Hartlepool Aspire Trust
(Catcote Academy & Catcote Futures)

Ready to Learn and Behaviour Policy
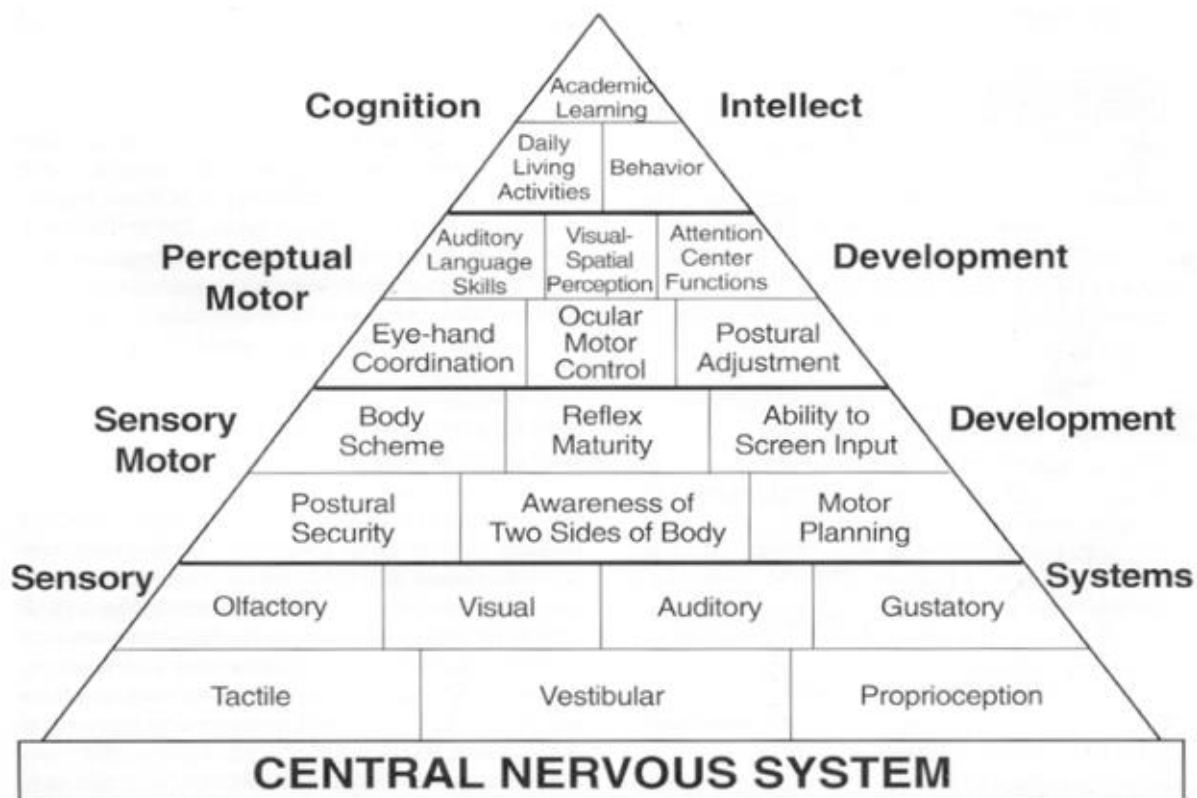
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1 Statement of Intent

This policy is one of the ways we at Hartlepool Aspire Trust aim to achieve our mission statement: *"Students are offered every opportunity to maximise their potential, grow in confidence and above all be happy."*

At Hartlepool Aspire Trust, we believe that behaviour is a symptom and a form of communication. Our students are individuals and all have a variety of learning and physical needs and have varying communicative abilities. Our students face lots of challenges which can affect their day-to-day lives, including; their means of regulating themselves, forming successful relationships, mental health difficulties and communicating needs and frustrations. These challenges can manifest themselves in varied types of challenging behaviour.

In addition, many of our learners have sensory processing difficulties. At Hartlepool Aspire Trust we recognise that meeting sensory needs is an essential part of supporting students with additional needs to be Ready to Learn. The pyramid of learning shows us all of the sensory needs to consider *before* academic learning can be achieved.

Pyramid of Learning

Cognition — Intellect

- Academic Learning
- Daily Living Activities | Behavior

Perceptual Motor — Development

- Auditory Language Skills | Visual-Spatial Perception | Attention Center Functions
- Eye-hand Coordination | Ocular Motor Control | Postural Adjustment

Sensory Motor — Development

- Body Scheme | Reflex Maturity | Ability to Screen Input
- Postural Security | Awareness of Two Sides of Body | Motor Planning

Sensory — Systems

- Olfactory | Visual | Auditory | Gustatory
- Tactile | Vestibular | Proprioception

CENTRAL NERVOUS SYSTEM

We believe learning how to manage these challenges is an important part of wellbeing and learning and that school and college is an invaluable opportunity to support students to break down these barriers and maximise their potential.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the trust aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and students are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop student's knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for student's health and wellbeing

2 Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy

- Exclusion Policy
- Physical Intervention Policy
- Child Protection and Safeguarding Policy
- Peer on Peer Policy
- Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy
- E-Safety Policy
- Equality Information and Objectives Statement
- Acceptable User Agreement

3   Roles and responsibilities

The trustees have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the Trust's Complaints Procedures Policy.

The CEO/headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures within the trust. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by students within the trust.
- Determining the trust's rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and students at least once a year.
- Reporting to the trustees on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be the cause of any dysregulation.

The SEMH lead is responsible for:

- Overseeing the whole-trust approach to our graduated response to SEMH, including how this is reflected in this policy, how staff are supported with supporting students with SEMH-related behavioural difficulties, and how the trust engages students and parents with regards to the behaviour of students with SEMH difficulties.

Teaching staff are responsible for:

- Planning and reviewing support for students with SEMH issues in collaboration with parents, the SEMH Lead and, where appropriate, the students themselves.
- Aiming to teach all students the full curriculum, regardless of their barriers to learning.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving their full potential.
- Being responsible and accountable for the progress and development of the students in their class.
- Delivering Thrive sessions, following a Thrive Action Plan and following the Thrive ethos around the trust.
- Writing and overseeing CASS (consistent approach to supporting students) Plans, ensuing they are followed.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting students in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every student.
- Being aware of the needs, outcomes sought, and support provided to any students with specific behavioural needs.

Students are responsible (where appropriate) for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents and carers are responsible for:

- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

4   Ready to Learn

At Hartlepool Aspire Trust we believe that a person cannot be Ready to Learn until they; have their physical needs met; are equipped; feel safe and secure; understand expectations and the work is desirable, predictable and achievable.
Staff will use the Ready to Learn flow chart to prepare students for learning and to assess against low-level disruption in the classroom.
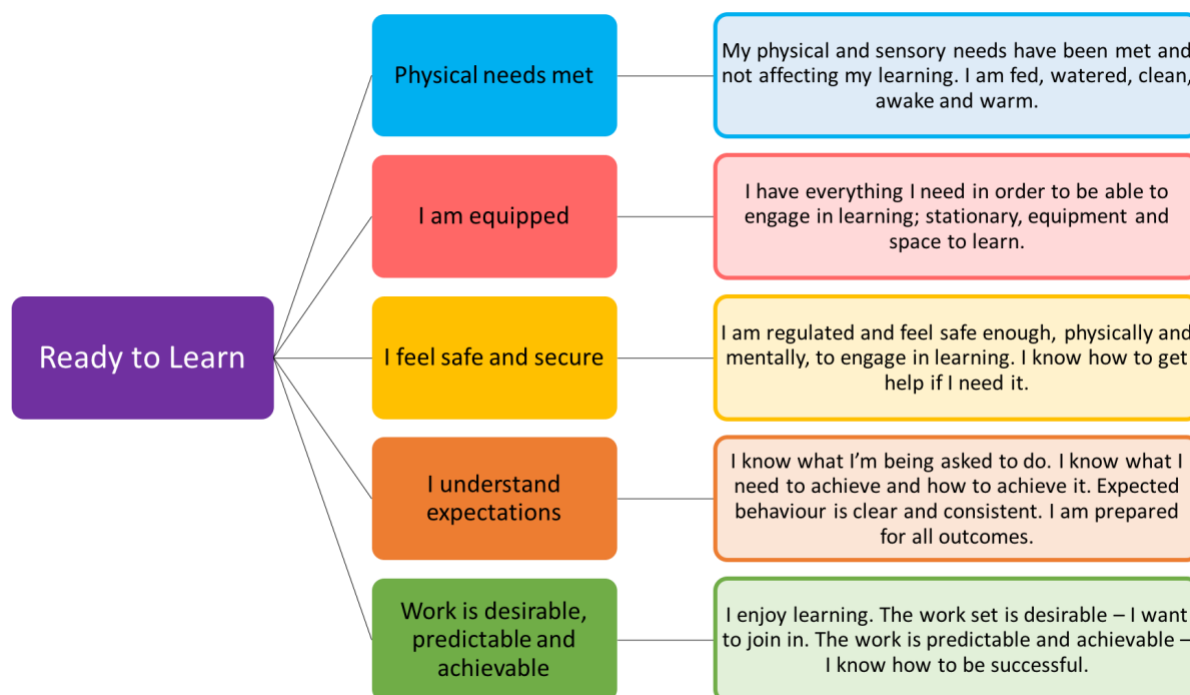
5   Escalation Cycle

When general classroom management including 'Ready to Learn', has not managed to meet the student's needs, staff will use the Escalation Cycle to assess what sort of consistent response to behaviour is needed.

Phase 1 – Ready to Learn – Student is engaged in learning.
Phase 2 – Trigger: Something has happened to make the student uncomfortable, stimulated, confused or irritated.
Phase 3 – Agitation: The student is struggling to manage their response to the trigger.
Phase 4 – Acceleration: The student is losing control of themselves and needs support to help them to return to calmness.
Phase 5 – Crisis: The student has lost control. They need an adult to take control and make a decision for them to contain their crisis.
Phase 6 – De-escalation: Student is returning to a calmer state with adult support.
Phase 7 – Post-crisis depletion: Student may be feeling low, embarrassed, confused or frustrated following incident.
Phase 8 – Re-entering state of Ready to Learn: Student and adult to talk about what happened and agree to how we will manage this better next time. Student understands why adults responded how they did. Student given chance to wipe slate clean and re-enter classroom in a state of Ready to Learn.

The Escalation Cycle
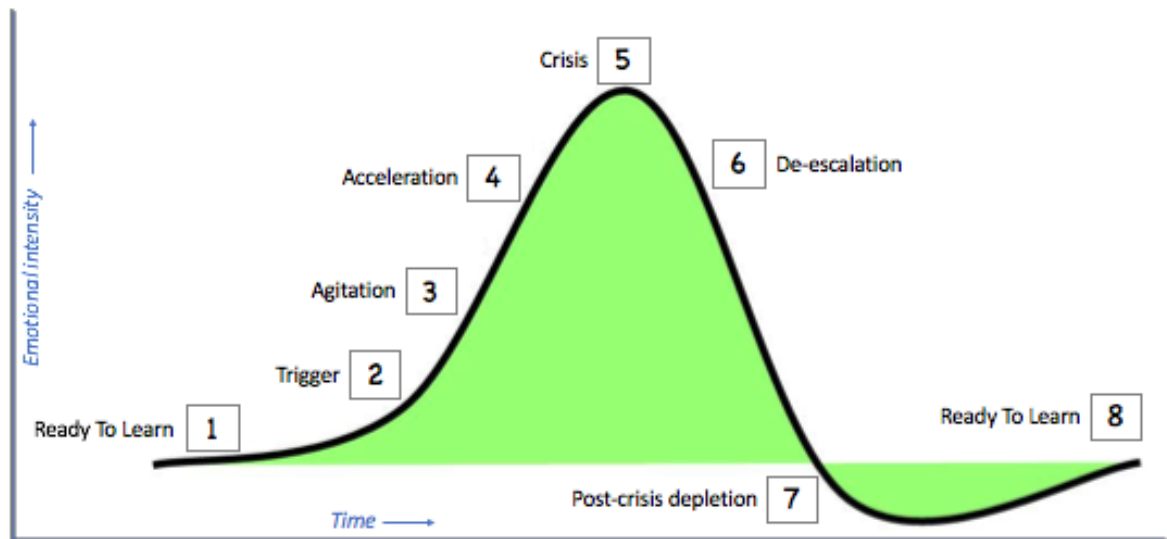
In response to an escalated behavioural incident, a CASS (Consistent Approach to Supporting Students) plan will be written and used consistently for the student.

6 Consistent Approach to Supporting Students (CASS Plans)

CASS plans are written for students who experience frequent behavioural challenges or who need lots of support to become Ready to Learn. The purpose of a CASS plan is to identify and reflect on the causes of behaviour and to find an individual, meaningful and consistent response to a student's behaviour, that all staff working with the student should follow.

The CASS plan should be, where appropriate, written or agreed upon, with the student's teacher, Phase 1 TLRs, SLT, Education Psychologist, CAMHS, parents and carers, or any other relevant professionals.

See Appendix A

7 Approaches Adopted

Amongst the plethora of strategies we use across the trust, two established approaches we use are The Thrive Approach and SCERTS.

7.1 The Thrive Approach

Thrive is a therapeutic approach to help support students with their emotional and social development. The Thrive approach offers practical strategies and techniques and is built around online assessments which identify student's emotional development and provides action plans for their individual needs.

The Thrive Approach draws on insights from recent advances in neuroscience, attachment theory and child development, to provide a powerful way of working with students and young people that supports optimal social and emotional development. In addition, the approach can equip you to work in a targeted way with students and young people who may have struggled with difficult life events to help them re-engage with life and learning.

The Thrive approach is embedded across the Trust being used by all staff and where appropriate individual learners have 1:1 sessions with one of our 13 licensed Thrive practitioners.

7.2 SCERTS

SCERTS is a research-based educational approach for people with ASC and related disabilities. The key principles are that individuals with ASC face two core challenges, Social Communication (SC) and Emotional Regulation (ER) and supporting adults are considered partners that use Transactional Supports (TS) to allow young people to be successful in these areas.

At Hartlepool Aspire Trust we use SCERTS principles to ensure that ASC specific learning environments are equipped to meet the sensory, social and emotional needs of the learners. We have developed therapeutic sensory spaces within classrooms and across the trust to meet sensory needs and allow students to be ready to learn. We endeavour to teach our learners about how they are feeling, how they can express it and what they can do to regulate (self-regulation). For our more complex learners, adults are trained to recognise sensory need and provide specific sensory input and students are supported to accept this assistance (mutual regulation).
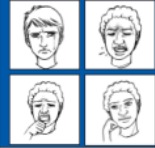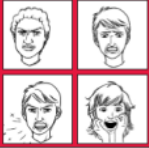
8   Our Curriculum

We recognise that teaching students the importance of being 'Ready to Learn' is highly valuable and essential to making progress.

We teach about good behaviour and look for learning opportunities to help students understand behaviour expectations – sometimes taught explicitly in PSHE lessons and pastoral time and sometimes inexplicitly, through, for example, role-modelling and coaching.

At HAT, all of our curriculums include the direct teaching of the Zones of Regulation and its principles are embedded throughout. For example, all staff have been trained in how to use 'Zone Language', all classrooms have a Zones of Regulation display that is relevant to the needs of the learners and students have access to resources that support being 'Ready to Learn'. Where appropriate, students are also taught the neuroscience behind emotions and behaviour, via the Thrive Approach, in order to have a greater understanding of how to regulate. We also have regular awareness days to highlight current SEMH issues.

The **ZONES** of Regulation®

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad	Happy	Frustrated	Mad/Angry
Sick	Calm	Worried	Terrified
Tired	Feeling Okay	Silly/Wiggly	Yelling/Hitting
Bored	Focused	Excited	Elated
Moving Slowly	Ready to Learn	Loss of Some Control	Out of Control

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9   Working with Outside Agencies

As a Trust, we have a Service Level Agreement with the Local Authority and we work closely with outside agencies, including, but not limited to:

- Education Psychologist: we have a service level agreement with an Education Psychologist one day a week who works with Staff, Students, Parents and Carers who are facing challenges, as well as delivering training for staff. We also use EP services to facilitate Multi-Disciplinary Team meetings where needed, such as Circle of Adults.
- LD CAMHS: we work closely with CAMHS professionals who collaborate with Trust Staff to suggest interventions and strategies to support or work 1:1 with students.
- Occupational Therapist: we have a service level agreement with an OT who helps students to participate in daily activities. These activities may be personal care tasks (such as dressing, toileting or feeding), work and play tasks (such as activities carried out at pre-school, school or college) and/or leisure activities, finding solutions to minimise the difficulties students face, helping them get the most from life. The OT also carries out assessments that contribute to a student's learning journey and support offered.

10   CPD, expertise and resources

At Hartlepool Aspire Trust, in order to meet the needs of our students, we have invested in our own staff to become specialists and deliver services across the trust. We have a Wellbeing Team of staff, with diverse experiences and responsibilities across the trust. The Wellbeing Team, identify students who need extra support, provide interventions and then measure impact.
We have staff trained as Thrive Practitioners and all staff have received Thrive training.

We have members of staff trained in SCERTS and who are trained to complete formal SCERTS assessments and staff trained in SCERTS principles. All staff have received internal training on SCERTS principles.

Our SEMH Lead is part of The Wellbeing Champion Network, run by Child Psychologists from the local authority that provide free training on SEMHD and networking opportunities with other schools.

We have a Family Liaison Officer who works directly with parents/carers and other agencies to ensure the best possible outcomes for all students.

Our Health Care Assistant, provides both routine and emergency healthcare to our students, liaising with home, school and other professionals regarding the healthcare needs of the students.

All staff have regular CPD about the barriers to learning and how to support students to become Ready to Learn.
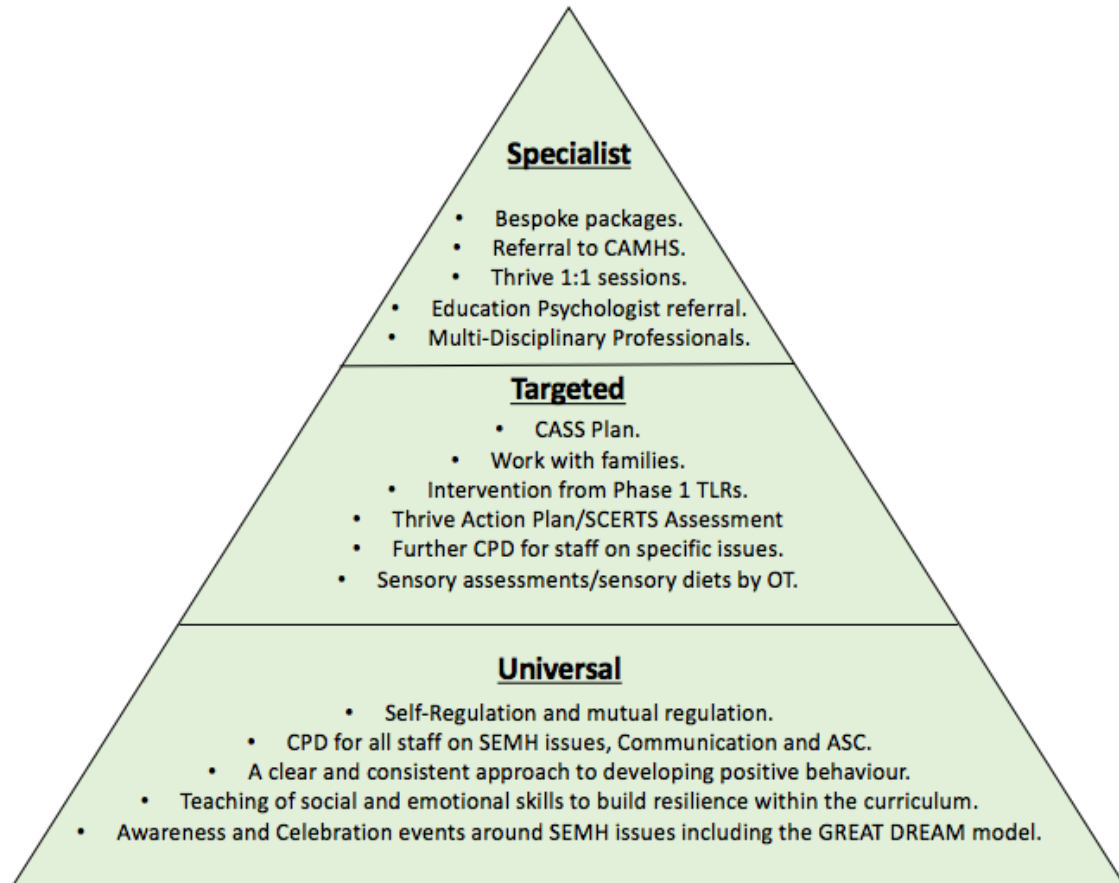
We have also invested heavily in resources for our provision:

- SPIRIT suite – our SPIRIT Suite (Sensory, Processing, Integration, Regulation, Interactive, Therapy) was carefully designed to meet the sensory integration needs of our students.
- Thrive/Regulation Rooms – We have many regulation rooms across the trust. These are safe spaces that students can use to re-regulate themselves, many attached to classrooms.
- Soft Play – Soft play is an alternative learning environment which can be used to address physical and sensory needs.
- Jacuzzi – The Jacuzzi is an alternative learning environment which can be used to address physical and sensory needs.
- Rebound Therapy – We have a number of staff trained in rebound therapy which uses trampolines to manage sensory and physical needs.
- InaSpace – Our InaSpace is motion activated immersive sensory room which is a room accessible to all types of learner to address communication, physical and sensory needs.

11 Graduated Response

The response to behavioural challenges is graduated at Hartlepool Aspire Trust and can be split into three categories; Universal, Targeted and Specialist.

- Universal: Trust-wide approaches to meet the needs of all students, implemented by all staff.
- Targeted: For students who need extra support to become 'Ready to Learn', or may be experiencing consistent, increasing or circumstantial challenges with behaviour, social, emotional or mental health.
- Specialist: For students who require lots of support with SEMH issues. The trust may seek outside specialist advice or interventions to help support students, such as CAMHS or Education Psychologist support.

Specialist
- Bespoke packages.
- Referral to CAMHS.
- Thrive 1:1 sessions.
- Education Psychologist referral.
- Multi-Disciplinary Professionals.

Targeted
- CASS Plan.
- Work with families.
- Intervention from Phase 1 TLRs.
- Thrive Action Plan/SCERTS Assessment
- Further CPD for staff on specific issues.
- Sensory assessments/sensory diets by OT.

Universal
- Self-Regulation and mutual regulation.
- CPD for all staff on SEMH issues, Communication and ASC.
- A clear and consistent approach to developing positive behaviour.
- Teaching of social and emotional skills to build resilience within the curriculum.
- Awareness and Celebration events around SEMH issues including the GREAT DREAM model.

12   Peer-on-peer abuse and bullying

"Peer-on-peer abuse" is defined, for the purposes of this policy, as any form of abuse inflicted by one student or a group of students, against another student or group of students. This policy covers peer-on-peer abuse both in and outside of school and both in person and online.

12.1 Managing Peer-on-peer abuse

All staff have a responsibility to address peer-on-peer abuse, swiftly and effectively. Staff are vigilant and receive training and guidance on how to manage incidents of peer-on-peer abuse and each incident will be managed on a case-by-case basis.

The school prioritises cultivating a safe and respectful environment amongst students, and ensures that all students are aware that the school adopts a zero-tolerance stance on peer-on-peer abuse of any kind.
The school promotes respectful interactions amongst students, and all staff model appropriate and respectful behaviour. Staff will take care to avoid normalising harmful behaviour, particularly harmful sexual behaviour, e.g. by refraining from the use of phrases such as 'boys will be boys' or describing such behaviour as 'just having a laugh' or 'part of growing up'.

The school will ensure that wider societal factors that exacerbate the problem of peer-on-peer abuse are reflected in its approach to creating a preventative culture. This means that individuals who are more likely to be abused, e.g. girls or LGBTQ+ students, or who are at increased risk of acting as a perpetrator in abusive situations, e.g. due to abusive home situations or anger management issues, are given additional support from an early stage.

The school manages all early help and intervention for students showing early signs of harmful behaviour, or early signs of being the victim of harmful behaviour, in line with the Child Protection and Safeguarding Policy.

The school maintains the position that education surrounding respectful and healthy attitudes and behaviour towards others is the best way to combat peer-on-peer abuse in the school. All staff, not just teaching staff, are responsible for passing this knowledge on to students.

In order to prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate students about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum and extra-curricular activities.

The school will also ensure that students are taught about safeguarding, including online safety, as part of a broad and balanced curriculum. Such content will be age and stage of development specific, and tackle issues such as the following:
• Healthy relationships
• Respectful behaviour
• Stereotyping and equality
• LGBTQ+ identities and relationships
• Body confidence and self-esteem
• Prejudiced behaviour
• That sexual violence and sexual harassment is always wrong
• Addressing cultures of sexual harassment

Students will be allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled.

The curriculum will ensure that students of all ages are taught about and understand the concept of consent and its importance in an age-appropriate way.

Further details can be found in our Anti-Bullying Policy and our Child Protection and Safeguarding Policy.

13   Prohibited items, searching students and confiscation

Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. The prohibited items are:
• Knives or weapons.
• Alcohol.
• Illegal drugs.
• Stolen items.

- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- 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 any person, including the student themselves; or
  - To damage the property of any person, including the student themselves.

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

The headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, in line with the school's Physical Intervention Policy.

14   Rewards

At HAT, we recognise that what is rewarding to one student, may not be rewarding to another. We also understand that students with SEN are more likely to have unconventional motivators. For example, where one student may respond to a points system or stickers, another may respond to rebound therapy or using a paper shredder. Rewards systems are individualised by class or students and at the discretion of the teacher.

15   Sanctioning

At HAT, we prefer to use strategies to address the reasons behind behaviour, rather than punish or sanction students. However, where necessary, sanctions are used as part of classroom management and vary in each class. Sanctions may include time outs, loss of choice time/break time or report cards. In cases that sanctions may be used, we always address it with students, explain the reasoning behind the decision and use it as a learning opportunity.
Suspensions are only used as a last resort, there will be some occasions when students' behaviour has been either consistently poor over an extended period and they have failed to respond to intervention, or is so extraordinary or unsafe that suspension is warranted. Only the CEO/Head Teacher can approve suspension. Staff will have a strong focus on reintegration upon the return of the student.

16   Physical intervention

The interventions determined above should address the vast majority of situations, however, there may be occasions when a student's unpredictable behaviour is so

dangerous, damaging or detrimental that physical intervention is needed. Identified staff are qualified to use the Team Teach approach when necessary. Physical Intervention will only be used after all other options have been exhausted and as a last resort. Please see Restrictive Physical Intervention Policy for details.

17   Absconding

Students occasionally leave the Trust's sites when dysregulated. Staff will support students to return to the site, however if it would compromise the safety of a student or if they are unable to help return the student to school, parents/carers will be informed promptly. If the student has a social worker or is a Child that is Looked After, their social worker will also be informed. If the student is putting themselves or others at serious risk, the Senior Leadership Team may also use their professional judgement and decide to inform the police.

18   References

The Escalation Cycle, *Managing the Cycle of Acting-Out Behaviour in the* Classroom by Geoff Colvin, 2004.
The Pyramid of Learning, Taylor and Trott, 1991.
Mental Health and Behaviour in Schools, Department for Education, 2018.
The Zones of Regulation, Leah Kuypers, 2011.

19   Review Period

This policy shall be reviewed every year and revised if necessary. The document will be reviewed by September 2023.

Definitions / Abbreviations

Term	Meaning
ASC	Autistic Spectrum Condition
CAMHS	Child and Adult Mental Health Services
CASS	Consistent Approach to Supporting Students
HAT	Hartlepool Aspire Trust
MLD	Moderate Learning Difficulties
PMLD	Profound Multiple Learning Difficulties
SCERTS	Social Communication (SC), Emotional Regulation (ER) and Transactional Supports (TS)
SEMH	Social, Emotional and Mental Health
SEN	Special Educational Needs
SLD	Severe Learning Difficulties
SLT	Senior Leadership Team
TLR	Teaching and Learning Responsibility

Appendix A – CASS Plan

CASS Plan – Student Name

What we might see:	What we might see:	What we might see:	What we might see:
What we should say:	What we should say:	What we should say:	What we should say:
What we can do:	What we can do:	What we can do:	What we can do:

What you need to know about me:

Photo

IN CASE OF EMERGENCY
(All strategies have been exhausted and safety is still compromised)

Appendix B – SEMH Referral Form
SEMH and Wellbeing Referral Form

Name of Student:			Class:	
Staff Member Name:			Date:	
Setting (academy, 6th form, futures etc.)			D.O.B:	
Is this an urgent case? (Requires immediate intervention)		Is the child in immediate danger?		Is the child at risk to themselves or others?	
The concern relates to: ✓	Social concern			
	Emotional Management			
	Mental Health			

Which behaviours has the student been experiencing? ✓			
Depressive behaviours/Low mood		Dramatic change in behaviour/personality	
Anxiety/Panic Attacks		Aggressive outbursts	
Self-Harm (including Self Neglect)		Hearing Voices	
Challenges with eating/dramatic change in diet		Extreme feelings (positive or negative)	
Substance abuse/addiction		Obsessive behaviours	
Post-Traumatic Stress		Other/Not Sure (Explain below)	

Explain nature of concern

How long have you had this concern?

Have there been any interventions put into place already? (Thrive, CAMHS, Zones of Regulation, OT, Ed Psych etc.) When and with whom?

Any other relevant information:

Please tick those that apply ✓			
Child Protection		Child in Need	
LAC/Fostered		Social Worker Involvement	
Behaviour Plan		Thrive 1:1 Intervention	
On Medication		Recent traumatic experience	

Once completed, please return to R. Kitson ASAP   rick.kitson@catcoteacademy.co.uk

For R. Kitson to complete			
Assessment completed ✓		Date of assessment:	
Details of assessment: (observation, meetings, contacted parents or carers/Thrive Assessment)			
Recommendations:			
Next steps:			

HAT/POL/EDU/23 V2