



Springwell
Harrogate

Behaviour Policy and
Relationships Policy

November 2020 –
December 2022

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Springwell Harrogate Behaviour Policy

This policy should be read in conjunction with:

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

Introduction

Springwell Harrogate Behaviour Policy

This policy takes account of:

- a) legislation enacted by the Education Act 2011 which reinforces, supersedes and replaces previous guidance, particularly in relation to:
 - Education and Inspections Act 2006, Section 93;
 - Education Act 2002;
 - Equality Act 2010. Refer to Department of Education guidance November 2011 “Behaviour and discipline in Schools – a guide for head teachers and school staff” for an overview of the powers and duties for school staff.
 - Use of force Guidance 2013
- b) The underpinning values and ethos which are most appropriate for children and young people placed within the Academy, as outlined below:

Underpinning Values and Ethos

Springwell ‘s values and ethos are based upon the psychologist Carl Rogers’ humanistic approach.

*Rogers believed that 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.*

At Springwell Harrogate we aim to meet the diverse needs of our pupils through:

- Recognising our pupils experience a range of different physiological and psychological challenges.
- Creating a Trauma informed culture that encompasses learning from neuroscience and neurophysiology.
- The provision of a predictable and safe environment, explicitly founded on nurture and attachment principles, that promotes security through consistent routines, clear boundaries;
- An unrelenting focus on celebrating, promoting and positively reinforcing good behaviour.
- The application of Carl Rogers’ **Unconditional Positive Regard for all pupils**, acknowledging and addressing any inappropriate behaviours which may arise;

Positive Regard In Springwell Harrogate Academy is removing judgement, is giving second chances, is having high expectations matched with high levels of support, High levels of Challenge with high levels of nurture

- The provision of an appropriate learning curriculum with carefully-planned learning opportunities including the development of social, emotional aspects of learning.
- All elements of learning to based upon the 6 principles of nurture which are:
 - *Children's learning is understood developmentally. ...*
 - *The classroom/school offers a safe base. ...*
 - **Nurture** *is important for the development of self-esteem. ...*
 - *Language is understood as a vital means of communication. ...*
 - *All behaviour is communication. ...*
 - *Transitions are significant in the lives of children.*

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

Consequently, all pupils at Springwell Harrogate have the right to:

- To feel safe in school - know that staff are there to support safety
- An emotionally available adult
- Have their voices heard - through restorative dialog or other means
- Recognition of their unique identity and individual consideration of their needs;
- Be treated with respect and dignity and feel valued members of the learning community;
- Be protected from harm, violence, assault and acts of verbal abuse.
- Springwell Harrogate understands the level of specialism needed and this is why staff are supported through high levels of quality CPD, Induction and supervision. This enables staff to be:
 - Trained in a variety of emotional regulation techniques
 - Able to recognise the signs of stress and are able to reduce stress through active use of PACE principles (Playfulness, Acceptance, Curiosity, Empathy).
 - Provide a pathway to create experienced staff that understand that often behaviour communicates and it is our responsibility to translate and interpret to better meet the need.
 - Aware of the importance of pupil regulation and know strategies to support this.
 - Able to recognise the different stages of crisis.

Furthermore, Springwell Harrogate strives to ensure that:

- Parents, carers, staff and pupils are highly positive about behaviour and safety;
- Pupils make an exceptional contribution to a safe, calm, purposeful, orderly and positive learning environment;
- Pupils show very high levels of engagement, respect, courtesy, collaboration and cooperation in and out of lessons;
- Pupils have excellent, enthusiastic attitudes to learning;

- Pupils are adept at managing their own behaviour, supported by systematic, consistently applied behaviour management approaches;
- Instances of all types of bullying are extremely rare, and that pupils are acutely aware of different forms of bullying and actively try to prevent it from occurring;
- All pupils feel safe at school at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe;
- Rules are more effective when they are positively framed and used to reinforce and develop desired behaviours;
- Teachers will be responsible for developing class rules in conjunction with their pupils, making it clear to pupils what is expected in their learning environment;
- The provision of a safe and predictable learning environment is paramount and all staff are expected to provide clear and regular routines that support the implementation of rules and ensure Maslow's Hierarchy of Needs are met (see appendix 7)
- Pupils need to be familiar with the expectations of class routines. Therefore consistency and the regular maintenance of high standards is highly important;
Routines are expected to be in place for pupils on arrival at school and throughout the entire day – including social time.
- All pupils need to be aware of the rules and routines and the logical consequences /Boundaries of meeting or transgressing rules and expected standards of behaviour:

Restorative Culture

Our School uses a restorative approach to challenging behaviours. We understand behaviour as communication, therefore it is important to ensure students have learning experiences free from sanctions. We create a culture of repair and reflection based on the principles of restorative approaches. A restorative approach includes:

- Repairing relationships
- Restorative conversations (corridor conferences)
- Use of: logical consequences
- Flexible consistency, the ability to consistently
- reflection time (alone or supported)
- Formal Restorative Conference (for use in restorative sessions - facilitated by trained staff)
- Strategies for dealing/managing emotions and feelings next time they arise

As part of the creating a restorative culture we use Logical consequences. Logical consequences take all aspects of an incident into account this includes the individual need of the pupil and the specific factors that resulted in the incident, there is no black and white approach to a behaviour. Some examples of logical consequences are below:

- Use of planned ignoring, where possible;
- Facial expression of disapproval;
- Verbal warnings and reprimands;
- Temporary withdrawal from the learning environment for de-escalation and reflection
- Pupils remove themselves from a situation which causes anxiety or distress to a location where they can be supported, continually observed until they are ready to resume their usual

activities. This “time out” could be time in a quiet area of the classroom or Key Stage, the playground, around the school site, or in the designated “Soft Room”

- Logical consequences are implemented following due consideration of any incident and the pupil's age and needs:
- Supported Reflection: Following discussion with SLT/Care Team Leader (and discussion with parent or carer) student's day may be extended for up to 60 minutes. This is to allow preparation time for a restorative conference the following day.

Debriefs, Concerns and Solutions

Debriefs generally occur at the end of the day once the pupils have gone home. Often these are more informal conversations and reflections with relevant staff which, share ideas and best practice moving forwards

When a pupil has been presenting a significant and consistent challenge or there has been a single large crisis incident, a member of senior leadership or Care Team Leader may call a separate debrief to explore the incident in detail. These meetings will be led by a member of the leadership team or care team leader, are supportive and have a “no blame” culture. Their aim is to reflect on the behaviour / incident so as to:

- promote honest and open reflection to the approaches to the pupil's needs and behaviour
- identify more effective interventions
- ensure approaches to behaviour are clearly shared and understood
- to find solutions that enable staff to better support pupils

Restorative Sessions

A Restorative session can be used when a pupil is unable to regulate, dangerous, violent or aggressive behaviours - even after intervention within school. These cases are rare and the principle aim is to allow the pupil reflection time to then be able to complete restorative work. This usual happens outside of the normal school day. These sessions are primarily focused around rebuilding relationships, and safety NOT specifically catching up on work. Restorative Sessions should be recorded on behaviour watch.

This system is an alternative to fixed term exclusion and should not be viewed as a sanction but as a means of creating space for a restorative approach. Care team leaders on each site will ensure that these sessions are properly planned, staffed and structured to support the restorative process.

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

Restorative sessions could include:

- Formal restorative conference (if required)
- Informal restorative conversations
- PSHE work around dangerous behaviours e.g. fighting, climbing etc.
- Relationship repair activities e.g. games, Theraplay and Thrive activities

Positive Reinforcement Strategies

- Positive behaviours that are reinforced are more likely to be repeated;
- All staff are actively involved in consistently reinforcing positive behaviour;
- Positive achievements and successes both in and out of school are celebrated and shared with parents and peers;
- The types of positive reinforcement used across the school are varied and reflect the individual nature of class groups and pupils.
- Staff understand that positive reinforcement can lead to positive chemical dumps in the brain, strengthening and creating positive neurological pathways, this is a vital part of the relational practice.

Informal Positive Reinforcements include:

- Smiles/positive eye contact/gestures;
 - Targeted praise statements to the pupil or groups of pupils;
 - Peer group praise, both spontaneous and planned;
 - Direct positive praise home to parents;
 - Additional responsibilities;
 - Sharing good work and behaviour with peers/adults/senior staff;
 - Written comment on work/in books;
 - Displaying good work;
 - Work towards an activity chosen by the pupil;
 - Recognition and celebration of learning and behaviour in assembly;
 - Stickers and stamps;
 - Positive praise postcards and letters home.
- Certificate presentations in assemblies for progress in particular social skills.

Trips are part of the academy's curriculum and are not rewards. If a pupil is unable to access a planned trip this will only be due to a lack of parent/carer consent or on grounds of health and safety.

Personalised Approaches to Learning

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

- Educational Health Care Plan (EHCP)
- an Individual Pupil Risk Assessment (IPRA) – to define specific risks potentially posed by pupils' behaviour and identify how those risks can be mitigated
- A Behaviour Plan (BP) – that clearly sets out targets for behaviour improvement and individualised approaches and strategies to dealing with behaviour incidents, including physical intervention.
- Flexible Consistency - We strive to offer a consistent approach when supporting behaviour, calm, positive, caring, supportive and with empathy. However, needs and circumstances of the individual will always be considered, resulting in "flexible" consistency.

At Springwell Harrogate, all teaching and non-teaching staff at the Academy have responsibility for the care of pupils who are struggling to access learning. We recognise however, that at certain stages in a child or young person's school life may struggle to access the typical provision offered by Springwell Harrogate as a result of their Social, Emotional and Mental Health needs. Even when the curriculum is reasonably adapted in line with best teaching and learning practice and the young person is appropriately supported within our usual systems, there are occasions when they will still struggle to access full time education.

In these instances, the Principal may consider that a Personalised Curriculum Access Plan is an appropriate means of supporting the young person up until the point when they are better able to access full time education. In these cases, the Academy will follow the ***Protocol for Meeting Short Term Changes in Pupil Need*** explained in Appendix 5 of this document.

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

Restrictive Positive Intervention (RPI)

At Springwell Harrogate we strive to create a safe learning environment, promote positive behaviours and minimise the risk of incidents that may require further support, which could include physical intervention.

All staff have Team Teach training to help keep pupils and others safe. The Team Teach approach is 95% de-escalation and staff are highly skilled at using these techniques to support pupils.

In order to protect pupils and staff, there may be times where staff may need to use reasonable, proportionate and necessary (please refer to Use of Reasonable Force Guidance, published by the DfE (July 2013) and in these situations staff may use restrictive physical intervention (RPI). Further information about this approach can be found in the academy's Care and Control policy.

Care Team the therapeutic input

Each of our sites operates with a Care Team, which is supported by Care Team Leaders. The Care Team has specific responsibilities in ensuring the young people receive the greatest level of pastoral care and support when needed. Each team will endeavour to be proactive providing support before a young person reaches crisis, by offering appropriate support and intervention. There may be occasions where the care team is needed to support a young person in crisis. On these occasions the team will use specialist techniques of de-escalation.

- Care team and SLT are on call and available to respond and support significant incidents.
- Additional staff of the school are also available.
- There will always be an "on call" member of SLT that is identified.

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

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

Recording systems

It is the responsibility of all staff at Springwell to record the use of a physical intervention, behaviour incident or safeguarding concern. Every staff member will be provided with training around each system as part of the induction cycle and on-going professional development for staff. Below outlines key systems that staff need to familiarise themselves with and follow.

Behaviour Watch

Every staff member should have a login and password for Behaviour Watch as this is the programme we use to record the following:

- Behaviour Incidents
- Positive Logs
- Parent/Carer Contact
- Therapeutic Intervention
- Restorative Sessions
- Behaviour Plans
- Risk Assessments

Serious Incident Reports (SIRs)

SIR's are a legal document that are shared with a range of professionals including police, LADO, parents and Social Care. They are designed to accurately depict an incident and will be used in court if required.

The SIR will be uploaded onto Behaviour Watch within 24 hours of the incident but it is best practice to complete this by the end of the school day. Once completed, it will also need to be printed off and given to reception for quality assurance by Team Teach instructors and/or Senior Leaders.

Behaviour Plans

Every pupil has a behaviour plan, this is found on Behaviour Watch under behaviour plan. If the student is new then class staff will need to create a new one, this can be done by selecting 'create new' at the bottom left of the screen. Every term this plan needs to be reviewed and the targets need to be updated.

It is the expectation that all pupil facing staff know how to access and edit a behaviour plan. It is the expectation that staff around a specific child will have accessed and read that child's behaviour plan.

Individual Pupil Risk Assessments (IPRAs)

Every student who attends Springwell Harrogate Academy must have a risk assessment before they start. The Senior Leadership Team will create the first one and then it is the responsibility of class staff to continue to review and update with Care Team Leaders supporting staff. If for any reason you cannot find the risk assessment for a pupil, contact your Care Team Leader.

Risk assessments are regularly uploaded to Behaviour Watch by Admin and class staff.

Support systems for parents

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

- Contact with class teacher / form tutor
- Parent Support Advisor (PSA) support;
- Signposting through school to parenting support programmes and other voluntary parenting skills courses;
- Regular pupil progress reviews

If a pupil or parent feels that the measures in the behaviour policy are unfair or have been unfairly applied, then they can lodge a complaint through the school's complaint procedure. This is available on the Academy website or from the Academy office on each site.

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

- Use of Early Help process;
- liaison with parents/carers, previous schools, outside agencies and services;
- regular pastoral reviews to identify pupils most at risk, included as part of any regular academic progress reviews;
- the delivery of an exciting and innovative curriculum underpinned by nurture approaches;
- regular contact with parents to inform them of progress being made by their child and with regard to the celebration of achievement and behavioural achievements;
- contact with parents on the first day of any unexplained absence and discussion between the pupil and staff responsible for their registration;
- 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;
- Access to therapeutic intervention;
- Educational Psychologist support
- Access to regular, professional counselling service

Appendix 1

Guidance: Dealing with pupils who climb

Climbing within school time

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

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

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

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

- No attempt to follow the child by climbing should be made – this is likely to cause greater risk to the child, who will usually attempt to get further away, and to the staff member
- Staff should not attempt to pull down climbing pupils as this increases the risk of falling
- Staff should, wherever possible, keep the child in view
- Staff should talk calmly to the child and express concern for their safety and encourage the child to climb down
- A member of the leadership team should be informed
- The member of staff who has the best relationship with the child should be summoned to talk to the child
- Staff and pupils not required to be involved in the incident should leave the area and hence remove the audience a child may be seeking
- Dialogue from staff should focus on concern for the child’s safety – e.g. “I’m really worried you might hurt yourself, climb down carefully please”
- Staff should avoid threats of punishment that may dissuade the child to climb down – e.g. “When you come down, you’ll be in trouble”
- If the pupil has climbed onto a building other than the Academy building, the occupants of that building should be informed
- If another building is affected, i.e. if the pupil is in close proximity to another building that is occupied, then people in that building should be informed to ensure that they are reassured that the incident is being dealt with and that they do not respond in a manner that may worsen the situation.

- Calling the emergency services such as the Fire Brigade or Police may worsen the situation by making the child anxious or want to get away. This should therefore be avoided unless the child is trapped, stuck, can't get down, is in obvious and immediate danger or is causing a danger to others e.g. throwing objects
- Observation and dialogue should continue and focus on keeping the child safe – pointing out dangers such as skylights that a child may fall over or through.
- Staff talking to the child should maintain a clear, assertive and caring tone
- Observation of the child should continue until the child climbs down

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

Where a child has climbed onto the main building roof on the East, South or North sites, senior staff may access the roof via the terrace to prevent the child from injuring themselves on the plant equipment that is situated there. When doing this, staff should remain in the centre of the roof and make no attempt to move towards the edge of the building. However if they lose sight of a pupil and feel they are reducing risk of injury by moving towards the edge, it would be appropriate to do so. Staff going onto the roof should adhere to the following guidelines:

- stay on the non-slip walkways wherever possible
- wear appropriate footwear
- do not go under the handrails

After the incident

When the child has climbed down it is essential that a supportive conversation that could include therapeutic and/or restorative conversation which will explore:

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

After the event a debrief of staff should focus on:

- How the child managed to climb
- Where they climbed and how this area could be better protected
- How supervision could be used to prevent a recurrence
- How the child's Personal Handling Plan / Behaviour Plan could be amended to prevent this happening again.

Parents should be informed of the incident.

Appendix 2

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

Exclusion

- 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, Springwell Harrogate believes that:

- we should develop a supportive culture where exclusion 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 exclusion 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 exclusion with an understanding that its use is sometimes unavoidable.

In order to achieve these goals, Springwell Harrogate 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 exclusion and create a culture that sees permanent exclusion as a rare and last option.
- deliver high quality SEND interventions and develop appropriate strategies to support children with additional needs.

Where a suitable alternative cannot be found and the Head of Centre deems that a fixed term exclusion is appropriate, they must notify the Executive Principal at the earliest opportunity. 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 excluded.

The Head of Centre will ensure that legal guidance on the recording and notification of exclusions is followed and that appropriate written communication is sent to parents and carers.

Appendix 3

Pupils who Abscond

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

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

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

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

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

- Member of staff to inform Head of Centre or member of SLT, and the Academy admin office.
- Head of Centre or member of SLT organises search of buildings and known places that the pupil may have gone to.
- If the pupil is not found then all available staff to complete a more thorough sweep of the Academy and check the perimeter of the grounds.
- Academy office to phone the police when the area has been fully checked if the child is not found.
- Academy office to contact parents/carers and inform them of the situation.
- Consideration will be given to whether the search should be extended beyond the Academy's perimeter. This decision will be based on staff's knowledge of the child and on the levels of risk, and on what action is in the child's best interests.
- Any staff who leave Academy grounds to take mobile phones to contact Academy.
- Once a pupil has been found then the lead SLT member will use their professional judgement to outline the response towards the pupil and the support the pupil will need in the future.
- A written report will be filed using the Academy's behaviour recording system.
- Member of SLT to brief police (if they have been contacted) and parents.

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

- Staff must follow the pupil to the perimeter and must try to persuade the pupil to stay in the Academy.
- If a pupil is deemed to be a high risk to himself or other people then staff should adhere to the Care and Control Policy with reference to holding the pupil, if appropriate.

- At all times staff must be aware that active pursuit may encourage the pupil to leave the immediate vicinity of the Academy and may also cause the pupil to panic, possibly putting him or herself at risk by running onto a busy road, for example.
- If the pupil has left the immediate vicinity of the Academy the Academy office, the Head of Centre or SLT members must be contacted immediately and the lead person will direct the course of action.
- Staff will follow the pupil at a safe distance if in view.
- The SLT lead may direct additional staff to join the search in a vehicle, taking a mobile phone to contact Academy.
- The SLT lead will ensure contact is made with the pupil's parents/carers. If the searching staff lose sight of the pupil they must contact the Academy office giving details of their location and the clothes which the pupil is wearing. The SLT lead will then ensure that Police are notified.
- If the pupil(s) has left the immediate vicinity of the Academy grounds and is no longer visible then the SLT will make a decision as to how to take matters further which will take into account the age of the pupil, the prevailing weather conditions, the nature of the incident which led to the pupil absconding, the pupil's previous history of being involved in episodes of absconding and their outcomes.
- If the pupil returns of their own volition, parents/carers and the police will be informed as soon as possible.
- Upon his or her return to Academy, and when the pupil is calm, the pupil must be seen by the SLT so that the reasons for absconding may be discussed in detail.
- At this point a decision will be made as to the appropriateness of further actions.
- A written report will be filed on the incident using the Academy's behaviour reporting system.

c) Where a pupil absconds during an educational visit

- Where a pupil is a known risk of absconding, this must be indicated within the risk assessment for the educational visit and reference to this policy made as a means to managing the risk
- Where ever safe to do so, staff should attempt to calmly follow the pupils and engage them in conversation in order for them to return to the group
- Staff will follow the pupil at a safe distance if in view
- Staff should only leave other pupils to follow one who is absconding if there is sufficient staff to safely supervise those left behind
- Staff following should take a mobile phone with them
- At all times however, staff must be aware that active pursuit may encourage the pupil to leave the immediate vicinity of the group and may also cause the pupil to panic, possibly putting him or herself at risk by running onto a busy road, for example.
- Where an absconding pupil has been lost from sight, the Academy should be contacted by the group leader immediately
- The Academy will inform Parents
- The designated contact at school will contact the police to inform them.
- The group leader should liaise with the school contact at fifteen minute intervals or immediately in the case of either losing contact with the pupil or the return of the pupil

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

Seclusion

1. Seclusion is the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. This includes situations where a door is locked as well as where the door is blocked by other objects or held by staff.
2. Any time a student is involuntarily alone in a room and prevented from leaving should be considered seclusion regardless of the intended purpose or the name applied to this procedure or the name of the place where the student is secluded.
3. Seclusion can only be used in exceptional circumstances, where a child is placing themselves or others in a high risk situation. The SEN Code of Practice (2015) advises that it would not be fair, for example, to isolate a child with ADHD or other special needs because they were not able to sit still when required to do so. **As placing a child in seclusion is illegal, staff members must have a strong case as to why seclusion was necessary.** This will be reflected on the Serious Incident Report. The incident must also be recorded in the "Soft Room Log"
4. Seclusion ***will only ever be used in exceptional circumstances where the risks involved with its use are outweighed by the risks that are presented.*** These risks include both physical and psychological harm.
5. As there is no legal definition of exceptional circumstances, so if staff feel that they have no choice but to seclude, they should be prepared to defend their actions either verbally or in written form either within the Academy or to external agencies
6. If exceptional circumstances arise and a child/young person is placed in the Soft Room against their will, staff must:
 - a) Ensure that the child/young person is continually supervised / monitored at all times.
 - b) The time spent in seclusion is the minimum possible
 - c) Support the child/young person to de-escalate the situation as quickly as possible.
7. Use of seclusion will never be used as a punishment for children/young people.
8. In the exceptional circumstances when seclusion is used, it must be recorded on appropriate systems.
9. Other areas:

There may be occasions when children/young people are placed in other areas of the school where they do not wish to be and cannot easily leave. For example, an

enclosed playground area may be used as a large, safe, secure outdoor space for a child/young person to calm down. When other areas are used in this way, **this constitutes seclusion**, must be recorded as such **and should only be used in exceptional circumstances**.

10. Examples:

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

Why? The child is alone and wants to get out

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

Why? The child is not alone.

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

Why? You are not preventing the child from leaving.

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

Why? The child is not alone.

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

Appendix 5 Springwell Harrogate Protocol for Meeting Short Term Changes in Pupil Need

Introduction

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

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

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

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

The Springwell Harrogate Academy Admissions Policy (2018) states:

“As a specialist setting we are committed to meeting the needs of children with SEMH difficulties. We do accept however, that in some cases SEMH need may be so profound that needs cannot be met within Springwell Harrogate. For example where risk of violence is so extreme that it cannot be managed safely in our specialist setting or the need for therapeutic intervention is beyond what can be provided within the resources available. These cases will be considered through the consultation or annual review process.”

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

- a new medical need that requires new, additional or different and specific support than that which is available
- significant disruption in home life of a child
- a deterioration in the child's mental health
- transition into the Academy or between settings
- breakdown of relationships with peers in the Academy

These may all result in a significant, temporary increase in medical or SEMH need, so that it becomes a level that is so profound, it cannot be met within the typical operating model of the Academy, within the resource available. Examples of this increase in need may manifest themselves in changes in behaviour so that the child displays **sustained and repeated**:

- behaviour that endangers themselves
- extreme levels of violence or aggression towards other children
- extreme levels of violence or aggression towards staff
- damage to property or the Academy building
- absolute refusal to meet minimum and basic expectations such as wearing uniform, handing in mobile phones
- inciting other children to engage in severe disruptive or dangerous behaviour

Protocol for Meeting Short Term Changes in Pupil Need

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

- their SEMH needs can be further assessed
- learning for other children is not further disrupted
- that other children can be kept safe
- safety of staff
- prevention of further damage to property
- relationships can be repaired through restorative work

These changes may include:

- education away from the child's current setting
- reduced hours education
- education at different hours

This is in line with Section 10.39 of the SEND Code of Practice (2015) which states:

“education must be full time, unless for reasons relating to the physical or mental health of the child, a reduced level of education would be in the child's best interests.”

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

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

Reviewing Temporary Changes to Provision

The Head of Centre will work with the SENCO to ensure that:

- A clear, individualised plan – “Personalised Curriculum Access Plan” (see below) is in place
- The plan sets out the reason for the plan, i.e. barriers to accessing typical provision
- This plan contains a clear description of the curriculum to be accessed and how it responds to the child’s needs and the specific barriers to learning identified
- The plan shows a clear phased strategy for the children to return to typical provision
- That the plan is shared with parents / carers and other appropriate agencies working with the child
- The plan is reviewed on at appropriate intervals, the outcome of the review recorded and any changes are shared with parents and carers - in the case of children looked after, this will be done on a weekly basis
- All plans are stored centrally and a weekly update on numbers and hours of provision is maintained

In the case of children looked after, these plans are shared on a weekly basis with the virtual head teacher. All children subject to Personalised Curriculum Access Plans will be discussed and reviewed with the Local Authority SEND Quality Assurance Officer on at least a termly basis.

SENCOs will work closely with those writing the Personalised Curriculum Access Plans and those responsible for delivering the provision set out within them to ensure that there are clear opportunities to properly assess the progress of the plan and ensure the child’s access to the provision in their EHCP.

Where progress back towards accessing typical provision is not being made sufficiently quickly, SENCOs will ensure that the needs of children are fully reassessed through calling an early annual review. This will allow full consideration to be given to the needs of the child and whether those needs can be properly met by Springwell Harrogate.

Personalised Curriculum Access Plan

School details

| | |
|---|---------------------|
| Site | |
| Setting type | Alternative Academy |
| Key school contact(s) in respect of this plan | |

Child details

| | |
|---|--|
| Child name | |
| Date of Birth | |
| Child status | <input type="checkbox"/> SEN <input type="checkbox"/> Looked after <input checked="" type="checkbox"/> Considered vulnerable |
| Primary need | SEMH |
| EHCP? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Description of the specific barriers to full time education (or needs which have necessitated these arrangements) | |

Planning and reviewing

| | | |
|-------------------------------|-------|--------------------------|
| Who has been consulted on, or | Child | <input type="checkbox"/> |
|-------------------------------|-------|--------------------------|

| | | |
|---|--|--------------------------|
| Involved in the planning for these arrangements? | Parents | <input type="checkbox"/> |
| | Local authority representative (SEN) | <input type="checkbox"/> |
| | Local authority representative (Virtual School) | <input type="checkbox"/> |
| | Local authority representative (Other) | <input type="checkbox"/> |
| | Social Care | <input type="checkbox"/> |
| | Other (please specify) | <input type="checkbox"/> |
| Proposed start date | | |
| Proposed duration | | |
| Description of the curriculum to be accessed and how it responds to the child's needs. | Name is on pathway See Appendix A for description of pathway, the relevant curriculum and measures of progress. | |
| Description of each phase. Reviews will take place to ascertain when it is suitable to move to the next phase. Success in all aspects of the current phase are expected before consideration is made for next phase. | Phase 1 | |
| | | |
| | Phase 2 | |
| | | |
| | Phase 3 | |
| | | |

| | | | | | |
|--|---------|------|-----|-------|-----|
| | Phase 4 | | | | |
| | | | | | |
| | | | | | |
| Number of hours accessed each day (phase 1) | Mon | Tues | Wed | Thurs | Fri |
| | | | | | |
| Number of hours accessed each day (phase 2) | Mon | Tues | Wed | Thurs | Fri |
| | | | | | |
| Number of hours accessed each day (phase 3) | Mon | Tues | Wed | Thurs | Fri |
| | | | | | |
| Number of hours accessed each day (phase 4) | Mon | Tues | Wed | Thurs | Fri |
| | | | | | |
| Name and role of senior manager in school who has approved these arrangements | | | | | |
| Names of any other (external) professionals who have approved these arrangements | | | | | |

| | |
|--|--|
| What benefits will this timetable provide for the student and their family. | |
| Has the plan been shared with Parents/carers, and have they been given a chance to discuss it? | |
| Arrangements for ensuring that the child's access to EHCP provision remain unaffected | |
| | |

Analysis of potential safeguarding implications associated with this plan and description of arrangements to mitigate against identified risks

| identified risks | Arrangements to mitigate against risk (or reference to the risk assessment where these arrangements are described) |
|---|---|
| Some concerns around exploitation | |
| Currently undergoing a Child and Family Assessment with CSWS | |
| | |
| Absconding from home | |
| | |
| | |

| Review | |
|----------------------|-------|
| Date | Staff |
| Comments and updates | |
| Action | |
| Date | Staff |
| Comments and updates | |
| Action | |
| Date | Staff |

| | |
|----------------------|-------|
| Comments and updates | |
| Action | |
| Date | Staff |
| Comments and updates | |
| Action | |
| Date | Staff |
| Comments and updates | |
| Action | |
| Date | Staff |
| Comments and updates | |
| Action | |

| End of phase review | | |
|--|--|--|
| Date | | |
| Names and roles of those present | | |
| Is the child deemed to have met the criteria for movement to next phase? (If not, please describe the school's response) | | |

| | |
|---------|--|
| Actions | |
|---------|--|

Appendix A

Pathways:

The Springwell Harrogate Academy has been working alongside other Special and Alternative Academies within the Trust to develop a consistent way of assessing students that takes into account their different needs and starting points and that will allow benchmarking and “like for like” comparison across the Trust. The aim was to develop a methodology that provides an answer to the simple question of how well each child is progressing. This methodology takes a holistic view of the child and looks at a range of measures and data and identifies key priorities for each individual child based on their starting points. The following factors contribute to the overall assessment:

- Attendance
- Progress towards EHCP targets
- Progress in Mathematics and English
- SEMH progress (measured by SEMH tracker and Boxall profile)

| Pathway 1 Student Characteristics | Pathway 2 Student Characteristics | Pathway 3 Student Characteristics |
|-----------------------------------|-----------------------------------|-----------------------------------|
| Long term low attendance | Low attendance | Average or above |

| | | |
|---|--|--|
| | | attendance |
| Significant/challenging domestic /environmental circumstances | Some evidence of challenging domestic issues | Settled domestic circumstances |
| Trauma having severe impact on learning | Trauma have an impact on learning | Little impact of trauma on learning |
| Out of school anti-social behaviour | Limited/historic out of school anti-social behaviour | No anti-social behaviour out of school |
| Historic low prior attainment | Some evidence of academic progress through data | Expected academic progress |
| Aggressive and violent behaviour | Behavioural incidents are disruptive rather than violent | Few behavioural incidents |
| Difficulty in making positive relationships | Positive relationships are starting to develop | Can form positive relationships |
| Difficulty working in a group | Child is starting to work in a group | Child can work |

| | | |
|---|--|---|
| | | positively in a group |
| Significant gaps in learning | Areas of weakness are holding the child back from making progress | There are no significant gaps in learning |
| Lack of resilience | The child is resilient enough to make some mistakes | The child is resilient enough for academic challenge |
| The child has a specific learning difficulty | The child has some additional learning needs | There are limited additional needs |

Appendix 6 Positive Behaviour Plan

| | | |
|--|--|---|
| What Does the Behaviour Look Like? | | |
| <input checked="" type="checkbox"/> Stage 1 Anxiety Behaviours <div style="border: 1px solid black; height: 30px; margin-top: 5px;"></div> | <input checked="" type="checkbox"/> Stage 2 Defensive Behaviours <div style="border: 1px solid black; height: 30px; margin-top: 5px;"></div> | <input checked="" type="checkbox"/> Stage 3 Crisis Behaviours <div style="border: 1px solid black; height: 30px; margin-top: 5px;"></div> |
| What Are Known Common Triggers? | | |
| <input checked="" type="checkbox"/> What are known common triggers? <div style="border: 1px solid black; height: 30px; margin-top: 5px;"></div> | | |
| Diversions and Distractions / Praise Points / Key Phrases | | |
| <input checked="" type="checkbox"/> Diversions and distractions / Praise Points / Key phrases <div style="border: 1px solid black; height: 30px; margin-top: 5px;"></div> | | |
| Target (SMART) | | |
| <input checked="" type="checkbox"/> Term 1 <div style="border: 1px solid black; height: 30px; margin-top: 5px;"></div> | <input checked="" type="checkbox"/> What staff can do to support target? (1) <div style="border: 1px solid black; height: 30px; margin-top: 5px;"></div> | <input checked="" type="checkbox"/> Review (Termly) of target (1) <div style="border: 1px solid black; height: 30px; margin-top: 5px;"></div> |
| <input checked="" type="checkbox"/> Term 2 <div style="border: 1px solid black; height: 30px; margin-top: 5px;"></div> | <input checked="" type="checkbox"/> What staff can do to support target? (2) <div style="border: 1px solid black; height: 30px; margin-top: 5px;"></div> | <input checked="" type="checkbox"/> Review (Termly) of target (2) <div style="border: 1px solid black; height: 30px; margin-top: 5px;"></div> |
| <input checked="" type="checkbox"/> Term 3 <div style="border: 1px solid black; height: 30px; margin-top: 5px;"></div> | <input checked="" type="checkbox"/> What staff can do to support target? (3) <div style="border: 1px solid black; height: 30px; margin-top: 5px;"></div> | <input checked="" type="checkbox"/> Review (Termly) of target (3) <div style="border: 1px solid black; height: 30px; margin-top: 5px;"></div> |
| De-escalation Skills (Tick those to TRY) | | |
| <input type="checkbox"/> Verbal advice and support <input type="checkbox"/> Supportive touch <input type="checkbox"/> Negotiation <input type="checkbox"/> Simple listening <input type="checkbox"/> Consequences <input type="checkbox"/> Agreeing <input type="checkbox"/> Other de-escalation | <input type="checkbox"/> Time-out <input type="checkbox"/> Reassurance <input type="checkbox"/> Success reminded <input type="checkbox"/> Humour <input type="checkbox"/> Apologising <input type="checkbox"/> Take up time | <input type="checkbox"/> Giving space <input type="checkbox"/> Transfer adult <input type="checkbox"/> Choices <input type="checkbox"/> Acknowledgement <input type="checkbox"/> Planned ignoring <input type="checkbox"/> Removing audience |



De-escalation Skills (Tick those to AVOID)

- | | | |
|--|---|--|
| <input type="checkbox"/> Avoid Verbal advice and support | <input type="checkbox"/> Avoid Time-out | <input type="checkbox"/> Avoid Giving space |
| <input type="checkbox"/> Avoid Supportive touch | <input type="checkbox"/> Avoid Reassurance | <input type="checkbox"/> Avoid Transfer adult |
| <input type="checkbox"/> Avoid Negotiation | <input type="checkbox"/> Avoid Success Reminded | <input type="checkbox"/> Avoid Choices |
| <input type="checkbox"/> Avoid Simple listening | <input type="checkbox"/> Avoid Humour | <input type="checkbox"/> Avoid Acknowledgement |
| <input type="checkbox"/> Avoid Consequences | <input type="checkbox"/> Avoid Apologising | <input type="checkbox"/> Avoid Planned ignoring |
| <input type="checkbox"/> Avoid Agreeing | <input type="checkbox"/> Avoid Take up time | <input type="checkbox"/> Avoid Removing audience |
| <input type="checkbox"/> Avoid Other de-escalation | | |

Medical Conditions

- ☒ Any medical conditions to be taken into account before using Physical interventions?

- ☐ Is advice from medical professionals required?

Preferred Method Physical Intervention?

- | | | |
|--|--|---|
| <input type="checkbox"/> Friendly escort | <input type="checkbox"/> Single elbow | <input type="checkbox"/> Figure of four |
| <input type="checkbox"/> Double elbow | <input type="checkbox"/> Single elbow in seats | <input type="checkbox"/> T Wrap |
| <input type="checkbox"/> Seated T Wrap | <input type="checkbox"/> T Wrap on ground (DW) | <input type="checkbox"/> Other |

Weapons History

- ☐ History of carrying
- ☐ Suspected of carrying
- ☐ Threatened to use
- ☐ No history

About this policy

Written by:

Behaviour Strategic Development Group

Date:

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2nd December 2020

Ratified by Governors:

2nd December 2020

To be reviewed by:

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