



## **Ascent Academies' Trust**

### **Readiness to Learn Policy (Behaviour Policy) and Toolkit**

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## 1. Introduction

The Ascent Academies' Trust is a welcoming and caring trust; it respects and values each and every individual associated with it. Our Trust recognises all behaviour as a form of communication and strives to develop a deep insight, and understanding, of the complex needs of our young people and how this contributes to their individual ability to self-regulate and manage their behaviour positively.

Our Trust is committed to the emotional mental health and well-being of all its colleagues, young people, and parents/carers. Its ethos promotes strong relationships and positive experiences. It believes these are central to our emotional well-being and sense of belonging creating a positive culture and climate that fosters: connection; inclusion; respect; value and equality of opportunity for all.

Our Trust aims to develop a sense of worth, identity and achievement for all. Ascent colleagues and young people are motivated by an intrinsic curiosity and a desire to learn and to reach their potential in an environment which is safe, secure, and free from bullying, harassment, and prejudice.

It believes that every member of the school community, including those that are not directly employed by our Trust, has a responsibility for behaviour and regulation and all Trust colleagues should be seen to follow procedures calmly, confidently, and consistently. It is our Trust's belief that good behaviour needs to be taught, should be expected, and encouraged.

Each academy within our Trust has its own rules, rewards, and corrective actions to meet the needs of their cohorts (please refer to specific academy guidelines).

This policy is part of the readiness to learn toolkit that can be found by clicking on the following link - [Readiness to Learn Toolkit](#) that aims to provide a consistent approach to positive behaviour management by providing the basis for the development of a positive, whole-school ethos. The toolkit has been devised to support all colleagues across our Trust. It supports the understanding of the special educational needs and disabilities (SEND), the strategies that we use and resources to support ensuring our young people are 'ready to learn'

This policy should be read in conjunction with Behaviour Support and Physical Intervention – Ascent Trust Guidance for Use and Recording (Jan 2026)

It has been devised through advice from the Department for Education (DfE), and relevant legislation, it is not exclusive and should be read in conjunction with other Trust policies and with individual academy procedures as appropriate:

- Code of Conduct Policy (Ascent Academies' Trust)
- Safeguarding and Young People Protection Policy including Child on child abuse.
- Behaviour Support and Physical Intervention Ascent Trust Guidance for Use and Recording (Jan 2026)
- Department for Education – Behaviour in Schools, Advice for headteachers and school staff (Feb 2024)
- Department for Education – Searching, Screening and Confiscation – advice for schools July 2022

- Use of reasonable force in schools July 2013 to be superseded by Restrictive interventions, including the use of reasonable force in schools April 2026
- Colleague induction programme.

## 2. Roles and Responsibilities

An identified Senior Leader (Deputy Head Teacher (DHT) Pastoral) in each Academy is responsible for:

- The implementation of the Readiness to Learn policy.
- Monitoring for compliance
- Ensuring that Trustees are updated with the implementation of policy, including its impact.
- The monitoring and development of Team Teach™ training.
- Monitoring and reporting through the SEND Team:
  - Links between physical interventions and Readiness to Learn Plans
  - The quality of Readiness to Learn Plans
- Collating and reporting incidents of racism and bullying (to include all forms of prejudiced behaviour).
- Information from analysis which informs curriculum developments and/or whole school learning opportunities e.g. anti-bullying, e-safety.

Director of Academy Improvement is responsible for:

- Ensuring that the Readiness to Learn policy is up to date.
- Ensuring that the Readiness to Learn policy is implemented consistently across our Trust.
- Quality assuring the consistency of practice.
- Ensuring that Trust colleague training needs are identified and are met.
- Reporting of Trust behaviour data to Trustees and other relevant stakeholders

The Safety and Behaviour Lead is responsible for:

- Ensuring that the Readiness to Learn policy is implemented consistently across our Trust.
- Quality assuring the consistency of practice.
- Supporting the team of Behaviour Leads across our Trust.
- Supporting the behaviour team with the analysis of data
- Monitoring and evaluating the quality of recording and reporting of physical interventions.
- Quality assurance and support through attending de-briefs.
- Ensuring that Trust colleague training needs are identified and are met.
- Analysing behaviour data across our Trust.

The Academy Behaviour Lead is responsible for:

- Supporting young people and academy colleagues with behavioural strategies
- Promoting positive behaviour across the academy ensuring consistency of approach
- Liaising with parents daily
- Monitoring data and the tracking of trends and patterns and providing feeding back to the senior leadership team SLT and the SEND Team
- 1:1 and group intervention sessions

- Overseeing the quality, accuracy and timely recording of physical intervention and behaviour logs
- Monitoring and evaluating the quality in the use of Team Teach™
- Ensuring Readiness to Learn Plans and Risk Assessments are updated as necessary following incidents.
- Being curious about events and asking why?
- Planning and delivering bespoke training to colleagues.
- Planning and supporting de-briefs and case reviews with SLT.
- Holding colleagues to account for following policy.

Classroom colleagues are responsible for:

- Following our Trust's Readiness to Learn policy and their individual Academy Guidelines
- Modelling positive behaviour
- Communicating classroom rules, expectations and sharing the Readiness to Learn Policy with young people at an appropriate level
- Timely recording of any behavioural incidents
- Updating Readiness to Learn Plans in response to the need of the individual young person
- Contact with parents and carers including the logging of communication between home and school.

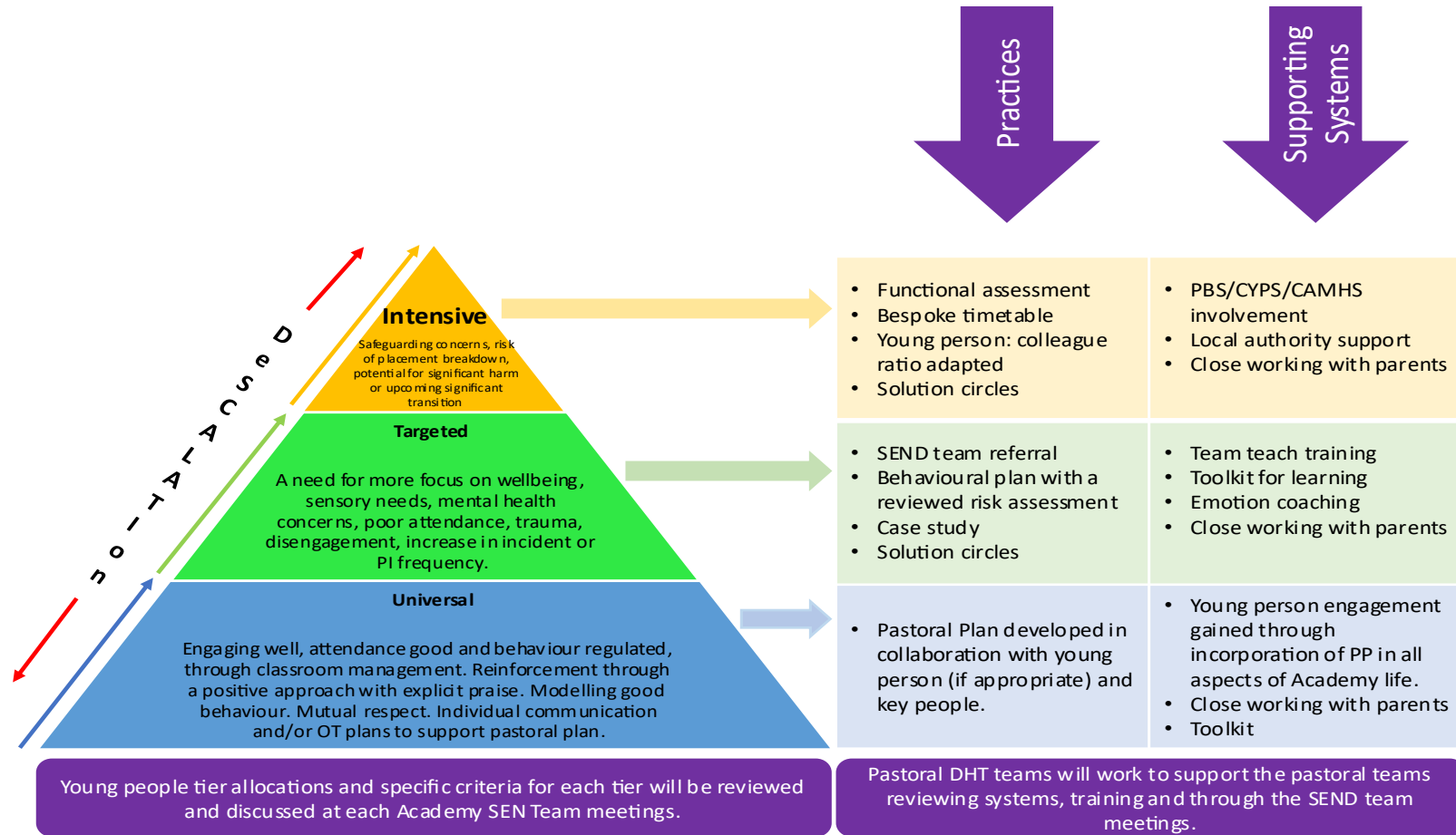
The Head of Academy (HOA) may use the pupil premium grant to allocate extra behaviour support through academy colleagues, counselling etc.

Trustees are responsible for monitoring the effectiveness and appropriateness of the policy and holding each academy to account.

### 3 Readiness to Learn Tiers 1-3

#### 3.1 Ascent Academies Trust readiness to learn model.

Our Trust uses a tiered approach to support and maintain young people's readiness to learn.



## 3.2 Tier 1

Positive behaviour management is a method used to support young people's development. By promoting positive relationships based on experiences and mutual respect we enable our young people to feel confident, listened to and understood. This promotes self-regulation, resilience, and the capacity to make positive choices, developing a culture of support, praise and encouragement in which all students can achieve.

Ascent colleagues strive to have high expectations and aim to support and encourage all young people. We also recognise that some young people have specific need and may require additional and tailored support.

Trust colleagues should:

- Greet young people at the start of every lesson with a smile.
- Enquire about how young people are.
- Make time to speak to young people about behaviour concerns using a restorative approach.
- Create an environment that all young people are valued and cared about.
- Ensure that young people are always emotionally and physically safe.
- Challenge inappropriate behaviour in a non- confrontational way.

Our Trust promotes a positive approach of noticing young people doing the right thing and giving specific, explicit praise (or for those young people who find it difficult to accept praise, colleagues offer discrete non-verbal feedback). Using praise effectively is one of the simplest and most powerful tools to engage and motivate young people. It can turn around behaviour challenges and improve young people's attitudes about learning. This strategy means avoiding using global statements such as "good boy" and encourages colleagues to use positive recognition by:

- Noticing the effort made by the young person.
- Deciding what to say that is specific to the task.
- Making eye contact with the young person.
- Smile.
- Delivering praise to young people in proximity.

It is vitally important that all members of our Trust know their respective academy rules and consistently apply them. Young people will revisit the rules and expectations regularly with their class colleagues and through assemblies and workshops. Young people will be taught how to carry out:

- **Simple daily routines** e.g. lining up, entering and leaving the classrooms and walking through the building
- **Special routines** e.g. how to leave the building if the fire alarm sounds and how to behave during special events (Christmas dinner, sports day etc.)
- **Contextual aspects of lessons** e.g. a visit within the community or further and using specialist equipment (tools and handling foods etc.). We cannot assume that young people will know what to do and how to behave in these events therefore will need specific teaching and support in routine practice; supportive feedback therefore reinforces positive feedback.

Teachers may also wish to develop classroom rules and expectations. These may differ depending on key stage, ability and/or SEND. Rules and expectations are kept simple, involve young people's voice; these are to be shared at the beginning of the term and reinforced each lesson where necessary. For example: 'We are doing a mental maths test and the expectation is that we will all work quietly and independently'; 'we need to use kind words with each other'; 'we need to keep our hands and feet to ourselves'.

This will support behaviour for learning in line with the three factors which affect behaviour for learning in the classroom:

- **Relationship with self:** a learner who doesn't feel confident and holds an 'internalised' view of themselves that they feel they cannot succeed may present behaviours that are challenging.
- **Relationship with others:** behaviours need to be understood in context. A learner's behaviour can be triggered as much by their interactions with others (young people, teachers and other adults in school/setting) as it is by factors internal to the child.
- **Relationship with the Curriculum:** young people behaviour and curriculum progress are inextricably linked. Teachers who promote a sense of meaningful curriculum progress in learning for the individual will be more likely to create a positive learning/behaviour environment.

In order to help young people, feel safe, their educational environment needs to be high in both nurture and structure. Young people need familiar, predictable routines and consistent expectations and responses to behaviour. It is therefore vitally important that:

- Classrooms are places where young people feel valued and nurtured.
- Academy colleagues use a planned approach to positive behaviour management, following Readiness to Learn Plans and Multi-Disciplinary Team (MDT) advice to achieve successful outcomes – previously known behaviours displayed by a young person should not come as a surprise.
- Academy colleagues teach and share their behavioural expectations for the classroom and throughout the academy as part of everyday learning.
- Positive behaviours are reinforced by praise and selected rewards e.g. Behaviour Watch slips, merits, certificates, positive phone calls home or notes and emails to parents. This also reinforces positive behaviour, builds good rapport with parents and it does not take long but the impact is long lasting.
- Academy colleagues use communication strategies appropriate to the individual student. Sometimes the most appropriate communication is non-verbal and passive.
- Visuals are used to explain activities, help young people prepare for what is coming next and ease transitions from one activity to the next.
- Whenever possible the colleague/s who initially supported with behaviours will remain with the young person. In some circumstances another colleague may take over, simply as a change of face. This strategy can sometimes result in a quick, positive outcome for the young person.
- Colleagues must provide processing time when giving a young person an instruction and use other augmentative communication where necessary. Confronting or openly challenging a young person can produce a fight or flight response if a young person is feeling anxious or upset. If possible, give time for the young person to think, for

example, “I need you to come inside. I will give you three minutes to come in and then we can talk”.

- Incidents are not dwelt on or re-visited at a later time or place where possible. This helps to prevent the feeling of failure and prevents the reinforcement of negativity.
- Academy colleagues understand the behaviour, the emotions driving the behaviour and separate ‘the behaviour from the child’. Labelling young people is unacceptable. We do not ‘become’ our behaviour.
- Behaviour that is cause for concern is always to be approached in an understanding, empathetic, calm, and non-judgemental manner.
- We aim to detach from student behaviours-they are not personal, and we do not want our response to be an emotional one. We aim for calm and consistent. Personal attacks can often be away of the student making a decision to be rejected as opposed for them waiting for an adult to reject them.

The use of punitive measures will not be accepted within our Trust. Nor will we accept sarcasm, derogatory language or shouting from Trust colleagues as this makes the adult seem out of control and can frighten young people and escalate situations. Colleagues found to be using these methods of behaviour control or management will be subject to the Code of Conduct Policy.

### **3.2 Tier 2**

Readiness to Learn Plans are completed and implemented after behaviours have been fully analysed. Behavioural records over time will build up a profile of the young person’s behaviour, identifying different methodologies, strategies, behaviours, anxieties, and triggers. All young people have a Readiness to Learn Plan; these plans identify recurrent behaviours which may be linked to a young person’s diagnosis. They provide guidance to colleagues on how to effectively apply strategies to support individuals’ behaviour and wellbeing. Young people have an individual risk assessment (RA) within the plan identifying any potential known risks and how to mitigate them.

If classroom strategies are not supporting young people in being ready to learn, then a case study is taken for further exploration to the SEND team meeting.

#### **See Toolkit for strategies:**

- [Using Zones of regulation](#)
- [Emotion coaching](#)
- [Communication strategies](#)
- [Trauma and attachment strategies](#)
- [Support with ACEs](#)
- [Dealing with neglect](#)
- [Sensory regulation strategies](#)
- [Solution circles](#)

- [Assertive discipline](#)
- [PSHE curriculum](#)
- [Team Teach](#).

### 3.3 Tier 3

All colleagues working with young people should be made aware of the young person's needs; this may include any relevant plans including risk assessments and work within the guidelines provided in these documents. A baseline, identifying young people's strengths and weaknesses, is established using a profile; this becomes part of the completed Readiness to Learn plan. Wherever possible this should include the young person's voice and parental expertise and experience. Once the Readiness to Learn Plan is implemented and monitored there will be a timely review to ascertain its effectiveness. At this point if behaviours which cause concern are not reducing a 'solution circle' (see toolkit) would be held, involving all those professionals involved with the young person.

If all avenues had been exhausted and behaviour was still not reducing or improving, we would initiate a case review and seek to obtain further advice from professionals, Local Authority representatives and parents/families to develop an appropriate way forward.

Colleagues will always use known de-escalation strategies however, in extreme circumstances, as a last resort to keep everyone safe, adults may need to intervene and take control of a young person's behaviour using the Team Teach™ approach to positive behaviour management, de-escalation and positive handling techniques.

## 4. Assessing the needs of young people with behaviours that cause concern

It is not always possible to immediately identify reasons why young people behave in the way that they do, sometimes it is as a result of their diagnosis, home background, social difficulties or many other causes. Colleagues should take time to consider what the young person may be communicating and look beyond the often very challenging behaviours displayed by young people and question what anxieties, emotions, past experiences or sensory need may be driving these behaviours.

Our Trust understands and recognise that negative behaviour may often be the only way some young people can communicate. Colleagues recognise negative emotions as a signal of a need for support as well as an opportunity to connect, help label emotions and where necessary when the young person is calm set limits.

When presented with challenging behaviour, often sight of the positives can quickly be lost and using language like the word "don't" can be reverted to all too often. By consciously focusing on seeking and praising positive behaviour confrontation is removed and young people are able to regulate and adapt without losing face.

Colleagues should consider rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat I can help you with your work.”

It is important colleagues carefully monitor and record trends and patterns of behaviour throughout the day over a period of time. This is done using Behaviour Watch which helps us to understand why behaviours occur and what the young person is communicating. They also help us to look at frequency, context, and levels of behaviour.

Colleagues should ask themselves the following questions to ensure their analysis is effective:

- What appears to be the underlying cause of the young person’s behaviour?
- Where and when does the young person display this behaviour?
- What are the triggers of the behaviour?
- How can I build deeper connections and trust with this young person?
- What environmental changes could support the young person?
- What can I do to support the young person during tasks they find difficult?
- What acceptable behaviour can the young person use to ensure their needs are met?
- Can I catch them being good?

## **5. Recording and Reporting**

Recording and reporting incidents is vitally important as this allows each academy to monitor and support young people and for our Trust to continually develop best practice. (see Tool kit Team Teach folder) Behaviour Watch is used by colleagues in all academies. It is a web-based programme designed to both store data and generate reports. Behaviour Watch is used to capture the different levels of behaviour and complexity of any physical interventions. Behaviours which escalate beyond those for which regular classroom management techniques need recording on Behaviour Watch. The lowest level is Targeted Support before it escalates to Intensive Support. Young people should always receive two supportive reminders of what they should be doing and why the behaviour is inappropriate. More extreme behaviours may be logged immediately as Intensive behaviours. For example: if a young person begins to disrupt a lesson and the learning of others, reminders will be given and hopefully the behaviour will stop. However, if the young person absconds or uses racist or homophobic language, this will automatically be recorded as Targeted Support.

Examples within different levels include:

### **Targeted Support**

- Dysregulation including harm to self.
- Dysregulation including physical contact to others.
- Removing themselves from the classroom
- Persistent misuse of electronic / ICT equipment
- Refusal to follow instructions.
- Targeting others
- Verbal abuse

### **Intensive Support**

- Absconding to other part of school or off school site
- Damage to property
- Endangering self / others
- Homophobic actions or language
- Racist actions or language
- Inappropriate sexualised activity or comments
- Self-harm
- Threatening behaviour or actions
- Viewing unacceptable web content
- Violence towards others

Any incident involving a physical intervention (PI) or seclusion must be recorded **within 24 hours** on Behaviour Watch. Statutory guidance from the DfE states that this all-best endeavours should be made to record this the same day. The voice of the young person must be sought and recorded verbatim. Young people should be checked for any marks or injuries. Any injuries requiring first aid are recorded on Evolve Accident Book. All physical interventions recorded will be monitored and signed off by the Behaviour Lead (or other identified person responsible) and a member of SLT at the end of each week. A sample of interventions recorded will be monitored internally in each academy by our Trust's Safety and Behaviour Lead each term prior to archiving.

These must be accurate and include all adults involved and gain the young person's voice. Checks need to ensure the correct hold(s) are logged and all other details are accurate.

## **6. Bullying (including Cyber-bullying)**

Bullying is behaviour by a young person or a group of young people, repeated over time, which intentionally hurts another young person or group of young people either physically or emotionally. There are many different forms of bullying and can include cyber-bullying via text messages and social media or gaming, which can include the use of images and video. Bullying can be motivated by prejudice against a particular group e.g. on grounds of race, religion, gender, sexual orientation, SEND, or because a child is adopted, in care or has caring responsibilities. Bullying might be motivated by actual or perceived differences between young people.

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood:

- Our Trust takes bullying very seriously and have a zero-tolerance approach for those who are bullying and for those who stand by watching.

- Colleagues will always log and follow up any form of bullying by informing parents and developing strategies to support the perpetrator and the victim.
- Further guidance is available in each academy's Anti-Bullying Policy which is available on request from each academy.

## **7. Acceptable forms of contact and physical intervention**

There are occasions, for a variety of reasons, when colleagues will have cause to make 'physical' contact with a young person. With this in mind, our Trust does not operate a 'no touch' policy as it would not enable us to effectively support the safety and emotional well-being of our young people. Reasons for 'physical' contact include:

- To comfort a young person in distress (if this is appropriate to their age and in a public place)
- To congratulate a child for something (e.g., use of high five, handshake or a pat on the back, or a hug with a young person)
- To gently direct or guide a young person who is being compliant when they need additional support.
- For curricular reasons (e.g., in PE, Drama etc.)
- In an emergency to avert danger to the young person or young people
- As part of a young person's moving & handling/personal care plans where appropriate
- To provide sensory support (e.g., pressure hug).

In all situations where physical contact takes place between colleagues and young people, colleagues will always consider:

- The young person's age and level of understanding
- The young person's individual characteristics and history
- The location where the contact takes place.

## **8. Internal Exclusion**

Internal exclusion is a planned strategy in response to a serious incident involving other young people, colleagues, or damage to property. The senior leadership team make the decision to use internal exclusion in order to provide a period of calm time. It must not be used punitively. This allows young people who have behaved inappropriately to attend school and access their learning without interfering with the learning of others and allows time to reflect. All behaviours leading to internal exclusions will be recorded on Behaviour Watch and followed up appropriately with monitoring for effectiveness through the SEND team. During internal exclusion the young person may be educated in a space away from their peers under the supervision of an adult. They must not be locked in a room and must have freedom to eat and drink and use the toilet at appropriate times. The timeframes for internal exclusions will be set by the Head of Academy and parents/carers will be informed. In exceptional circumstances when it is necessary to remove a young person from their class placement for a significant

length of time, supportive interventions and positive steps including targeted pastoral support will be given to help reintegrate young people back into class when it is appropriate and safe to do so.

## **9. Seclusion**

Seclusion - a non-disciplinary intervention involving keeping a young person confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation.

In such circumstances, the young person is not acting with intent. Seclusion should not be implemented by colleagues through threat of punishment. The place to which the young person is confined should be safe and not feel threatening or intimidating to the young person. The young person should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the young person should be allowed to leave. An incident involving the use of seclusion must be recorded within 24 hours and a debrief must take place.

## **10. Suspension and Exclusion**

Our Trust has a Suspension and Exclusion Policy. Please refer to this for further information.

## **11. Screening and Searching Young People**

The senior leadership team can determine whether to search as defined in Department for Education – Searching, Screening and Confiscation – advice for schools (July 2022)

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

Before screening or conducting a search of a pupil, it is vital that schools consider their obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. In the context of these rights and obligations, this means that pupils have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute; it can be interfered with, but any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8.

## Searching

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons.
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
  - tobacco and cigarette papers.
  - fireworks; and
  - pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services.

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed.

Any search by a member of staff for a prohibited item listed and all searches conducted by police officers should be recorded in the school's safeguarding reporting system, including whether or not an item is found.

Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents. Parents should always be informed of any search for a prohibited item listed that has taken place, and the outcome of the search as soon as is practicable.

## **12. Behaviour outside of the Academy**

Young people's behaviour outside of the academy is subject to this Readiness to Learn policy and individual academy's guidance. Behaviours that are a cause for concern will be dealt with as if it had taken place in school. These circumstances include the following:

- On academy trips and visits – Educational Visits Policy
- Travelling to and from school, sporting events, residential trips etc.
- When wearing academy uniform or adversely affecting the reputation of the academy
- When under the charge of a Trust colleague
- Inappropriate use of social media
- Whilst attending an alternative provision or placement

Any inappropriate online behaviour that may take place outside of school will be addressed by Trust colleagues in accordance with Trust policies. Colleagues will share concerns with the designated safeguarding lead (or deputy) and record as necessary.

## **13. Parents and Carers**

Regular communication between home and school is vital. In addition to building positive and supportive relationships it allows a two-way exchange of information of anything that will affect the well-being of the young person. Parents/carers are key partners in their children's behaviour. It is important that parents are contacted and made aware of positive choices as well as difficulties with their child's behaviour. Rewards and corrective actions should be planned on an individualised basis so that they are meaningful and effective. *Being fair is not about everyone getting the same (equality) but about everyone getting what they need (equity).*

Parents should be involved in the development of a Readiness to Learn Plan, as they are often the experts when it comes to planning strategies for behaviour management. These supportive strategies will be monitored, adjusted, and agreed with parents annually. However, there may be incidences that require adjustments throughout the academic year to support the individual young person.

**All Trust colleagues will be made aware of our Trust Readiness to learn policy and toolkit with which they will be expected to comply.**

## Appendix 1

### Physical Intervention (PI)

Our Trust recognises Team Teach™ – Positive behaviour management strategies emphasising de-escalation and positive handling Identified colleagues will receive initial intermediate Team Teach™ training. Training records are to be maintained, and the training refreshed as stated in the Team Teach™ guidance. The training records are quality assured by the Behaviour Lead and a senior leader.

‘There are many differences of opinion about whether interventions such as guiding children by the hand are restraint or not. If the intervention does not include an element of force, then it is not restraint. If it is not restraint, it does not need to be recorded as such. A provider may choose to record these interventions to understand what is happening for children – but that is their decision’ (*Positive Environments Where Children Can Flourish, October 2021*).

Physical intervention may be necessary, for example, when young people have become a danger and/or violent towards themselves or others, destructive towards property, being extremely disruptive or are in danger of committing an illegal act.

Physical interventions are used within a holistic, positive behaviour de-escalation approach, in order to encourage the promotion of socially acceptable behaviours for all concerned.

The use of physical intervention will always be:

- In the best interests of the young person
- Using minimum force for the shortest time
- Using force which is reasonable and proportionate.
- To prevent injury, pain, and distress
- To maintain dignity.

At all times wherever possible, there will be at least two colleagues supporting a young person and possibly more where a risk assessment suggests this. This protects both the colleagues and the young person. This does not necessarily mean that it will take more than one colleague to physically support a young person. A lead person should be identified to help manage and lead the situation safely and calmly, providing everyone involved with clear, calm instructions where necessary. The lead is responsible for ensuring that the PI is properly recorded (see section 5).

#### PI Categories

- **Level 0 – no injury to young person or colleagues**
  - Bite/hair response/caring C’s where no injuries or other holds have taken place **and** there has been no active resistance from the young person if a caring C has been used
  - Any PIs within this category should be for a matter of a few seconds only.
- **Level 1 – less than 1 min**
  - Bite/hair response where there has been active resistance against the release
  - Single elbow (not in chairs)
  - Single person hold/guide
  - Caring C with some resistance – but no other holds used.

- **Level 2 – between 1 and 5 mins**
  - Single hold over 1 min but less than 5 min
  - Seated holds
  - Double elbow (regardless of time)
  - 1-2 holds/escorts up to 5 mins.
- **Level 3**
  - Multiple holds used
  - Any intervention/holds/escorts longer than 5mins.
- **Advanced**
  - Complex/advanced holds.
- **Seclusion**
  - Seclusion used.

We do not plan to use advanced physical intervention techniques. However, in exceptional or emergency situations for example, when all intermediate skills have been unsuccessful and a young person is in immediate danger of severely injuring themselves or others, we may need to use an advanced technique. In an emergency situation where an advanced technique is needed the intervention will be led by colleagues trained in advanced techniques. All advanced Team Teach™ trained colleagues must be first aid trained.

### **Debriefs**

Following a physical intervention, an opportunity will be provided for the young person and colleagues to reflect on the intervention which may include a 'debrief'. This helps to consider alternative options, reflect on what went well, what could have been done better and consider any updates to the young person's Readiness to Learn Plans. Debriefs are intended to be supportive, open, honest, and transparent in line with our Trust values and beliefs.

There are two types of debriefs depending upon the severity of the incident. The first tier, known as a Behaviour Review' is managed more informally by the Behaviour Lead and could be as simple as a discussion between those involved and class teams. This is designed to ensure that appropriate paperwork such as RTL plans, Behaviour Watch and Evolve are completed and any important lessons learnt are shared and processed. The second tier, known as a de-brief, is a more formal approach lead by the Behaviour Lead and involving Senior colleagues and the Safety and Behaviour Lead.

### **Behaviour Review**

Examples of when these should take place include:

- Where didn't go according to RTL plan
- A Team Teach hold was attempted but unsuccessful without injury
- Increase in behaviours
- Caring C's were used off site, excluding home school transport zones, or during a residential
- At discretion of BL and SLT
- At request of colleague for wellbeing or support strategies.

### **Behaviour Reviews should take place:**

- Within 5 working days
- Recorded electronically on the appropriate form
- Referenced and attached to Behaviour Watch and archived with physical intervention records on the Behaviour SharePoint.

### **De-briefs**

#### **A de-brief should always be held after a PI if the following occur:**

- A single PI hold was used for longer than 10 minutes
- An Advanced Hold was used
- Team Teach hold was attempted but was unsuccessful resulting in any injury
- A young person or colleague was injured which required further medical assistance.
- Is part of an emerging or increasing pattern of dysregulation for a young person is being identified by a colleague which is giving rise to a concern and a Behaviour Review meeting has already taken place
- The PI took place off site or during a residential and included more than Caring C's
- If Seclusion is used.

#### **When a debrief takes place these:**

- Must be held within 48 hours of the event
- Recorded electronically on the appropriate form
- Referenced and attached to Behaviour Watch and archived with physical intervention records on the Behaviour SharePoint
- The Trust Safety and Behaviour Lead must be invited to all debriefs.

Debriefs should be fed into the Academy's SEND Team so that they can be considered as part of the bigger picture of a young person. The SEND Team must respond promptly and document the impact actions have on reducing Physical Interventions. If there are concerns or an escalating trend of PIs which continues, despite all actions in school and/or referrals to MDT, a case review will take place followed by an Education, Health and Care Plan (EHCP) meeting if necessary.

Within 10 days of a debrief, a follow-up meeting must take place between the Safety and Behaviour Lead and Academy Behaviour Lead to monitor the actions and ensure they are completed.

For larger scale incidents debriefs may be split into smaller components where those with antecedents and background to the incident discuss things first and then leave the meeting before those involved in the holds complete the rest of the meeting. This is especially important for meetings where the incident has been challenging, or lessons may need to be learnt to allow the Advanced Team to reflect upon the holds and techniques themselves.

## **The Use of 'Time away'**

Our Trust recognises the use of time away in the form of allowing a young person space and time to 'calm and regulate' or to 'reflect' on their behaviour. Academies have calm areas and regulation stations where young people can be allowed to regulate and/or correct unwanted behaviour with help from colleagues and/or the use of sensory equipment if appropriate. Young people can request to visit these areas to self-regulate and manage their own behaviour. They will always be under the supervision of a colleagues who must be able to see and hear them at all times. This may include:

- Working outside a classroom (Assertive Discipline move out)
- Working away from the class in a separate room with a colleague.

There will be times when a young person's behaviour is such that the corrective action may result in young people spending time with a Trust colleague. These times may be at break or lunch time. However, occasionally a young person will be required to stay behind when their peers have returned home. Any time after school will be planned and parental notice will be given (see specific academy guidelines). Trust colleagues will use this time as an opportunity for supportive, restorative practice, building relationships and learning.

This use of supportive strategies or corrective actions should be recorded under the Intensive level on Behaviour Watch.

## **Restriction of Liberty**

Our Trust recognises appropriate use of restriction of liberty in the following circumstances that are designed to keep our young people safe:

- High door handles or thumb-locks that are used to protect young people who have a cognitive impairment and/or are too young or to move freely around a building and/or who may become confused or anxious if they were alone outside of the classroom (this may include the use of sensory integration rooms/ quiet working rooms).
- The use of electronic fobs to operate entrances and exits in all of our academies in order to keep our young people safe.
- The use of physical aids that contribute to the young person's physical well-being e.g. a standing frame advised for use by a physiotherapist or splints advised by an Occupational Therapist (OT) applied to prevent a young person from hitting and biting themselves.
- The use of seatbelts and harnesses to help young people sit correctly in transport.
- In rare circumstances we may need to supervise a young person within a restricted space against their will. This will always be in the presence of an adult and be in the best interests of the young person.

## Seclusion

In emergency and/or exceptional circumstances it may be necessary to forcibly retain a young person in a space without an adult physically present in the room with them, in order to keep themselves or others safe. This might be used for a young person who has reached crisis and/or who may place themselves or others in significant danger if we were not to take control. In this situation the young person must be externally monitored by an adult who can always see and hear them. This is referred to as seclusion.

A young person should never be routinely secluded. Any use of seclusion that prevents a child from leaving a room of their own free will should only be considered in emergency and/or exceptional circumstances. **A member of SLT or Behaviour Lead must be informed during or immediately after such an incident.**

All incidents of seclusion must be logged on Behaviour Watch **within 24 hours** although statutory guidance from the DfE states all endeavours must be made to ensure this is done the same day. This will be completed by a member of SLT or the Behaviour Lead who will complete the slip with all colleagues involved, ensuring the reason for the seclusion is clear. This will ensure all details logged are correct as well as ensuring any follow up actions can take place where necessary. Parents must be informed, and a de-brief must be held, where possible a multi-disciplinary review must also be planned.