



Educational Diversity

Relationships & Behaviour Policy

Approved by:	Headteacher	Date: Spring 2020
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Last reviewed on:	October 2021
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Next review due by:	October 2022
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'With **confidence** we learn, through **challenge** we grow, with **commitment** we achieve, together we take **control** and realise our dreams'

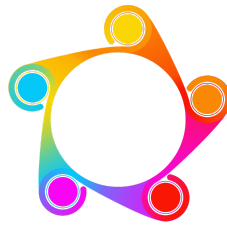




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1. **Policy Statement**

The purpose of Educational Diversity is to understand, nurture and meet the various needs of our students. The understanding of our students supports us in developing resilient learners who are confident enough to challenge themselves and take control of their future.

Every effort is made to build positive relationships and to support and prepare students to return to a mainstream school, although sometimes circumstances dictate that education within the PRU is the most appropriate way to meet their needs.

At Educational Diversity, we believe all of our students have the right to access education within a caring, orderly and safe environment. Our students should feel cared for, have a sense of belonging, be included and supported to learn.

We accept that our students may have previously experienced significant challenges in the context of behaviour and education for which we understand there may be many reasons.

We aim to support students to overcome any barriers so they can build upon their resilience and achieve their full potential academically, socially and emotionally.

We promote and expect standards of behaviour from our staff, students and visitors which are socially acceptable. Building on a foundation of compassion and mutual respect, our staff model and support everyone to be responsible for the choices they make, encouraging self-reflection and learning from all experiences and situations.





2. Aims

This policy aims to:

- Provide a **consistent approach** to understanding and responding to behaviour, using a nurturing and trauma-informed approach
- Outline the **expectations and values** of Educational Diversity, which apply to the whole school community
- Summarise the **roles and responsibilities** of different people in the school community with regards to promoting positive relationships and behaviour
- Detail how Educational Diversity staff work with students to **promote positive relationships and behaviour**
- Detail how Educational Diversity aims to prevent and tackle all forms of **bullying**
- Outline approaches to managing **high risk behaviours**

3. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#) (last updated 2020)
- [Searching, screening and confiscation at school](#) (last updated 2018)
- [The Equality Act 2010: advice for schools](#) (last updated 2018)
- [Use of reasonable force in schools](#) (last updated 2013)
- [Supporting pupils with medical conditions in schools](#) (last updated 2017)
- [Keeping Children Safe in Education](#) (last updated 2020)
- [Working Together to Safeguard Children](#) (last updated 2019)
- [Sexual violence and sexual harassment between children in schools and colleges](#) (last updated 2018)
- [Cyberbullying: Understand, Prevent and Respond](#) (last updated 2017)
- [Teachers' Standards](#) (2011)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#) (last updated 2020)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate student's behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property





4. **Our approach**

We pride ourselves in celebrating what students can do and achieve, emphasising positives over negatives wherever possible. We work collaboratively with students, parents / carers and agencies to gain as full an understanding as possible of each individual student, so we can support them effectively. This may include aspects of SEND, past experiences, family background, health, activities out of school, etc.

Staff understand that all behaviour is a form of communication and that many factors can influence it. Our philosophy places relationships, respect and responsibility at the heart of our practice with staff using solution-focused approaches to help students learn from their experiences. We show compassion towards all students, seeking to identify reasons behind behaviour early, so that preventative measures can be taken to care for and support them, reducing the likelihood of situations escalating. Promoting good behaviour and understanding challenges around it, is the responsibility of every single member of our school community.

5. **Expectations and Values for All**

Our Expectations and Values apply to the entire school community: staff, students and visitors. These are clearly displayed throughout the learning environment and are referenced to when promoting positive attitudes and behaviour. See *Appendix 2* for sample poster.

Be Respectful

- Be positive and kind
- Have good manners
- Listen to others
- Resolve issues
- Be responsible for your choices and actions
- Follow expectations

Be Safe

- For yourself
- With others
- In your environment

Be Ready to:

- Attend on time
- Show **COMMITMENT** to learning and achieving
- **CHALLENGE** yourself
- **CONFIDENTLY** try new things
- Take **CONTROL** of your future and succeed





6. **Roles and Responsibilities**

6.1 **The Management Committee**

The Management Committee is responsible for reviewing and approving the written statement of behaviour principles (*Appendix 1*).

The Management Committee will also review this policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

6.2 **The Headteacher**

The Headteacher is responsible for reviewing this policy in conjunction with the Management Committee, giving due consideration to the school's statement of behaviour principles (*Appendix 1*). The Headteacher will approve this policy.

The Headteacher will ensure that the school environment encourages positive relationships and behaviour and that staff respond appropriately and effectively to poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are consistently applied.

6.3 **Staff**

Staff at Educational Diversity are committed to and will:

- Implement the relationships and behaviour policy consistently and show consistent and calm adult behaviour
- Follow our expectations and values
- Take responsibility for setting the tone and context for positive behaviour
- Model positive relationships and behaviour by:
 - Being positive - smile and welcome all students, staff and visitors into centres
 - Modelling respect and manners
 - Modelling emotional control
 - Highlighting the positives
 - Allowing thinking time when offering choices and consequences
 - Welcoming fresh starts
- Provide a personalised approach to the specific needs of students
- Record behaviour incidents on SIMS
- Reflect on their own practice, learning from all experiences

The senior leadership team will support staff in responding to behaviour incidents and will respond to any welfare concerns.





6.4 **Parents / Carers**

We request that parents / carers:

- Establish good communication with staff and support the relationships and behaviour policy
- Inform staff about anything that may affect their child's work and / or well-being at school
- Encourage independence and self-discipline in their child
- Encourage respect and good behaviour
- Work with Educational Diversity staff to address and review any educational, behavioural, emotional and / or social needs with their child

6.5 **Students**

Students are expected and will be supported to:

- Follow our expectations and values
- Develop an awareness of their own resilience and work to progress and improve themselves, through self-learning and through support from others
- Make positive choices about their actions, having the confidence to seek support and advice, when needed, to help them improve their behaviour
- Cooperate with other students and adults in all aspects of school life

7. **Promoting Positive Relationships and Behaviour**

Relationships are vital for everyone in school. Through relationships, children and young people learn to feel safe, belong, and to understand themselves and others. Relationships and a sense of belonging are key to good mental health for everyone but they are especially important for people who have experienced multiple losses and trauma.

Children who have experienced trauma, have insecure attachments or who have had adverse childhood experiences may present with complex behaviours. This behaviour is often an expression of an emotional or unmet need and in order to support them staff make every effort to read and understand their behaviour.

For many children and young people, their needs will be best met through our relationships with them. Positive behaviour can be promoted, negative behaviour can be prevented and diverted and conflicts can be resolved. We base our approach on the following model:

Developing Relationships – This involves building relationships, supporting inclusion and setting and maintaining boundaries with empathy.

Responding and Calming – Using relational skills to keep things calm, using co-regulation skills in order to regulate strong emotions and developing skills and plans to manage crises.





Repairing and Restoring – using restorative conversations as part of our daily interactions to support a harmonious environment, facilitating restorative encounters to resolve conflict and harm and to support change.

In addition to this, all staff recognise the importance of getting the basics right when promoting positive behaviour. Consistently applying these simple strategies is an essential part of each day and fundamental in forming positive relationships, trust and in turn respect and positive behaviour from students.

The **Educational Diversity Behaviour Checklist - getting the simple things right** (*Appendix 3*) should be referred to regularly by staff as a reminder of expected actions and responsibilities.

7.1 Rewards

Within Educational Diversity, there are a number of opportunities to earn rewards associated with positive relationships, behaviour and learning. They are consistently applied by staff, and are displayed clearly within centres. They may include:

- Praise - verbal and written
- Celebration boards
- Lesson points linked to personal behaviour and resilience targets
- Raffle tickets linked to 4Cs
- Weekly and/or half termly certificates
- Rewards assemblies
- Positive phone calls and text messages home
- Positive postcards home
- Celebration breakfast
- Half termly attendance and positive behaviour trips

Due to the different age groups and needs of our students, the details of how to earn rewards are slightly different in each centre. For further information, see *Appendix 4: Centre Rewards*.

Sometimes there is a need to use a variety of strategies, alongside rewards to promote positive behaviour from students. These are used to address low-level behaviours, aiming to redirect and diffuse any potential difficulties. Examples of these strategies include:

- Non-verbal gestures (e.g. use of eye-contact, thumbs up, etc)
- Praise
 - The student - catch them getting it right
 - Others nearby - highlight the positives
- Light-hearted humour
- More positives than negatives
- Distraction (humour, change of subject)
- Tactical positioning (e.g. placement of staff between students when supporting)
- Movement breaks





- Seating plan
- Quiet chat - find out if everything is ok
- Quiet reminder of the expectations / instruction
- Reminder of past successes
- Reference to personal targets / goals - acknowledge achievements
- Reminder of rewards they are working towards
- Set limits (when... then... / if... then...)
- Allow 'thinking time'
- Have a 'chat' out of class - away from an audience, aiming for a quick turnaround and return to learning in class
- Swap staff

7.2 Consequences

Sometimes our students can display behaviour which is not in line with our expectations and values. Our aim is to help them develop skills and strategies to regulate their own emotions and take responsibility for their actions. This requires positivity and encouragement from all staff when responding to behaviours causing concern and involves a common thread of offering choices and consequences to help the student make decisions. Using a restorative approach, reparation of relationships is encouraged and students are supported to understand and learn from an incident. When a consequence is required, it must be fair and proportionate to the behaviour and consistently applied by staff. Prior to any consequence, students are given rule reminders and verbal warnings, helping them to make an informed choice about their actions.

All approaches are graduated, starting with the lowest appropriate strategy. Any decision taken to enforce a consequence takes into account any safeguarding needs, ensuring the care, welfare, safety and security of all is the highest priority.

Examples of consequences may include:

- No lesson points earned
- Time owed (break, lunch, end of day)
- Time out of class
- 1:1 meeting with student
- Phone call home
- Short term isolation / 1:1
- Meeting with parent / carer
- Internal Fixed Term Exclusion
- Fixed Term Exclusion

When offering choices and consequences staff are aware of the importance of preparation and thinking time. The following steps will be incorporated into communication with students at such times:





1. Verbal reminder of rule / expectation
2. Offer two choices and consequences - clearly and concisely (check understanding of options given)
3. Allow 'thinking time'
4. Find out what choice the student has made
5. Calmly enforce the consequence (either positive or negative)

Some consequences will be applied by all staff to varying degrees. Some consequences will be applied by the class team, without the need for support from Behaviour Managers or Senior Leadership however support from colleagues will be sought if behaviour starts to escalate. Some consequences require approval from the Headteacher.

7.3 Detentions (Time owed)

Whenever possible, staff will avoid the need for detentions during break and lunchtimes as we value the importance of having a break from lessons during the school day. However, as a consequence to earn back time lost due to non-compliance with our expectations and values, staff can use detentions during these times or in some circumstances out of hours. Students will not have their right to eat or drink removed from them during this time. It is not a legal requirement for parental consent to be obtained to give a detention, however staff will always ensure that the safety of students is a paramount consideration.

Staff will always seek parental consent for detentions after the school day. If contact with parents has not been possible, a student will only be kept behind for a maximum detention of 15 minutes after the end of the school day, as agreed at induction.

7.4 Internal Fixed Term Exclusions & Fixed Term Exclusions

Each centre manages an internal system for enforcing the consequence of an Internal Fixed Term Exclusion (IFTE):

Any IFTE provision will be recorded on SIMS, including reasons for the IFTE. IFTEs are used wherever possible to avoid the need for a Fixed Term Exclusion (FTE). This allows staff to ensure the safeguarding and welfare needs of the students are met whilst also addressing any significant behavioural need. Only designated staff in centres or SLT can approve IFTEs. Fixed Term Exclusions are avoided where possible but when there is a need, the decision lies with the Headteacher or the designated named person in their absence.





7.5 Consequences when off site

Consequences can be applied for any inappropriate behaviour off site, including:

- Outside any Educational Diversity building or in close proximity to it
- When travelling to and from Educational Diversity
- During activities arranged by school eg. educational visits, external educational providers etc.
- Harassment of a student or staff member via the internet or mobile devices, out of school hours

For further information on a graduated approach to using consequences, see *Appendix 5: Use of Consequences*.

8 Health & Safety - Responding to high risk behaviour

Due to the complexity of needs of many of our students, there are times when some students display high risk behaviour. Individual Risk Behaviour Plans are completed by staff, detailing known risk behaviours, triggers and planned responses to the high risk behaviour. All plans include strategies and approaches to try to diffuse and de-escalate situations.

8.1 Reasonable force

In some circumstances behaviours escalate rather than de-escalate, leading to emergency situations. At these times staff may have no other option but to use reasonable force, as a last resort, to maintain safety and fulfil their duty of care to students, staff and / or visitors. Reasonable force may be used by any member of staff to prevent a student from:

- hurting themselves or others
- damaging property
- causing disorder

As a result, a number of staff in Educational Diversity receive specialist training in the Management of Actual and Potential Aggression (MAPA). This training is renewed every 12 to 18 months. A list of staff who are currently trained is held by the Headteacher.

All staff trained in MAPA understand the responsibility of using physical interventions. Any decision to use it will always depend upon individual circumstances and will only be used when there is no safer alternative to managing the risk behaviour. Strategies to attempt to diffuse and calm a situation will always be employed first. The use of reasonable force is never used as a substitute for good behaviour management.

If physical intervention is necessary the following rules apply:

- Communication between colleagues; seeking support from an additional member of staff, wherever possible
- Student(s) will be warned verbally that physical restraint will be used if the risk behaviour doesn't stop





- Restraints will be used as an act of care, welfare, safety and security - not as a punishment
- Only the minimum force will be applied, for the minimum amount of time
- Any use of force will be reasonable and proportionate to the presenting risk and must be justifiable
- Opportunities to release holds and restraints will be sought
- Any acts of restraint will be carried out respectfully, with dignity and in a firm and calm manner, without any aggression (either physically or verbally) towards a student

Application of force may involve:

- Physical positioning between students
- Blocking a student's path
- Guiding a student away from a situation
- Techniques to separate and / or break free (if a student has hold of a member of staff or another student)
- Holding / restraining a student
- Use of a safe space, away from others (e.g. Independent Learning Area)

Following any use of reasonable force:

- Supportive safety and wellbeing checks will be carried out regarding student(s) and staff (including first aid, drink of water, etc).
- The student will be taken to a safe place within the centre and given an opportunity to discuss the incident.
- Where possible, staff will facilitate a restorative meeting with the pupil (and parent / carer if required) aiming to rebuild relationships, understand the reasons for the escalated behaviour and plan to avoid repetition in the future. This may be at a later time.
- Some incidents will require a consequence which will be agreed by the designated senior staff.
- Immediate measures will be taken to maintain safety within the building (such as isolating areas with damaged property until time allows them to be fixed)
- At the earliest opportunity, the incident will be reported to parents / carers, the Headteacher and any designated staff assigned by the Headteacher.
- Details of the incident and outcomes (including a body map if required) will be recorded on a Physical incident sheet which is uploaded onto myconcern. The incident is also recorded on SIMS. Parents / carers are informed and this is also logged on SIMS.
- All staff involved in the incident will participate in a debrief with a designated senior member of staff and complete a written account of the incident using the Physical Incident Form (*Appendix 7*). A record will be kept on SIMS and My Concern.
- Members of SLT will monitor any use of reasonable force and will deliver regular reports to the Management Committee.





8.2 Independent Learning Area (ILA)

In exceptional circumstances it may be necessary to take a student to an ILA as a safe space, until their risk behaviour reduces. Time will be used as constructively as possible and if it is safe to do so a member of staff will remain in the room with the student to support them, to calm them down and rebuild positive communication.

The use of this space will only be used if it is deemed reasonable and proportionate to the presenting risks and for the minimal amount of time. Alternative options will be considered and might include an opportunity to cool off with some fresh air outside the building.

In emergency situations it may not be safe for a member of staff to remain in the ILA with the student. Support from other services such as the Police may be considered at such times.

Health and safety considerations will always be made, ensuring the student has access to water and the toilet, as required.

8.3 Searching, screening and confiscation of students' property

Sometimes part of an Individual Risk Behaviour Plan might include the need to search, screen or confiscate an item from a student, due to a high risk in relation to unsafe, prohibited items.

Any prohibited item (listed below) found in students' possession will be confiscated. These items will not be returned to students:

- knives, weapons or small blades/sharps
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that staff reasonably suspect has been, or is likely to be used to:
 - commit an offence
 - cause personal injury to, or damage to the property of, any person (including the student)

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). Any searches will be carried out with dignity and respect.





9 **Student Support**

Educational Diversity recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently our approach when responding to inappropriate behaviour may be differentiated to cater to the needs of the students.

Staff work with the SENDCO to evaluate and better understand any underlying needs behind any presenting behaviours. Where necessary, support and advice will be sought from specialist teachers, an educational psychologist, medical practitioners and / or others to identify or support specific needs. When acute needs are identified in students, we will liaise with external agencies and plan support programmes for them, working with parents / carers to create the plan and review regularly.

10 **Training**

Staff are provided with training on understanding behaviour and using strategies to promote positive behaviour, including how to respond to inappropriate behaviour. This is part of their continuing professional development and is included, in whole service and centre specific staff meetings.

Key staff are trained in Crisis Intervention (CI), which is renewed annually. The training is delivered by the following Educational Diversity staff who have been accredited through the Crisis Prevention Institute (CPI) as Certified Instructors of CI.

Alison Bellaby - Deputy Headteacher

Simon Coulter - Assistant Headteacher

Alex Hitchen - Assistant Headteacher

11 **Monitoring arrangements**

The behaviour policy will be reviewed by the headteacher and management committee every year. At each review the policy will be approved by the headteacher.

The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the management committee every year.

12 **Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Online safety policy





APPENDICES for Educational Diversity Relationships & Behaviour Policy 2020

APPENDIX 1: Written statement of behaviour principles

All our students have the right to access education within a caring, orderly and safe environment. We do this by living our vision in which we believe... **“with CONFIDENCE we learn, through CHALLENGE we grow, with COMMITMENT we achieve, together we can take CONTROL and realise our dreams.”**

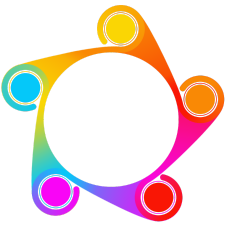
We aspire to ensure that no young person’s needs go unmet in Blackpool, giving each one the opportunity to exceed expectations.

The promotion and expectation of acceptable behaviour is built upon a foundation of mutual respect, trust, tolerance of others, empathy and social awareness whilst expecting that students may have previously experienced significant issues in the context of behaviour.

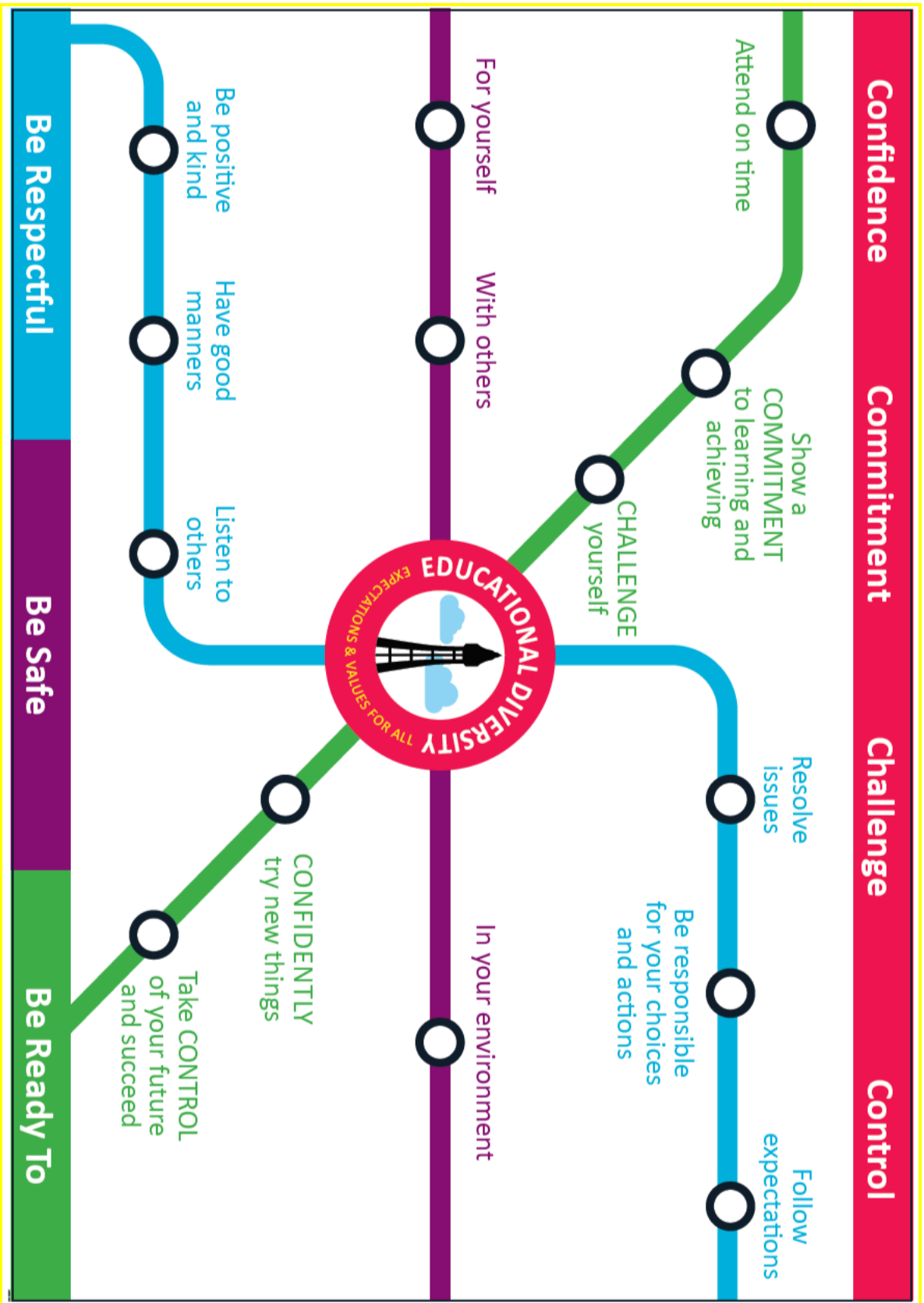
By acknowledging that we are all responsible for choices we make, along with our own behaviours, we encourage and support each other to make positive choices and changes. This is with a view to maximising the potential for all our school community socially, emotionally and academically; improving attitudes towards others as well as learning, whilst building upon our overall self confidence and self-esteem.

To be reviewed: October 2022





APPENDIX 2: Expectations and Values poster





APPENDIX 3: Educational Diversity Behaviour Checklist - getting the simple things right

(developed with staff voice during INSET 3/9/18)

Learning Environment <i>(whole centre, including classrooms, corridors, communal areas, etc)</i>
<ul style="list-style-type: none">● Ensure the environment is safe, tidy and clean● Maintain a stimulating learning environment that enables students to be engaged and to do their best● Ensure transitions throughout the building are carefully managed:<ul style="list-style-type: none">○ All students must be supervised / escorted at all times○ Expectations for behaviour must be clear and enforced (e.g. walk quietly, calmly, no physical contact, etc)○ Be consistent and support colleagues○ Handover students to other staff members before leaving them○ Be vigilant in observing and supervising students● Ensure students are well supervised during breaks and lunchtimes
Knowledge & Communication
<ul style="list-style-type: none">● Know the names and roles of staff in the centre / classroom and where to get support● Ensure routines and expectations are clear● Display 'Expectations & Values' throughout the centre and make reference to them● Display rewards - apply consistently● Display consequences - apply consistently● Consistently give students fair warning before applying a consequence, enabling them to make an informed choice about their actions● Support colleagues to promote expectations and address concerns throughout the centre● Display and promote resilience and the 4Cs (Confidence, Commitment, Challenge, Control)● Have a plan in place for supporting and responding to <u>all</u> students (ensure ILPs and One Page Profiles are up to date and used within the learning environment)● Find out and understand students' SEND● Give feedback to parents / carers about their child(ren) - both positive and negative; keeping them informed about their progress● Involve parents / carers constructively (structured conversations), working together to find the best solutions for supporting their child
Relationships
<ul style="list-style-type: none">● Meet and greet all students on arrival (to centre, to lessons) and throughout the day● Know students' names, show an interest● Check wellbeing of students - ensure their basic needs have been met (e.g. food, drink)● Recognise and celebrate students' uniqueness and individuality● Model respect and good manners● Use more positives than negatives● Be welcoming to everyone (students, parents, visitors) - smile, be positive





- Model emotional control - remain calm, whatever you are faced with
- Model and use a restorative approach to resolve conflict (between students / students and staff, with parents / carers)
- Always support a fresh start following incidents

Teaching

- Be on time, organised and prepared for students' arrival
 - ensure all resources are prepared in advance
 - objectives are clearly displayed
- Provide high quality learning experiences for all by delivering interesting, relevant and challenging curriculum
- Differentiate - be ready to adapt, check understanding and support
- Plan the use of the SSA - to support learning and behaviour
- Use a visual timetable
- Display work, celebrating and valuing achievements
- Have a seating plan
- Value all contributions, reinforce that it's OK to make mistakes
- Give positive feedback as well as next steps when marking (see Marking Policy)
- Have clear routines for transitions and for stopping the class (teach the routines)
- Maintain high expectations of behaviour and learning. Use low-level strategies to promote positive behaviour (see Behaviour Policy)
- Be confident to apply lower level consequences, such as:
 - Warn and then reduce points earned
 - Time owed back at breaks / lunches (detentions)
 - After school detentions

Some questions to ask yourself...

- Is there another way I can reach this student? What else can I do?
- Do all staff know how to respond to sensitive individuals with specific needs?
- Am I always fair?

APPENDIX 4: Centre Rewards

Pegasus

KS2

- All lessons RAG rated (red / amber / green) based on behaviour and learning targets being met.
 - 'High' number of greens throughout a day = daily star.
 - Students who earn 80% of stars over a 5 week period = reward trip
- Daily reward of GIRTs ('Getting It Right Tickets' - similar to raffle tickets) given out liberally for good work, manners, behaviour = small daily prize to winner
- Termly class competition. The class that work together the best as a team earn a special takeaway.
- Special breakfast on a Monday for good behaviour on the bus / journey to and from school and completing homework.
- Class certificate every Friday





- Student nominations (voted by students & staff) earn a Special Award at the end of every term
- Behaviour Manager award - certificate / raffle tickets towards a draw for a special prize (e.g. BMX) at the end of the term or year
- Individual class-based rewards to promote behaviour and learning (certificates, etc)
- Positive phone calls home whenever appropriate

KS3

- Daily points system - using Learning Logs
- All lessons RAG rated (red / amber / green) based on behaviour and learning targets being met.
 - Every green session = 2 points, totalling a possible 20 points a day, 100 per week.
 - Student with most points from each class, each fortnight = Special breakfast
 - End of every half term the top 5 pupils (with the top percentage of greens) in centre will receive a gift voucher of £15
 - End of a term the top 10 pupils (with the top percentage of greens) in the centre will go on a rewards trip. (Trips will be to the Chill Factor, Ascent and the Pleasure Beach)
- Termly class competition. The class that work together the best as a team earn a special takeaway.
- Friday award for improved punctuality
- Behaviour Manager award - certificate / raffle tickets towards a draw for a special prize (e.g. BMX) at the end of the term or year
- Introduction of breakfast club (toast & cereal) to promote attendance and punctuality
- Individual class-based rewards to promote behaviour and learning (certificates, raffle tickets, etc)
- Positive phone calls home whenever appropriate

KS4

- Daily points system, using Lesson Logs.
- All lessons/sessions (to include registration and breaks) RAG rated (red / amber / green) based on behaviour and learning targets being met.
- Every green session = 2 points, totalling a possible 20 points a day, 100 per week.
- Additional weekly reward points can be gained as follows:
 - Subject - student of the week (10 points)
 - 100% attendance and punctuality (20 points)
 - Group - student of the week (20 points)
 - Further points can be given by staff for exceptional behaviour/work
- Weekly awards assembly (certificates)
- Positive phone calls home whenever appropriate with postcards

Rewards:

- BRONZE Award / 300 points = special lunch eg Bacon barm on a Friday
- SILVER Award / 750 points = special lunch eg McDonalds
- GOLD Award / 1200 points = End of term trip or rewards afternoon/ special lunch and Pizza and movie afternoon at end of term
- Additional prizes (PLATINUM Awards) on offer for the top 3 point scorers per term

At the end of every term points return to zero

- A chocolate bar and certificate to be given weekly for 100% attendance and punctuality

Athena

KS3 & KS4

- Daily points system, using SSA's Learning Journals and displays in form rooms. Students can earn 4 points per lesson, equalling a total of 20 points per day. Personal student targets are set in accordance with the 4 C's and can also be awarded for:
 - punctuality





- asking questions
- completing work set / effort
- staying on task
- showing respect to all
- Additional rewards include:
 - Weekly awards assembly (certificates)
 - Positive text messages home whenever appropriate
 - Positive phone calls home whenever appropriate

Rewards:

- BRONZE Award / 500 points = Friday breaktime treat
- SILVER Award / 1000 points = special lunch
- GOLD Award / 1500 points = End of term trip

At the end of every term points go back to zero

Points are displayed in the communal area and updates weekly to encourage enthusiasm

VALT

KS4

- Daily points system, based on feedback from the external providers
- 100 points per week can be awarded for:
 - 5 points daily - attendance
 - 5 points daily - punctuality
 - Up to 10 points daily - positive behaviour and effort
- Points accumulated over a term, taking into consideration overall performance and effort = rewards vouchers from between £5 - £15.

Chrysalis KS3

- Daily points system, using staff Learning Journals and visual displays in classrooms. Students can earn up to 24 points per day. These points earn the students a free time activity on a Friday afternoon. Their points can also earn them a reward day at the end of the cohort.
- They can earn points for
 - Being on task
 - Participation
 - Completing work set
 - Respect and positivity
- Staff and students also set weekly targets together which are then monitored throughout the week





APPENDIX 5: Use of Consequences

Possible consequences - given by class team (teachers, SSAs):

- 'Take-up-time'
- Reduction of lesson points awarded
- Minutes owed (e.g. for wasting time, not completing work) at
 - Break
 - Lunch
 - End of day
- Time out of class - to consider options without an audience
- Work out of class - isolated from peers
- Phone call home
- Detentions after school
- Restorative conversation - ideally before end of session / day. Always offer an opportunity for a fresh start. (See *Appendix 6: Example Restorative Practice Questions*)

Possible consequences - Behaviour Manager (could be supported by Senior and / or Lead Teachers):

- Time out of class - Chat about behaviour, reinforcing choices and consequences
- Minutes owed at
 - Break
 - Lunch
 - End of day
- Time out of class - to consider options without an audience
- Work out of class - isolated from peers
- Detentions after school
- Loss of rewards
- Restorative conversation - ideally before end of session / day. Always offer an opportunity for a fresh start
- Phone call home
- Isolation / 1:1 during the day
- Meeting with parents / carers

Possible consequences - Lead Teachers (could be supported by SLT):

- Detentions after school
- Restorative conversation - ideally before end of session / day. Always offer an opportunity for a fresh start
- Phone call home
- Isolation / 1:1 during the day
- Meeting with parents / carers
- In-centre IFTE
- Other centre IFTE





Possible consequences - Headteacher:
<ul style="list-style-type: none"> ● Phone call home ● Meeting with parents / carers ● Fixed Term Exclusion

APPENDIX 6: Example Restorative Practice Questions

- *What happened?*
- *What were you thinking at the time?*
- *What are you thinking now?*
- *Who was affected by your actions? How?*
- *What impact has it had on you and others?*
- *What has been the hardest thing for you?*
- *What do you think needs to happen now?*

APPENDIX 7: Use of Physical Intervention Form

INCIDENT REPORT - Use of Physical Intervention

Date of incident:	Date of report:
Report completed by:	

STUDENT details	
Name:	Yr group:
Gender: Male / Female / Other	
SEND: Yes / No	If Yes, primary need: SEMh / Cognition & Learning / SLCN / Physical / ASD

STAFF details	
Name(s) of staff who used physical intervention:	
Trained in MAPA? Yes / No	
Other adult witnesses:	Other student witnesses (initials only):





INCIDENT details

Time: _____ **Location:** _____ **Lesson:** _____

No. of restraints used: _____ **Length of time in holds / restraints:** _____

Preventative / de-escalation strategies and techniques used:

(it is expected that staff will remain calm and polite throughout any incident)

Reassurance		Offer to help		Distraction	
Humour		Tactically ignore		Quiet chat	
Walk and talk out of class		Reasoning / explaining expectation		'Take up time'	
Offered choices		Rule reminder		Change of staff	
Time out offered		Time out directed		Given space / stepped away	
Consequences clear and linked to choices		Verbal warning prior to any physical intervention <i>(to offer last chance to stop risk behaviour)</i>		Other (state):	

Details of incident:

(What led up to the risk behaviour, how did the behaviour escalate? What actions were taken by staff (up to and including physical interventions)? Include details to justify actions and demonstrate your reasoning

Physical intervention method(s) used:

	Low	Medium	High
Standing			
Seated			
Transition			
Intervention (e.g. to separate a fight)			

Details of any INJURIES / DAMAGE *(any injuries sustained must be reported to the Local Authority using the accident report within the Health & Safety manual)*

To student:
(include body map)

To staff:
(include body map)

Details of any damage to property:





FOLLOW UP to incident

Support to student:

Drink offered	
Medical attention (<i>details</i>)	
Calm space to work	
Personal space given	
1:1 support	
Other	

Support to staff:

Drink offered	
Medical attention (<i>details</i>)	
Calm space to work	
Personal space given	
1:1 support	
Other	

Investigation:

Statements taken (staff)	Yes / No	Statements taken (students)	Yes / No
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Outcomes:

Returned to group / class		ILA / in a different classroom		Restorative Process	
IFTE (highlight as appropriate) Own centre / Other centre		FTE		Detention after school	
Parent / carer meeting		Police		Other (<i>details</i>)	

LEARNING from incident

Details of any agreed changes / amendments: (*support, strategies, staff key workers, to risk assessment*)

REPORTING

Parents informed	Date:
SLT & Behaviour Manager informed	Yes / No
Report added to My Concern & log no added to SIMS	Yes / No

