



Springwell  
Leeds

Springwell Leeds  
Academy

Behaviour Policy

January 2019

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## Springwell Leeds Academy 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 Leeds Academy 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.
- 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

At Springwell Leeds Academy we aim to meet the diverse 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, clear boundaries;
- an unrelenting focus on celebrating, promoting and positively reinforcing good behaviour.
- the application of an ***Unconditional Positive Regard for all pupils***, acknowledging and addressing any inappropriate behaviours which may arise;
- The provision of an appropriate learning curriculum with carefully-planned learning opportunities including the development of social, emotional aspects of learning.

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*

It is through this pupil-centred and inclusive 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 Leeds Academy have the right to:

- 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;
- Learn and work in a safe environment;
- Be protected from harm, violence, assault and acts of verbal abuse.

Furthermore, Springwell Leeds Academy 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;
- Pupils need to be familiar with the expectations of staff over their behaviour. 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 consequences of meeting or transgressing rules and expected standards of behaviour:

### **Choice and consequence: rewarding positive behaviour**

- Behaviour that leads to rewarding consequences are more likely to be repeated;
- All staff are actively involved in consistently rewarding positive behaviour;
- Positive achievements and successes both in and out of school are celebrated and shared with parents and peers;
- The types of rewards used across the school are varied and reflect the individual nature of class groups and pupils.

Informal rewards 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.

Formal rewards are targeted and individualised according to age and need, and celebrated with the peers and the whole school as appropriate e.g. certificate presentations in assemblies for progress in particular social skills.

### **A focus on restorative approaches to addressing and changing behaviour**

At Springwell Leeds Academy, staff intervention over the correction of behaviour is clearly based on pupils' level of development, their needs and circumstances. Subsequently, any "consequences" to address unwanted behaviours are designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time.

The types of "consequences" used across the academy reflect the individual nature of class groups and pupils. Informal consequences may include:

- Use of planned ignoring, where possible;
- Facial expression of disapproval;
- Verbal warnings and reprimands;
- Loss of privileges or rewards;
- Restorative conversations and discussions;

- Temporary withdrawal from the learning environment
- 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 “Quiet Room” (see “Use of Quiet Rooms” policy).
- Formal consequences are implemented following due consideration of any incident and the pupil’s age and needs:
- Detention: following consultation with parents/carers, pupils may be required to stay on at school for up to a period of 30 minute after the end of the usual school day. This time should be used as a means to facilitate restorative work;
- Exclusion: following consultation with parents/carers, pupils may be excluded from school for more serious or persistent incidents of unwanted behaviour (refer to Appendix 1 – Guidance on exclusions).

### **Restorative Sessions**

Following serious incidents or crisis, pupils may not always be immediately ready to do the restorative work required to re-establish relationships and be ready for learning. In these cases, after consultation with parents/carers, it may be agreed that a pupil should go home for a “cooling off period” after which, they will be brought back to school, usually outside normal school hours for an agreed period of time, to complete restorative work.

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 the restorative approach that the Academy follows. Care team leaders on each site will ensure that these sessions are properly planned, staffed and structured to support the restorative process.

If a 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.

### **Personalised Approaches to Learning**

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

- an Individual Pupil Risk Assessment (IPRA) – to define specific risks potentially posed by pupils’ behaviour and identify how those risks can be mitigated
- a Personal Behaviour Plan (PBP) – that clearly sets out targets for behaviour improvement and individualised approaches and strategies to dealing with behaviour incidents, including physical intervention.

At Springwell Leeds 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

they may struggle to access the typical provision offered by Springwell Leeds Academy 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 timetable 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 timetable 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.

### **Staff Support systems**

At Springwell Leeds Academy we strive to create a safe learning environment, promote positive behaviours and minimise the risk of incidents that may require consequences. The use of Team Teach techniques is our method for reducing the risks presented by challenging behaviours – all staff are trained in skills to support them diffuse and de-escalate potentially challenging situations and promote positive alternatives.

In exceptional circumstances, staff may need to take action where the use of reasonable and proportional force using Team Teach handling techniques may be required. To this end, all staff clearly understand their responsibilities in the context of their duty of care in taking appropriate approaches to promoting and celebrating positive behaviour. Staff are supported in doing so through on-going CPD that promotes unconditional positive regards and nurture principles, and provides them with appropriate strategies and techniques to more effectively manage unwanted behaviours should they arise.

At Springwell Leeds Academy we accept that many of our children's needs result in them demonstrating inappropriate or challenging behaviour. We believe that when a pupil's behaviour is difficult it is a problem to be shared. Staff share and discuss behaviour in a professional, positive, supportive and developmental atmosphere. This may take place in staff meetings, morning briefings, end of day meetings or other meetings in directed time. Areas covered may include:

- Focusing on the child's needs and how they are being met;
- Examining antecedents leading up to an incident;
- Planning interventions focusing on trying to change the behaviour and/or teaching the pupil;
- Effective ways of addressing situations;
- Alternative ways of behaving or responding to a situation;
- Support in analysing behaviour and in producing, implementing and reviewing Behaviour and Positive Handling Plans;

When a pupil has been presenting a significant and consistent challenge or there has been a single large behaviour incident, a member of senior leadership may call a separate de-brief 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
- enable an improvement in the pupil’s future behaviour

These meetings should be recorded and agreed actions logged.

### **Getting help quickly from outside the classroom**

In order to promote and support appropriate behaviour, Springwell Leeds Academy is committed to ensuring that staff to pupil ratios are kept as high as possible. However, there may be occasions when staff working with pupils feel they require additional help and support, over and above the classroom team. The Principal / Senior Leader on each site will develop and share a clear mechanism for supporting these occurrences. These may include:

- assistance and intervention from the site care team
- additional staff or members of the school leadership team being sent for at any time when called
- an “on call” member of SLT being identified
- use of Walkie Talkies

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.

Working with challenging behaviour can be stressful. To that end, Springwell Leeds Academy is committed to supporting staff welfare through:

- regular opportunities to discuss events in school through morning briefings and end of day meetings;
- approachable and supportive school leadership;
- promotion of a positive culture;
- commitment to staff development and CPD;
- tea and coffee provided free of charge for all staff;
- as part of the well-being approach, all staff leave school by 3.30pm on Fridays;
- further training opportunities identified through school development planning and individual needs analysis e.g. behaviour management, assertiveness training, Team Teach training/updates.
- Incidents where malicious accusations against school staff are made will be investigated thoroughly and promptly and appropriate action taken.

### **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 Officer 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 PBP.

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 restorative conversation takes place that explores:

- 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 reoccurrence
- How the child's Personal Handling Plan / Behaviour Plan could be amended to prevent this happening again.

Parents should be informed of the incident.

### **Discouraging climbing outside school**

There have been a number of incidences in the Leeds area and nationally of young people being injured or killed after falling from buildings onto which they have climbed.

It is important therefore that we identify opportunities for discussions about risk taking behaviour outside school within our curriculum so that this issue can be addressed directly.

Opportunities for this may arise in PHSE or circle time or when topical news items carry relevant stories. In these sessions, pupils should be made aware of the risks and dangers of climbing on buildings outside school. Emphasis should be placed on concern for their safety and the effect accidents can have on friends and family.

## Appendix 2

### Exclusions

*'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, Springwell Leeds Academy 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 Leeds 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 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 Principal on site 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 Principal on site 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 Principal or member of SLT, and the Academy admin office.
- Principal 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 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 phone 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 fence or gate 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 Principal 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 (usually the office manager) 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.

## **Appendix 4**

### **Use of “De-escalation Rooms”**

The purpose of this guidance is to ensure that the use of de-escalation rooms follows legal guidance and that of best practice and makes a clear distinction between the use of a de-escalation room as part of a planned strategy for supporting behaviour and the use of seclusion.

Guidance:

#### **A Use of De-escalation rooms as part of a planned strategy**

1. In our Academy, we have rooms that are used as part of a planned strategy of behaviour intervention that are known as various things such as “Calm Rooms”, “Reflection Rooms”, “Isolation Rooms”, “Quiet Rooms”. For the purpose of the rest of the document, these will be referred to as “De-escalation Rooms”.
2. These rooms are used for a number of reasons, including:
  - a. Providing a safe and calm space where a child can go by themselves or be directed to in order to avoid escalation in their behaviour
  - b. Providing a safe and space away from other children where a child can be helped and supported when in crisis
3. In these circumstances, the child will always be supervised and supported
4. The child will be able to leave the room – i.e. they are not locked in
5. Where a child/young person has been identified as likely to require the use of the De-escalation room, this should be part of their and/or Personal Behaviour Plan (PBP). This should be explained to and shared with parents/carers when these plans are written.
6. Some children/young people may use the De-escalation room independently as an area where they can take “time out” in order to manage their own behaviour. Where this strategy has been agreed, it should be clearly written down in their PBP. Arrangements for how these children will be supervised must also be clear and included in the appropriate plan.

## **B Seclusion**

1. The use of seclusion is defined as, 'The supervised confinement and isolation of a person, away from other users of services, in an area from which the person is prevented from leaving.' In short, **if you are keeping a child alone in a quiet room against his/her will.**
2. 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 "Quiet Room Log"
3. 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.
4. 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
5. If exceptional circumstances arise and a child/young person is placed in the De-escalation 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.
6. Use of seclusion will never be used as a punishment for children/young people.
7. In the exceptional circumstances when seclusion is used, it must be recorded:
  - a) Seclusion in all circumstances should be recorded on appropriate the behaviour log forms
  - b) If Restrictive Physical Intervention has been used seclusion should be recorded using the appropriate documentation

8. 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**.

9. Examples:

- If the child is in a quiet 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 quiet 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 quiet 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 quiet 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 Leeds Academy

### Protocol for Meeting Short Term Changes in Pupil Need

#### Introduction

Springwell Leeds 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 Leeds 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 Leeds. 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 Principal on each site 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 Leeds.

## Personalised Curriculum Access Plan

### School details

School	
Setting type	Choose an item.
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 type="checkbox"/> Considered vulnerable
Primary need	Choose an item.
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)	
Given the above needs, what is the rationale for these arrangements?	

### Planning and reviewing

Who has been consulted on, or involved in the planning for these arrangements?	Child	<input type="checkbox"/>
	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 and the specific barriers identified above		
Description of each phase / stage of the plan	Phase 1	
	Phase 2	
	Phase 3	

	Phase 4				
Description of the thresholds and suggested time frames for each phase / stage of the plan	Phase 1 threshold / time frame				
	Phase 2 threshold / time frame				
	Phase 3 threshold / time frame				
	Phase 4 threshold / time frame				
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					
Are the child's parents in agreement with these arrangements? If not, please describe any concerns.					
Arrangements for reviewing this plan (with dates and names of those involved in reviews)					
Arrangements for ensuring that the child's access to EHCP provision remain unaffected					
Description of the measures the school will					

take to ensure that the child does not experience educational deficit as a result of these arrangements	
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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)

End of phase 1 review	
Date	
Names and roles of those present	
Notes / minutes	
Is the child deemed to have met the criteria for phase 2? (If not, please describe the school's response)	
Actions	

End of phase 2 review	
Date	
Names and roles of those present	
Notes / minutes	
Is the child deemed to have met the criteria for phase 3? (If not, please describe the school's response)	
Actions	

End of phase 3 review	
Date	
Names and roles of those present	
Notes / minutes	
Is the child deemed to have met the criteria for phase 4? (If not, please describe the school's response)	
Actions	

End of phase 4 review	
Date	
Names and roles of those present	
Notes / minutes	
Is the child deemed to have met the criteria for full-time curriculum access? (If not, please describe the school's response)	
Actions	

**Appendix 6  
Positive Behaviour Plan**



**Child's Name:**  
**Review Date of plan:**

**Date of Plan:**  
**Completed by:**

**What does the behaviour look like?**

<b>Stage 1 Anxiety Behaviours</b>	<b>Stage 2 Defensive Behaviours</b>	<b>Stage 3 Crisis Behaviours</b>	<b>Stage 4 Reflective Behaviours</b>	<b>Stage 5 Recovery Behaviours</b>

<b>What are known common triggers?</b>
<b>Diversions and distractions / Praise Points / Key phrases</b>

<b>Term 1</b>	<b>What does progress look like?</b>	<b>Review (Termly) of progress</b>
<b>Term 2</b>		
<b>Term 3</b>		

<b>De-escalation skills</b>	<b>TRY</b>	<b>Possible consequences of this approach</b>		<b>TRY</b>	<b>Possible consequences of this approach</b>
Verbal advice and support			Time-out		
Giving space			Supportive touch		
Reassurance			Transfer adult		
Negotiation			Success reminded		
Choices			Simple listening		
Humour			Acknowledgement		
Consequences			Apologising		
Planned ignoring			Agreeing		
Take up time			Removing audience		
Other			Other		

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

**Is advice from medical professionals required?**

**Preferred method Physical intervention?**

<b>Intermediate</b>	<b>TRY</b>	<b>Possible consequences of this technique</b>
Friendly escort		
Single elbow		
Figure of four		
Double elbow		
Single elbow in seats		
T Wrap		
Seated T Wrap		
T Wrap on ground (DW)		
<b>Other</b>		

Parent/Carer Signature. Date	Student Signature.
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**About this policy**

<b>Written by:</b>	<b>S. Jacques</b>
<b>Date:</b>	<b>January 2019</b>
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