judgemental way from situations they are not managing well. As a staffing team we are also able to do this for each other.
- The use of a robust debrief system. De-briefing opportunities are available in several ways for staff and pupils to assist them in managing situations that have caused or may cause distress. An incident debriefing meeting assists people, particularly staff and pupils, to overcome the effects of an incident by:
 - Talking about what happened
 - Expressing how they feel as a result of the incident
 - Identifying any individual stress reactions (i.e. physical, emotional, thinking, behavioural)
 - Identifying some ways of dealing with stress reactions

RELATE:

- A whole school approach and commitment to enable our pupils, families/carers and staff to see themselves, their relationships and the world positively, rather than through the lens of threat, danger or self-blame.
- Our school provides everyone with repeated relational experiences (alongside emotionally available adults) to support everyone to move from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help-seeking'.

REGULATE:

- As a school we use evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic experiences, through emotionally regulating, playful and enriched interactions.
- In our school the emotional well-being of and emotional regulation of staff is treated as highly important to prevent burn-out, stress –related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling blamed or under- valued.
- Our school provides staff wellbeing spaces which are there to enable staff to take the space they need to reflect and rejuvenate which supports the release of natural anti- stress and pro-social neurochemicals (opioids and oxytocin).
- Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe.

REFLECT:

- The adults in our school feel confident to develop relationships with pupils, their families and each other and to have courageous conversations about their experiences so far.
- Our school promotes the exploration of conversations with our pupils that helps to make sense of their life, to develop a language for their emotions and a narrative that makes sense of their experiences and how they feel. Supporting our pupils to understand their thoughts, feelings, bodily sensations and reactions and in doing so enables them to identify and explore new options and strategies for ways forward with their challenges.
- Staff development and training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences.
- A positive behaviour management policy based not on punishment, sanctions, resolution and interactive repair (e.g. restorative conversations).
- Within the context of an established and trusted relationship with a member of staff pupils are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of 'working through' these experiences. Means include the provision of different modes of expression, e.g. art/play/music/sand/emotion worksheets/emotion cards.
- Staff training and development in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/ giving lectures).

Rewarding positive behaviour

Rewards are an integral part of development (Ellis and Tod; 2009) but it is important to recognise that pupils who may have experienced trauma, have insecure attachments and negative experiences of school may not respond to the rewards in ways expected (Cooper; 2001). They may sabotage rewards, if they do not receive 'reward time' or find themselves on a 'reward trip' they may believe it is because they cannot meet the expectations, that is their fault and over time, by default they may no longer respond to rewards and consequences. It is integral that pupils are involved in planning rewards, that they feel their needs are met through rewards which they may have chosen and are reachable. However, evidence does suggest that rewards can be used to motivate pupils, with an aim to reward positive behaviour rather than punish the negative (Kohn; 1999).

- Behaviour which leads to rewarding consequences are more likely to be repeated.
- ALL staff are responsible and actively involved in rewarding positive behaviour.
- Achievements, success and positive behaviour both in and out of school are supported and celebrated.
- Rewards used across the Academy are varied and reflect the individual pupil and class.

Informal rewards are used and embedded in to the fabric of Phoenix Park and Sevenhills Academies, they are proven to be effective and achieve the desired effect (Kohn; 1999), they may include:

- Smiles, positive eye contact and gestures.
- Targeted praise statements, at a group and or individual.
- Spontaneous peer group praise.
- Phone calls and or other forms of communication with parents/carers.
- Written comments in books.
- Displaying of good work.
- Additional responsibilities.
- Positive praise.
- Sharing good work and or behaviour with other professionals, including social workers, YOS workers etc.

Additionally, more formal rewards, which may be targeted or individualised can and will be used, responding to the age and need of the pupil or per group. Examples of this include; certificates in assembly, reward trips, off site activity or an agreed reward with staff and pupils.

Restorative Approaches

Staff intervention to support the regulation of behaviour is based on pupils' level of development and understanding, research shows that over 70% of pupils in settings such as Phoenix Park and Sevenhills Academies are likely to have speech, language and communication difficulties (Owens, 2014). Interventions necessary to help regulate and develop behaviour positively are designed using restorative principles and through Restorative Approaches. It is the belief of the academies that and 'interventions' which are restorative by nature are unique learning opportunities; situations where the behaviour can be highlighted and addressed allowing for positive outcomes and minimising the opportunity for those behaviours to be present further.

There are many opportunities when Restorative Approaches can be used, providing an alternative to punitive sanctions which are unlikely to 'change' the behaviour (Kohn; 1999). Furthermore, to follow with the academies' ethos of Unconditional Positive Regard and to maintain the child centred approach, Restorative Approaches allow for that, taking focus away from behaviour displayed but looking at the social and emotional impact on both victim/s and perpetrator and looking beyond what is displayed, exploring antecedents and providing an opportunity to develop skills and understanding of how to minimise the behaviour communicated.

<u>Pupil responsible for behaviour displayed.</u>	<u>Victim or those impacted by behaviour displayed.</u>
Learn about harm caused.	Provides opportunity for those affected to participate in the process which places them at the centre.
Acknowledge any harm caused and how that may impact those around them.	A platform for them to have their say and explain how it is has impacted them.
Explain what happened, what led to the incident, how they were feeling.	Regain control of a situation by choosing to participate.
Opportunity to provide a sincere apology and explanation.	Have input and a say on how the situation can be resolved, damage repaired and how the apology may be delivered.
Attempt to repair any harm caused and or damage.	An opportunity to witness genuine remorse and a sincere apology.
Reduce the risk of any further incidents resulting in the behaviour/s displayed.	Reduces the anxiety and any potential ill-feeling the victim/s may have towards the person displaying the undesired behaviour/s

By adopting Restorative Approaches, interventions are more likely to reflect the nature of the class, group and individual. Interventions may include:

- Planned support strategies, including sensory breaks, mentoring, key workers and calming strategies.
- Verbal and non-verbal communication to demonstrate mood, facial expressions, body language, and hand gestures and so on.
- Positive reinforcement.
- Unconditional Positive Regard.
- Consistent modelling of positive behaviours and desired behaviours from all staff.
- Opportunity for pupils to remove themselves from a situation if anxieties/frustration becomes increased.

At times, formal interventions are necessary, they may be implemented due consideration of any incident. It is important that context, antecedents and pupil age are considered and may come in the form of:

- Restorative twilights: pupils, with permission of parents/carers may be brought back after the regular school day to reflect on the day, repair, using restorative practices, any relationships which may have been damaged and to complete any work missed during the normal school day.
- Exclusion: a period of time agreed with parents/carers after consultation, allowing for reflection and contemplation. This measure is to be used for

serious or persistent issues of unwarranted behaviour (see Appendix A for explicit explanations and examples of what behaviours may constitute a fixed period of exclusion).

Explicit and unacceptable behaviours

Peer on peer abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Abuse in intimate personal relationships between peers;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- Up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Phoenix Park Academy and Sevenhills Academies Process for responding to reported incidents

- Manage the incident internally. Ask the child outright if they've been harmed and what the nature of the harm was. Listen and reassure them that they will be supported and kept safe. Reflect back, using their language. Be mindful that some children may face additional barriers to disclosure because of their vulnerability, disability, gender, ethnicity and/or sexual orientation Remember that:
 - This may only be the first incident the child has reported
 - Trauma can impact memory, so the child may not be able to recall all of the details or timeline of the abuse. Make a written record as soon as possible, stating only the facts. Tell our Designated Safeguarding Lead (DSL) urgently.

- Refer to Early Help, Children's Social Care or report to the Police. Report to the Designated Safeguarding Lead (DSL) urgently: Where appropriate, take action yourself • If the child is in immediate danger or at risk of harm, make a referral to Children's Social Care • If an offence has been committed, report it to the police (even if the alleged perpetrator(s) is under 10). You can confiscate devices as evidence for the police, if the report includes an online element. • Find out whether the victim and alleged perpetrator(s) share classes, premises or transport, and consider how to keep them a reasonable distance apart while on the premises, including both before and after school.
- Should reports be found to be false and deliberately invented or malicious, students will be supported by approaches listed above, restorative processes and through education via the RSE curriculum.

Zero Tolerance

Although we will not tolerate inappropriate behaviour, we encourage pupils to report any 'low level' incidents. We won't demonise anyone making the report, we will listen to all of the pupils involved. We will support the alleged perpetrators so they can get help to change their behaviour. Pupils may not want to report these incidents because they may be worried about getting their peers in trouble.

The approach Phoenix Park Academy and Sevenhills Academy takes will be:

- Proportionate
- Considered
- Supportive
- Decided on a case by case basis

Possible consequences and/or sanctions are, but are not limited to:

- A verbal warning
- An apology, either written or verbal or both.
- Restorative sessions with Care Team and other staff
- Different sanctions will be appropriate for different 'levels' of sexual harassment and sexist comments. We will handle each incident differently as content will impact this.
- We will inform parents after each incident.
- We will inform The Police after a serious incident is reported.

The response to each incident will be proportionate.

We might address a low-level incident, such as a sexual comment, through assemblies, classroom learning, the curriculum or time spent with the Care Team.

We will make it important to safeguard other pupils by supporting, educating and protecting the alleged perpetrator.

We will take into consideration:

- The age and development of the perpetrator
- The nature and frequency of the alleged incident
- How to balance the sanction alongside education and safeguarding

We will offer support to alleged perpetrators by letting them explain what happened in a safe and secure environment. We will discuss how their actions were not appropriate. We will gently, but firmly condemn the behaviour, not the pupil.

We will only use exclusion from school in the most severe cases. This decision will be made by the Executive Principle, Governing Body or The Police.

Taking the wishes of the victim into account

Phoenix Park Academy and Sevenhills Academy will consider the wishes of the victim by:

- Keeping victims at a reasonable distance from the alleged perpetrator
- Not sitting next to each other in class
- Moving classes
- Alternative break/lunch times

We will listen to the victim and their wishes; however, the final decision will be made by the Senior Leadership Team.

Respect

Through a whole school approach and the curriculum we create a culture and ethos of respect, tolerance, acceptance and diversity. We encourage pupils to 'call out' and report anything that makes them feel uncomfortable, no matter how small they think this is. We will:

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse.

Promoting appropriate sexual behaviours

As well as focusing on what is inappropriate we will help pupils to understand what good and healthy sexual behaviour means. We will use a whole school approach in our RSE curriculum and cover important areas such as:

- Consent
- What respectful behaviour looks like
- Body confidence and self esteem
- Healthy relationships

The Care Team

There are Care Teams based at both Phoenix Park and Sevenhills Academies, they have specific responsibility for caring for pupils who may be struggling to access their learning. The Care Teams may support in and out of the classroom and have clear aims:

- To support staff in dealing with those pupils who are struggling to access learning.
- To care for all pupils and display Unconditional Positive Regard.
- To use specialist techniques of de-escalation, deflection and reparation in order to minimise the loss of learning time.
- To take into consideration the individual needs of each and every pupil, including disabilities and vulnerabilities.
- To keep clear and accurate data records of incidents which can be used in a reflective and learning manner, for staff and to help provide robust and precise intervention and target planning.
- To provide advice and guidance to all staff on all aspects of behaviour including positive handling.
- To work alongside staff to plan and prepare Positive Handling Plans and Personal Learning Plans.

If Care Team or extra support is required, staff are to seek this by using radio's, calling for assistance from nearby classrooms or if urgent, call for 'Cover' as clearly and as loud as necessary. Upon hearing 'Cover' all available staff are to support but ensuring that students are left with the appropriate levels of support.

Staff support systems

At Phoenix Park and Sevenhills Academies we strive to create a safe and enriching learning environment. We aim to promote positive behaviours and minimise the risk of incidents which may require interventions.

On some occasions, behaviour displayed can be challenging and pose a threat to the safety of the pupil, peers and or staff. The Academy uses Team Teach techniques to help reduce these risks. Team-Teach is a whole setting, behaviour management response that aims to use de-escalation and behaviour strategies as a standard response to challenging behaviour. However, this is incorporated with restrictive positive handling techniques that are graded and gradual (up or down) as

the situation requires. The Senior Leadership Team, teachers and support staff all are trained in RPI techniques, de-escalation and promotion of positive behaviours. They are trained to a minimum of Positive Behaviour Management Level One (Previously named Team Teach Foundation).

The use of restrictive physical interventions (RPIs) is only used to prevent:

- Self-harming
- Injury to other children, service users, staff or teachers
- Damage to property
- An offence being committed, and
- In school settings, any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils

Further information can be obtained from the Use of Reasonable Force Guidance, July 2013.

In exceptional circumstances (as listed above), staff may be required to intervene and take action using reasonable, proportional and necessary force using the RPI techniques taught through Team Teach, ensuring that it is in the best interest of the service user and for the minimum required time. Any use of physical intervention at Phoenix Park Academy and Sevenhills Academy is documented on CPOMS as a Behavioural Incident and parents/carers are informed. Any use of advanced physical techniques such as 'Front Ground Recovery', 'Back Ground Recovery' or 'Shield Ground Recovery' are also reported to the Local Authority Designated Officer (LADO) and directly to Team Teach.

In addition to the Team Teach techniques taught, a robust and relevant CPD programme is available for staff. Opportunities to further their own learning are provided, research and evidence based practice is shared and staff are clear about what their role is, that their duty of care is to provide opportunities for learning, have clear and high expectations of behaviour and continually apply Unconditional Positive Regard. Furthermore, CPD which relates to behaviour is offered on a timely basis in order to equip staff and continue to up-skill the workforce in order to deal with behaviours displayed.

Use of Safe Places

In times of dysregulation, students can take time in the various Safe Places available in school. The Safe Places are known as different names depending on site - Chill Space, Quiet Room, Deescalation Room etc. These spaces are designed as low stimulus and low arousal safe spaces where students can regulate alongside a trusted and appropriate adult who will support them through co and self regulation strategies. Students are always supervised in these spaces and monitored by staff. If

a student asks to be left alone, staff may withdraw and support them through agreed strategies recorded in their PHP. De-escalation rooms or alternative safe spaces may be used to support pupils in crisis. The Academies do not use seclusion at any time unless it is in an emergency. In the case of seclusion being used a full investigation will be launched and appropriate actions implemented to mitigate risks in the future.

Morning and end of day briefings take place in order for staff to remind themselves of the expectations, to provide wraparound support for staff and in the case of the end of day briefing, to discuss the day, explore any learning opportunities that may have risen from incidents, to share best practice and positives.

Across Phoenix Park and Sevenhills Academy, staff share best practice, discuss in a professional manner, supportive manner and environment and a developmental atmosphere which encourages the sharing of opinions, e.g: through staff meetings, direct supervision etc.

- When a specific pupils' behaviour is becoming concerning, it is an issue which is to be shared.
- Discuss alternative ways to respond to a specific behaviour that may promote a positive learning experience.
- Support in analysing behaviour, producing Personal Learning Plans, reviewing Positive Handling Plans and reviewing any interventions used.
- Systems that allow for the quick access of the Care team and or SLT to support in crisis situations.

Positive Handling Plans and Risk Assessments

Positive Handling Plans (or PHPs) are documents that contain behavioural information pertinent to each learner. This contains areas such as triggers, likely responses and best practice strategies. All pupils have a PHP and they contain useful strategies to try and those to avoid to help a student regulate their behaviour, emotions and to keep them safe. A PHP is a working document so can be amended any time by classroom staff. PHPs are to be reviewed and updated where necessary as dictated in the staff calendar. Each term a rigorous quality assurance process is followed to ensure the information within the PHPs are of high quality and suitable to the individual needs of each student.

Should students display significantly unsafe behaviour to themselves or others, then they will have a Risk Assessment created by key staff which outlines the different risks and several control measures needed to mitigate the risk. These risk assessments are shared with all staff so they're aware on the measures needed to keep all students and staff safe.

Staff Wellbeing

Working in high stress and challenging situations can have a detrimental impact on staff mental health. Following incidents or instances of high stress and challenge staff are able to take time for themselves to support their own wellbeing and mental health. Instances like these are supported from cover by the Care Team and other staff. Staff are encouraged to take time away in staff rooms or other relevant spaces if required and also have access to their support network if appropriate. There are also numerous Mental Health First Aid trained staff on each site which can offer further support if required. Following instances like this staff are supported through a restorative process as outlined above.

Other examples of staff support and wellbeing can be addressed through, but are not limited to:

- Staff social events; these may include organised sports matches, coffee mornings, book clubs etc.
- Tailored CPD, relevant to the individual and discussed at length with HOC or SLT.

Instances of malicious accusations made against school staff will be investigated thoroughly and dealt with accordingly, with appropriate action being taken.

Parent support systems

We believe that parents/carers should be involved and play a key role in the education of our pupils. The academies will strive to build positive relationships with parents/carers and show them the same Unconditional Positive Regard. Positive relationships with parents/carers allows for successful transition planning, opportunities to develop positive behaviours both in and out of school and impact positively on learning. In addition to this, through our Parent Liaison, we offer further opportunities including;

- Family learning days.
- Community learning days.
- Coffee mornings where parents can come, discuss any issues, in a calm and friendly environment.
- Home Visits
- Regular telephone contact

Lastly, if parents/carers believe that measures contained within this policy are unjust or unfair, they can lodge a formal complaint through the school's Complaints Procedure.

Support systems for pupils

In addition to regular teaching and learning about positive behaviour and regular attendance underpinned by a nurture approach, the school provides the following support to pupils:

- Liaison with parents/carers, previous schools, outside agencies and services.
- Regular pastoral reviews to identify pupils most at risk, included as part of any regular academic progress reviews.
- The delivery of an exciting and innovative curriculum
- Regular contact with parents to inform them of progress being made by their child and with regard to the celebration of achievement and behavioural achievements.
- Contact with parents on the first day of any unexplained absence and discussion between the pupil and staff responsible for their registration.
- Contact with parents in the early stages of an issue, rather than when a learner may be close to exclusion, or following bereavement, parental divorce, or separation.
- Referrals for specialist advice from agencies linked to the school via the Parent Support Advisor.
- Sensory equipment to support regulation
- Engagement/Care Team support.
- Peer support and buddy schemes.
- Parents/carers consultations and family sessions.
- Access to therapeutic intervention.
- Where appropriate, a Safe Face (individual staff members of which have a positive relationship with the student) is allocated to assist with the behaviour management of identified students.
- Access to Quiet Rooms and other Safe Places where they can regulate away from their peers in a low stimulus environment. There are multiple spaces like this across Phoenix Park Academy and Sevenhills Academy
- Access to the Care Team Hub where they can regulate their behaviour away from peers if appropriate. Each site has a Care Team Hub to keep continuity across each site.

Monitoring and Evaluation

Across Phoenix Park and Sevenhills Academy, behavioural data is gathered timely and consistently, this enables the Senior Leadership Team, Head of Centre, Deputy Head of Centre and the Care Team to analyse and review possible trends and inform learning and strategic development, monitoring and evaluation is carried out in varied forms including:

- Incidents are reported, information is inputted on to CPOMs and is reviewed and collated by the Care Team.
- Exclusion data, along with restorative twilight reflections.

- Honest and robust safeguarding and attendance meetings, including reporting to SLT.
- Weekly staff meetings, including key stage meetings.
- Structured, robust progress meetings, including members of the Care Team, SLT and ELT.

This policy should be read in conjunction with:

Child Protection Policy

SEND policy

Equality and Diversity Policy

Anti-bullying Policy

References

Cooper, Paul (2001) **Understanding and supporting pupils with emotional and behavioural difficulties**. UK: Routledge

Ellis, Simon & Tod, Janet (2013) **Behaviour for Learning: Proactive approaches to behaviour management**. UK: Routledge

Gordon, Claire (2018) **SEMH – Positive Outcomes Toolkit**. North East Lincolnshire.

Kohn, Alfie (1999) **Punished by Rewards: The trouble with gold stars, Incentive Plans, A's, Praise and Other Bribes**. USA: Houghton Mifflin Company.

Maslow, Abraham (1943) "**A theory of human motivation**". Psychological Review.

Owens, Zoe (2014) **The Relationship between pragmatic language competence and school exclusion: An interactionist Perspective**. UK: University of Birmingham.

Wall, Sarah (2018) **The attuned school: the effect and effectiveness, of developing relationships between pupils with attachment difficulties and significant adults**. UK: University of Birmingham.

Related guidance

- Keeping Children Safe in Education 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping_Children_Safe_in_Education__3_September_2018_14.09.18.pdf

- Preventing and Tackling Bullying/Cyber Bullying Advice for Teachers

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

- Mental Health and Behaviour in Schools

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf

- Use of Reasonable Force in Schools

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Links to legislation

- Education Act 1996

<https://www.legislation.gov.uk/ukpga/1996/56/contents>

- School Standards and Framework Act

<http://www.legislation.gov.uk/ukpga/1998/31/contents>

- Education Act 2011

<http://www.legislation.gov.uk/ukpga/2011/21/contents/enacted>

Appendix A

Suspensions

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

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

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

As an inclusive organisation, Phoenix Park Academy and Sevenhills Academy believes that:

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

In order to achieve these goals, Phoenix Park Academy and Sevenhills Academy will:

- Develop high quality behaviour policies and systems that allow all children to prosper and flourish.
- Develop expertise in restorative practice, post incident learning, behaviour management and personalisation

- Explore, with sophistication, the reasons why children display challenging behaviour and develop strategies to address this.
- Develop alternatives to fixed term suspension and create a culture that sees permanent exclusion as a rare and last option.
- Deliver high quality SEND interventions and develop appropriate strategies to support children with additional needs.

The following types of behaviour may constitute a suspension; violence to staff or peers, criminal damage, persistent refusal to follow the schools routines, rules, boundaries and expectations, when all suitable alternatives have been unsuccessful. This is a non-exhaustive list and there may be other instances where suspensions may be used.

If a suitable alternative cannot be found and the Principal on site deems that a fixed term suspension is appropriate, they must notify the Executive Principal at the earliest opportunity. It is important to note that all Fixed Term Suspensions will be for the shortest period possible. Notification should be sent to the central Wellspring Trust team, stating the name and date of birth of the pupil, the reason for the FTE and period for which the pupil is suspension. The Principal on site will ensure that legal guidance on the recording and notification of suspension is followed and that appropriate written communication is sent to parents and carers via a letter. The letter will include, but is not limited to, the reason(s) why the student has been excluded, how to appeal the suspension and details of the reintegration meeting following the exclusion.

Upon returning from exclusion Phoenix Park Academy and Sevenhills Academy will:

- Hold a Return From Suspension meeting prior to the student returning to school to discuss and explore the reason for the exclusion, revisit or plan further supportive measures, share the rules, routines, boundaries and expectations of the school and ensure restorative processes are followed to repair any damage caused.
- These meetings will have, but are not limited to, the following people in them; the student that has been suspended, the parent/carer of the student, HOC, class teacher, a member of the Care Team, parent school of the student, external agencies and any other further support.
- The restorative process following a suspension will be personalised to the student and will be thoroughly managed and reviewed by the Care Team on site.

The Chair and Clerk to the Local Governing Body will also be made aware immediately of the following:

- Any suspensions which result in the student being excluded for more than five school days in any one term
- Any suspensions which would result in the student being absent from an examination or national curriculum test.

Where the student's total number of excluded days is more than five but less than 15 school days within a term, a LGB Panel will consider exclusions within 50 school days of receiving notification if requested by the parents/carers.

In the case of a fixed-term suspension where the student's total number of suspension days does not amount to more than five the Panel is not required to meet and cannot direct the reinstatement of the student.

The LGB Panel will convene within 15 days to consider the reinstatement of an suspended student where:

- The suspension is fixed-term and would bring the student's total number of excluded school days to more than 15 in any given term
- The suspension would result in the student missing a public examination.

The Principal will report data relating to suspensions to the Governing Body on a half-termly basis.

Appendix B

SEMH Curriculum

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder. Schools and colleges should have clear processes to support children. SEMH does not have to be a lifelong condition. With appropriate support children and young people can move forward and live successful lives. (Reading Borough Council, 2022).

At Phoenix Park Academy and Sevenhills Academy, we have developed an SEMH curriculum to meet the needs of our pupils which provides them with the knowledge, skills and understanding they need to be successful and progress positively to the next stage of their development, whether that is continuing their education, training or employment.

The curriculum follows the skills outlined in the Social Emotional and Mental Health Positive Outcomes Tool Kit.

- Emotional Aspects
- Social Awareness & Relationships
- Behaviours for Learning
- Independence and Resilience
- Mental Health and Wellbeing

Although there are timetabled sessions to specifically focus on individual SEMH skills, the SEMH Curriculum is to be seen as a golden thread that is weaved through our wider curriculum. This is evidenced in the Curriculum Policy.

How the SEMH Curriculum is planned

The SEMH Curriculum has been sequentially planned with each half term having a specific focus.

Term	Focus	Rationale
Autumn 1	Emotional Aspects	Some of our students find it challenging to manage their emotions in times of stress, this half term the children will develop their emotional regulation strategies through the exploration of emotions, what they are, how they can be managed and supported through co and self regulation strategies.
Autumn 2	Social Awareness and Relationships	As well as finding it challenging to manage their emotions, some students may have difficulties managing relationships and have underdeveloped social awareness. This half term will focus on these skills, developing their social skills and their ability to manage relationships within school and the wider community.
Spring 1	Behaviours for Learning	In order to access the classroom and other learning environments, students need to have certain behaviours to enable them to do so. This half term will support our students in developing the necessary behaviours for learning, building on the previous half terms focus'
Spring 2	Independence and Resilience	Our student's ability to work independently and develop further resilience will be supported through a focus on developing the necessary skills. This is of particular importance for those students undertaking SATS, GCSEs or other assessments.
Summer 1	Mental Health and Wellbeing	Mental Health and Wellbeing will be focused on, drawing upon the knowledge and skills taught previously throughout the academic year. This is also in place to support the students with the upcoming transitions.
Summer 2	Transitions	Reflecting on the whole SEMH Curriculum taught throughout the year, Summer 2 will focus on Transitions, drawing on key skills taught from all areas of the curriculum in preparation to support any students transitioning between classes, schools, sites and peer groups.

How the SEMH Curriculum will be delivered

Following the sequential plan above, students will receive SEMH focused lessons each week where SEMH specific skills will be taught through a variety of means - Circle Time/Discussion Activities, Social Stories & practical activities/projects

How it is taught is at the discretion of the teacher/class lead but supported by example activities/worksheet shared each term.

How we will share and promote the SEMH Curriculum

Staff

Prior to the half term starting, the following half terms SEMH Curriculum focus will be shared with the Staff Team through Staff Meetings. The SEMH Curriculum will be a standing Agenda Item for each Staff Meeting to ensure it continues to be live within our school community and part of regular thought, consideration in planning.

Students

At the start of each half term, this Half Term Focus will be introduced to the students during their SEMH Timetabled lessons via a prepared PowerPoint Presentation or other suitable equivalent. Each classroom will have a designated display board that also shares the Half Terms focus. The displays are to have examples of the individual skills plus examples of work completed.

Parents and other stakeholders

Each Term the SEMH Curriculum's focus will also be shared with parents and other stakeholders via newsletter. The newsletters will share information about what their child will be working on during the half term as well as activities they can participate in at home to develop the skills further.

Target Setting

All students will be set two targets specific to SEMH and these are outlined in their Personalised Learning Plans;

- **Target 1 (half term dependant)** - Main Area Focus highlighted in the SEMH Curriculum Medium Term Planning. For example - Autumn 1 - Emotional Aspects
- **Target 2 (remains for the FULL Term)** - Specific Target taken from ANY Other area of the SPOT. This is selected from the previous terms completed SPOT

Knowledge and skills are taught, practised and developed through Half Termly SPOT focus' where students are set Learning Objectives/To Be Able To/I Can statements.

How we will Evidence, Monitor/Evaluate Progress of the SEMH Curriculum

Evidence

The work within the SEMH Curriculum is evidenced through Floor Books and individual/group work sheets.

Monitor and Evaluating Progress

- Half Term - Pre and Post Assessment of Half Term Focus
Each half term tutors have to complete a pre assessment at the start of the half term and a post assessment at the end of the half term.
- End of Full Term
At the end of each second term (Autumn 2, Spring 2 and Summer 2), tutors also complete the FULL SPOT. This enables staff to reflect on progress throughout the whole SPOT, including a students specific target (Target 2).

Tutors/Class Teachers/SEMH Leads collate the data and share it with HOC

How we will Quality Assure the SEMH Curriculum

The SEMH Curriculum will be Quality Assured through book looks, learning walks and analysis of data (pre and post assessments and Full SPOTs). Dates for book looks and learning walks will be shared in advance with staff. The SEMH Learning Walk proforma is shared below.

Appendix C

Reintegration Programme/Violence Reduction/Safety Improvement Programme

Students may display serious and concerning behaviour, specifically around safety to themselves and others. In these instances, the schools make reasonable adjustments, that include intensive SEMH Interventions, to meet the needs of the students. However, should these reasonable adjustments not have the necessary impact, the school must put in place alternative measures in order to keep the schools a safe environment for all students and staff.

In these circumstances, a student may be placed on an intensive 16 week programme that focuses on Personal Development, SEMH needs. The purpose of the programme will be to build relationships, engagement, resilience and develop an understanding of safety. The programme will be delivered by professional staff using our minibuses and will take place off-site. Staff will deliver a progressive timetable with the goal of returning and reintegrating back into lessons at their respective site after completion of the programme. The programme will be monitored and tracked with weekly updates and staff will arrange to meet you for a review half way through the programme to enable parents to monitor progress against individual targets.

Example 16 Week Plan:

Weeks 1 & 2 - Individual SEMH and Resilience Focus

- 3 point scale review
- Resilience booklet and work specific to needs

Weeks 3 & 4 - Personal development and enrichment

- Careers trips/experiences
- Swimming
- Physical activity sessions
- Community links – sustainability whole Academy focus
- Personalised PSHE interventions – vaping, unsafe behaviours, police etc

Weeks 5 & 6 – Specific SEMH interventions and PSHE

- Jigsaw – PSHE booklets and individual need
- PLP targets continuing
- Visits and experiences linking to individual and careers
- Sporting activity – regulation focus (SEMH link)

Weeks 7 & 8 – Collaborative target review and action planning

- Continued SEMH focus
- Sports, visits and enrichment & Reading opportunities
- Review – With parents, students and staff. Outlining areas of strength, areas for improvement, next steps and action planning for weeks 9 –16.