Educational Diversity

Relationships & Behaviour Policy

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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. Introduction

At Educational Diversity we strongly believe that all children have the right to feel safe

Supporting relationships and behaviour of our students is **everyone's** responsibility. **Everyone** who comes into contact with students and their families and carers has a role to play in supporting students. Every effort is made to build positive relationships

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 they may have, so they can build upon their resilience and achieve their full potential academically, socially and emotionally and to support and prepare students for their next steps in education or work.

Throughout their time at Educational Diversity, students are taught how to understand their behaviours and conduct themselves appropriately to their situation. All students and families are provided with relevant information and support.

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, and be included and supported to learn.

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.

At all times, we consider what is in the best interests of the student.

2. Legislation and Statutory Requirements

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

- Behaviour and discipline in schools (last updated 2022)
- Searching, screening and confiscation at school (last updated 2022)
- 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 2023)
- Working Together to Safeguard Children (last updated 2022)
- Cyberbullying: Understand, Prevent and Respond (last updated 2017)
- Teachers' Standards (2021)

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 <u>Education and Inspections Act 2006</u>, 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

3. Aims

In this policy we aim to

- Provide a **consistent approach** to understanding and responding to behaviour, using a nurturing and trauma-informed approaches
- 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**
- Outline approaches to managing **high risk behaviours**

We aim to ensure that:

- Appropriate action is taken in a timely manner to support the student and promote their welfare and the welfare of others
- All staff are aware of their roles and responsibilities with respect to relationships and behaviour
- Staff are appropriately trained in nurture and trauma-informed practices
- Staff are appropriately trained in recognising and supporting students struggling with relationships and behaviour.

# 4. Our Ethos, Expectations and Values

Trauma and Nurture

"Understanding the SEMH needs of pupils is absolutely essential in developing a whole school approach to improving mental health and behaviour in schools" (from Mental Health and Behaviour in Schools).

At Educational Diversity we use Boxall Profiling to identify needs and support students.

Working Together

We work with other agencies to support students and their families. Underpinning our work is the Blackpool Families Rock Approach and The Six Principles of Nurture. We also refer students and their families to relevant services such as Counselling/CASHER/CAMHS etc.
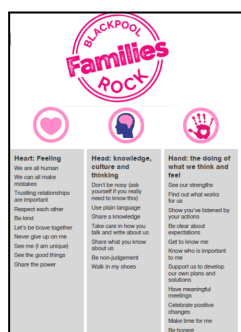
The 6 Principles of Nurture (NurtureUK) underpin our ethos. We have NurtureUK Status and use these approaches to understand and support students who are experiencing or have experienced trauma in their lives.

✔ Children's learning is understood developmentally.
✔ The classroom offers a safe base.
✔ The importance of nurture for the development of well-being.
✔ Language is a vital means of communication.
✔ All behaviour is communication.
✔ The importance of transition in children's lives.

As a staff team, we explored what we wanted our students to be. These were some of the keywords and phrases identified
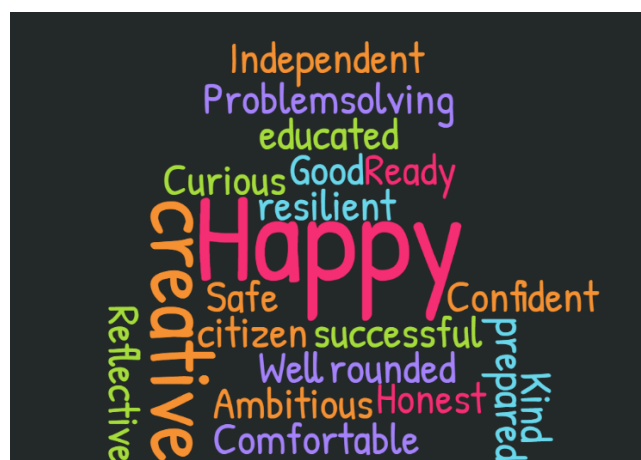
Our Underpinning Values Statement

"With **confidence,** we learn, through **challenge** we grow, through **commitment** we achieve and together, we take **control** and realise our dreams"

In day-to-day practice this looks like

Confidence	Commitment	Challenge	Control
● Have a go at new things ● Not giving up ● Being positive ● Talking to us/others	● Trusting staff ● Investing in your education ● To work/study ● To improving	● In learning ● In social times ● Being open to being challenged	● Taking control of our own actions ● Accepting help/support

5. Our Approach

Promoting Positive Relationships

To support our students, we recognise that relationships are key. We identified keywords that support the development of positive relationships.

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 supporting 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.

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 the challenges around it is the responsibility of every single member of our school community

Zones of Regulation

At Educational Diversity we use The Zones of Regulation to support our students to gain the skills to understand their emotions, regulate their actions, which in turn leads to increased control and problem-solving abilities.

There are four different coloured 'zones' which help students to categorise the feelings they experience and allow them to improve their ability to recognise and communicate these feelings in a safe, non-judgmental way. It will also allow the students to learn strategies and tools to help them move between zones, resulting in a regulated, calm state or the 'Green Zone'.

The **Blue Zone** is used to describe low states of alertness, such as when a person feels sad, tired, sick or bored. This is when their body and/or brain is moving slowly or feeling sluggish.

The **Green Zone** is used to describe a regulated state of alertness. A person may be described as calm, happy, focused or content when in the Green Zone. This is the zone students should aim to be in at school and for being social and to show control.

The **Yellow Zone** is used to describe a heightened state of alertness; however, a person has some control when in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, nervousness, confusion, and many more slightly elevated emotions and states in the Yellow Zone

The **Red Zone** is used to describe extremely heightened states of alertness or very intense feelings. A person may be experiencing anger, rage, explosive behaviour, panic, terror, or elation when in the Red Zone. Being in the Red Zone can best be explained by not being in control of one's body.

Staff use the language of 'Zones' to ensure all students have the opportunity to develop the skill of self-regulation and will work with students and their families in supporting them to make use of their 'tool-box' and move towards the green zone.

6. Roles and Responsibilities

Our Management Committee

- Reviews/approves the written 'Statement of Behaviour Principles' *(Appendix 1)*.
- Reviews this policy in conjunction with the Headteacher
- Monitors the policy's effectiveness

- Holds the Headteacher to account for its implementation.
- Follow our expectations and values

Our Headteacher

- Provides leadership to the rest of the staff team
- Monitors and reviews this policy in conjunction with the Management Committee, giving due consideration to the school's 'Statement of Behaviour Principles' *(Appendix 1)*.
- Approve this policy in conjunction with the Management Committee
- Ensures that the work on relationships and behaviour is consistent with our School Improvement Plan
- Hosts meetings with parents/carers and students to discuss any issues and offer support.
- Links with other schools and provisions.
- Follow our expectations and values

Our SLT

- Engage in relevant initiatives and training to support their work to shape the continued development of practices across Educational Diversity.
- Ensures staff have access to relevant training and support to enable positive relationships and behaviour across Educational Diversity.
- Works together to ensure consistency across our sites, whilst recognising the individual needs of students.
- Promotes the 4 Cs (Confidence, Commitment, Challenge and Control) and our 3 rules (Be Ready to, Be Safe and Be Respectful)
- Ensures that the school environments encourage positive relationships and behaviour.
- Ensures staff respond appropriately and effectively to students.
- Ensures rewards and consequences are consistently applied.
- Liaise with Pastoral Team to monitor incidents of high risk behaviour reports (RFI), If appropriate, lead reflection /lessons learnt sessions as appropriate and ensure next steps are considered/taken.
- Meet with parents/carers and students to discuss issues and offer support.
- Support colleagues by being a visible presence across our sites.
- Links with other schools and provisions.
- Follow our expectations and values

Our Pastoral Leads/Pastoral Team

- Contribute to policy development
- Support the implementation of whole service plans, initiatives and strategies to improve relationships and behaviour.
- Promote the 4Cs (Confidence, Commitment, Challenge and Control) and our 3 rules (Be Ready to, Be Safe and Be Respectful)
- Lead the supervision of students throughout the day including supervision in the classroom, in social areas and at the beginning and end of the day.
- Provide advice, motivation and support regarding relationships, behaviour and welfare issues that support students with their emotional, behavioural and social, and/or medical needs.
- Build positive relationships with all young people within Educational Diversity and have positive regard for them.

- Establish and maintain relationships with families and carers and other professionals, ensuring young people have support with an appropriate multi-agency approach.
- Lead in supporting student behaviour and reporting student behaviour issues in line with our Relationship and Behaviour Policy. Record behaviour incidents on SIMS/CPOMS as appropriate.
- Take the lead in high risk behaviour incidents, directing other staff and allocating roles to support the incident.
- Ensure an RFI form is completed by relevant staff, following any positive handling incidents (Safety Intervention)
- Liaise with Senior Leads to monitor incidents of high risk behaviour reports (RFI), If appropriate, lead reflection /lessons learnt sessions as appropriate and ensure next steps are considered/taken.
- Support students with managing/understanding their behaviour, through coaching and interventions
- Liaise with parents/carers and students to discuss issues and offer support and advice.
- Support the reintegration of students back to school to help prevent future exclusions and work to ensure a smooth transition of students between educational provisions
- Ensures that the school environment encourages positive relationships and behaviour.
- Follow our expectations and values

All Staff

Staff at Educational Diversity are committed to and will:

- Be responsible for consistently modelling positive behaviour and relationships in line with our Relationships and Behaviour Policy
- Promote 4Cs (Confidence, Commitment, Challenge and Control) and our 3 rules (Be Ready to, Be Safe and Be Respectful)
- Show consistent and calm adult behaviours and form positive relationships with students and parents/carers.
- Actively promote the importance and value of relationships and behaviour with students and their parents/carers.
- 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
- Ensure they contribute to the whole-school approach, that reinforces relationships and behaviour incorporating good teaching and learning experiences that are delivered by enthusiastic staff within a caring, nurturing environment and encourage all students
- Implement systems to report, record, and monitor the behaviour (recognitions/rewards and consequences) of all students, including those who are educated off-site.
- Ensure that, where possible, early identification and intervention are planned for and delivered
- Provide a personalised approach to the specific needs of students
- If required, take the lead in high risk behaviour incidents, directing other staff and allocating roles to support the incident.
- Record behaviour incidents on SIMS/CPOMS as appropriate

- Liaise with the Pastoral Leads and contribute to the completion of a RFI form, following any positive handling incidents (Safety Intervention)
- Contribute as appropriate to any reflection meetings/lessons learnt sessions and act upon any actions/next steps identified.
- Reflect on their own practice, learning from all experiences
- Follow our expectations and values
- Use the **Educational Diversity Behaviour Checklist - getting the simple things right** (Appendix 3) to support your own practice.

Parents/Carers

We request that parents/carers:

- Establish good communication with staff and support our 'Relationships and Behaviour Policy.
- Inform staff about anything that may be affecting their child's work and/or well-being at school
- Encourage independence, self-regulation 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
- Attend any meetings as requested.
- Follow our expectations and values

Our Students

Students are expected and will be supported to

- Follow our rules - Be Respectful, Be Safe, Be Ready to

Be Respectful	Be Safe	Be Ready to
Including….		
Be positive and kind Have good manners Listen to others Resolve issues Be responsible for your choices and actions Follow expectations	For yourself With others In your environment Follow instructions	Attend on time Show **COMMITMENT** to learning and achieving **CHALLENGE** yourself **CONFIDENTLY** try new things Take **CONTROL** of your future and succeed

- 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
- Ask for support if they feel they need it
- Engage in conversations, discussions and activities to support them
- 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
- Be understanding of others and be aware of their own needs and the needs of others.

7. Our Approach to Supporting Students

Our Behaviour Norms Educational Diversity Behaviour Norms (Appendix 4)

More detailed guidance on how to support students is detailed here (Appendix 5)

 Relationships and Behaviour Expectations and Values Resource Pack

Recognition/Praise (See Appendix 6)

We always recognise and praise students when they are doing the right thing.

Recognition /Positive comments to student in class	Phone calls home /text messages	Positive comments on daily recording and SIMS
Recognition/Positive comments by Pastoral Leads/Pastoral Team	Phone calls home/text messages by Pastoral Lead/Pastoral Team	Recognition/Positive comments in assembly
Recognition/Positive comments by Senior Staff	Phone calls home/text messages by Senior Staff	Rewards & Certificates

Support for Low Level Behaviours (De-escalation)

Sometimes there is a need to use a variety of other strategies, to promote positive behaviour. These are used to address low-level behaviours, aiming to redirect and diffuse any potential difficulties. Examples of these De-escalation strategies may include

Non-verbal gestures (e.g. use of eye-contact, thumbs up, etc	Light-hearted humour	Distraction (humour, change of subject)
Tactical positioning (e.g. placement of staff between students when supporting)	Have a 'chat' out of class - away from an audience, aiming for a quick turnaround and return to learning in class	Reference to personal targets/goals acknowledge achievements
Quiet chat - find out if everything is ok	Quiet reminder of the expectations/instruction	Reminder of past successes
Swap staff	Set limits (when… then… / if… then…)	Allow 'thinking time'
Seating plan	Use Scripts (Appendix 5)	Movement breaks

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.

Step 1: Reminder - we have three rules- Be Ready to, Be Respectful, Be Safe

Step 2: Caution – clear verbal caution – think carefully about your next step

Step 3: Last Chance – speak to them privately, scripted intervention

Step 4: Time out – few minutes to breathe or calm down

Step 5: Repair – think it over together.

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 Pastoral Leads or Senior Leadership however support from colleagues will be sought if behaviour starts to escalate. Some consequences require approval from the Headteacher. (see Appendix 7)

Detentions (Time owed)

Whenever possible, staff will avoid the need for detentions during breaks and lunchtimes as we value the importance of having a break from lessons during the school day. However, as a consequence to pay 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 try to 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.

Internal Fixed Term Exclusions & Suspensions

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 Suspension. This allows staff to ensure the safeguarding and welfare needs of the students are met whilst also addressing any significant behavioural needs. 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.

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 7*

8. Health & Safety - Responding to High Risk Behaviour

Due to the complexity of the needs of some 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.

A number of our staff receive specialist training in Safety Interventions (SI). This training is renewed every 12 to 18 months. A list of staff who are currently trained is held by SLT. Strategies to attempt to diffuse and calm a situation will always be employed first.

It is important to try and use techniques as detailed above to try to de-escalate any situation. It is also important to recognise the impact high risk behaviours may have on students and staff involved or who have witnessed the incident; and opportunities to reflect/debrief should always be offered as well as check-ins following incidents. Debriefs/Reflections/Lessons learnt meetings should be held as appropriate following any high risk incident.

9. 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

The use of reasonable force is never used as a substitute for good behaviour management.

All staff trained in SI 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.

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. outside areas/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, and at an appropriate time, staff will facilitate a restorative meeting with the student (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 upon by the designated senior staff.
● Immediate measures will be taken to maintain safety within the building (such as isolating areas with the 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 (RF1)) which is uploaded onto CPOMS. 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 (RF1) *(Appendix 9)*.
● Members of SLT will monitor any use of reasonable force and will deliver regular reports to the Management Committee.

10. When Students Require Time Away From The Classroom

We encourage students to manage their own behaviour and as such, they may identify they need time away from the classroom to support them to regulate their behaviour. Spaces such as outdoor areas, medical room, Chillville or Individual Learning Areas are available for students to use for this purpose.

In exceptional circumstances, it may be necessary for a student to be supported away from the classroom, such as an outdoor area, medical room, Chillville or Individual Learning Areas as a safe space, until their risk behaviour reduces. Staff will follow strategies from Safety Inventions(SI) to support this.

If staff are asked to support in these situations it is important that information regarding the child, what has happened and purpose/expectations of time away from class is shared with them. Where possible it should be staff that are known to the child who supports them.

In these situations it is important that a member of staff takes the lead in managing the situation

This lead needs to consider
- Directing other staff to ensure all students are supervised and kept safe
- Managing the number of adults involved in a situation
- Ensuring the most appropriate adults are supporting a student - known staff /SI trained staff etc
- Calling for support as appropriate
- Sharing key information with staff as appropriate

The use of these spaces away from the classroom is considered once all other options have been exhausted and will only be used if it is deemed reasonable and proportionate to the presenting risks and for a minimal amount of time.

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 co-regulate, support them to calm and begin to rebuild positive communication.

In emergency situations, it may not be safe for a member of staff to remain in the same space as a student, but they will monitor from close by and request further support. Support from other services such as the Police may be considered at such times.

For students who are insistent on leaving the building, phone calls home are made and their individual risk management plan is followed.

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

11. 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
- vapes
- 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 are conducted in line with the DfE's latest guidance on searching, screening and confiscation. Any searches will be carried out with dignity and respect.

12. Student Support

Educational Diversity recognises its legal duty under the Equality Act 2010 to prevent students with protected characteristics 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 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 it regularly.

13. Training

Staff are provided with training on Trauma Informed Practices, Nurture, 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.

Searching -The pastoral team are trained to search students but authorisation to search must be sought from the Headteacher, Deputy Headteacher or Lead Teacher

Key staff are trained in CPI Safety Interventions (SI), which is renewed every 12-18 months. The training is delivered by Simon Coulter, Lewis Sowerby & Rachel Ellis, Educational Diversity staff who have been accredited through the Crisis Prevention Institute (CPI) as Certified Instructors of SI.

14. Monitoring Arrangements

Our Relationships and Behaviour Policy will be reviewed by the Headteacher and Management Committee every year. At each review, the policy will be approved by our Headteacher.

The written 'Statement of Behaviour Principles' (Appendix 1) will be reviewed and approved by the management committee every year.

15. Links with Other Policies

This Relationship and Behaviour Policy is linked to the following policies:

- Exclusions Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- Online Safety and Behaviour Policy

APPENDICES - Relationships & Behaviour Policy

APPENDIX 1: Statement of Behaviour Principles 2023/4

The Department for Education requires governing bodies (Management Committee) of maintained schools to publish a statement of behaviour principles for their school.

As a Management Committee we, therefore, have a duty to produce, and review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline among pupils.

The document 'Behaviour and Discipline in Schools – Guidance for Governing Bodies' (DFE July 2013) has been used as a reference in producing this Statement of Behaviour Principles.

This statement and our Relationship and Behaviour Policy will be reviewed on a three-yearly basis unless changes at national or local level necessitate an exceptional review.

Purpose

It is intended that this set of principles reflects our school values, vision and ethos and is utilised to guide the Headteacher in drawing up the whole school Relationship and Behaviour Policy. There is an expectation that policy and the actions within be in accordance with the school's responsibilities under equality legislation.

The purpose of our Relationship and Behaviour Policy is to illustrate that we have adopted an approach that is based on developing relationships, through nurture and trauma-informed approaches to support behaviour. We work closely with other agencies within Blackpool Families Rocks approaches of Heart, Head, Hands,

Our behaviour principles/approaches provide all stakeholders of Educational Diversity with an appropriate code of conduct, which encourages our school to internalise a set of key values. In response, our students become happy, successful and able to serve our community positively.

This policy should be read in conjunction with the following policies/documents
- Child Protection and Safeguarding Policy (including low-level concerns)
- Whistleblowing Policy
- Complaints Policy
- Staff Behaviour
- KCSIE
- Safer working practices

Aims and Values

All our students have the right to access education in 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.

Therefore, we provide a range of broad, creative and balanced learning opportunities supporting both academic and personal development

By acknowledging that we are all responsible for the choices we make and 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.

The promotion and expectation of acceptable behaviour are 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.

We use constructive feedback/comments to support students, which also avoids alienation and disaffection.

We aim to develop support students to develop their own self-regulation and self-discipline to support them to make positive changes in their lives and support their next steps either in education, training or employment

We believe that building positive relationships is key to this, and having unconditional positive regard and seeing each day as a new day.

We believe that the Nurture Principles
- ✔ Children's learning is understood developmentally.
- ✔ The classroom offers a safe base.
- ✔ The importance of nurture for the development of well-being.
- ✔ Language is a vital means of communication.
- ✔ All behaviour is communication.
- ✔ The importance of transition in children's lives.

are key and these underpin the work of Educational Diversity along with an increasing awareness of Trauma-informed practices

We aim to maintain high aspirations and expectations of our students, in the anticipation of fostering independent, reflective and lifelong learners.

We aim to promote this through our whole school values:
- ● Confidence
- ● Challenge
- ● Commitment
- ● Control

Also through the key British Values
- ● Mutual respect and tolerance of those with different faiths and beliefs
- ● Democracy
- ● Rule of Law
- ● Individual Liberty

Key Principles

- Everyone has a right to be listened to, to be valued, to feel and be safe.
- The fundamental approach is a positive one, drawing attention to, and recognising good behaviour and mutual respect. There are clear procedures in place for students so they know our rules (Be Safe, Be Respectful, Be Ready to) and expectations.
- Our approaches are consistent.
- Every student has the right to learn
- We communicate expectations of behaviour clearly.
- We strongly believe that we deliver '***The right thing, for the right child, at the right time, in the right way - BESPOKE'*** which may involve personalised plans for students to support them.We seek to give every student a sense of personal responsibility for his/her own actions.
- It is expected that all adults (staff and volunteers) will provide excellent models of behaviour in all aspects of school life.
- We have a responsibility to deal with issues directly before/after school/ in the local area etc and these would be addressed in a similar way to those happening on site - involving parents when necessary(this includes those .taking part in any school-organised or school-related activity)
- Where there are significant concerns over a pupil's behaviour we will share the strategies we use with parents; working on an active partnership to promote appropriate behaviour.
- Early support and intervention will be offered at the earliest opportunity and we continue to offer them if at first it is declined;
- We seek advice and support from appropriate outside agencies such as the police, CSC etc.
- We constantly seek to inform ourselves of good practices and strategies to further improve behaviour and attitudes. This may be through reading, attendance on courses and advisory visits. It will be a high priority to disseminate such ideas throughout the staff.
- We ensure staff have relevant training for their role to ensure the community is safe - CI, First Aid, etc
- We ensure staff are kept informed of current guidance such as Safer Working Practices, KCSIE, Screening and Searching Pupils.
- We recognise that incidents may happen and at times there may be a need to use reasonable force or have physical contact. Staff are trained in relation to their role and we ensure staff have access to up-to-date training in relation to the power to use reasonable force or make other physical contacts; and follow the guidance (Use of reasonable force - GOV.UK
- if this is the case we ensure they are investigated and all relevant parties are supported appropriately. We work closely with the LADO if required   Pastoral care is offered to school staff, including any accused of misconduct;
- To support the maintenance of safe environments staff are able to screen and search students for items such as phones, cigarettes, vapes, knives, drugs and drugs paraphrenia   (following guidance in Searching, Screening and Confiscation - GOV.UK)

APPENDIX 2: Expectations and Values Poster
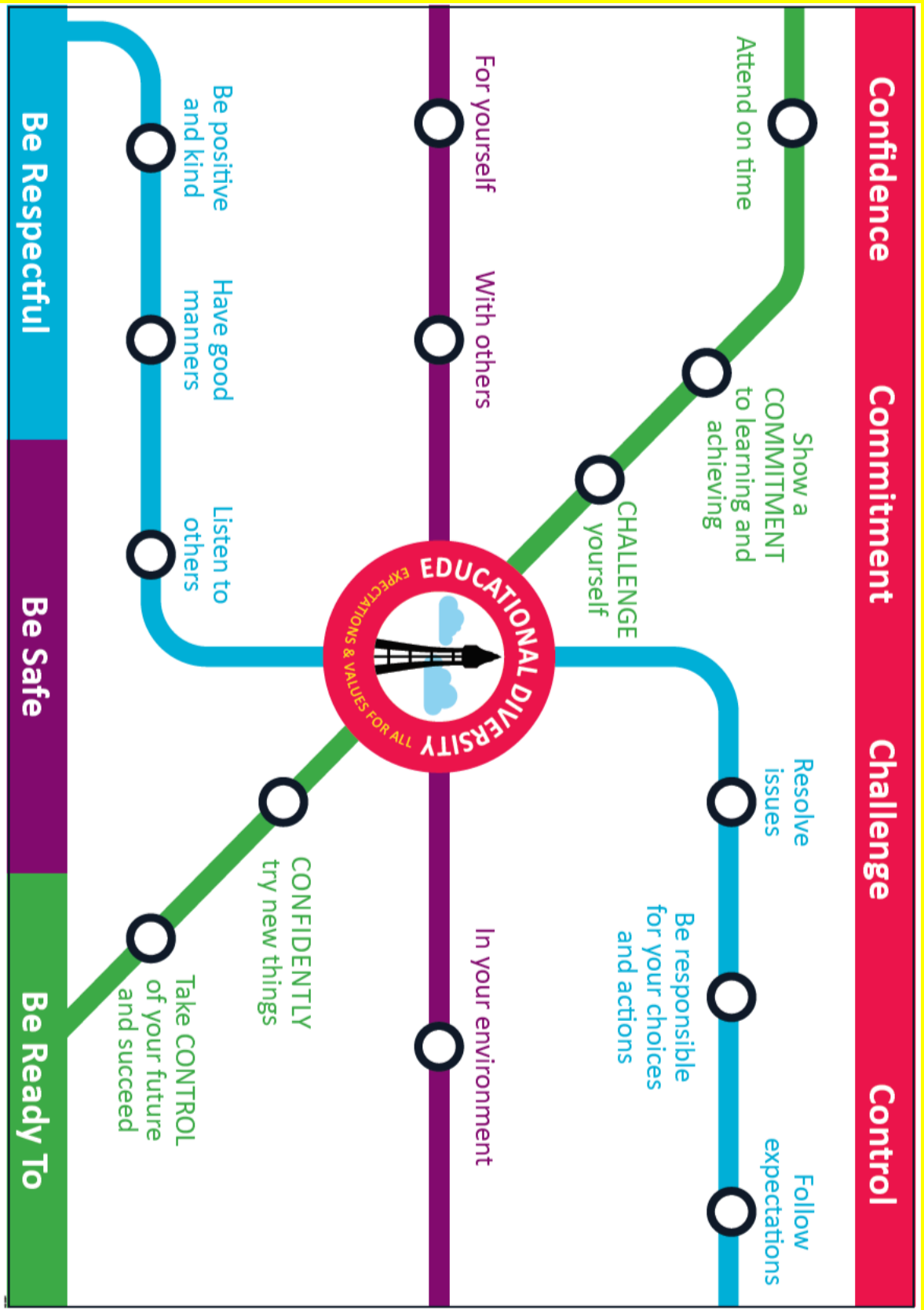
APPENDIX 3: Educational Diversity Behaviour Checklist - getting the simple things right *(developed with staff voice during INSET 3/1/23)*
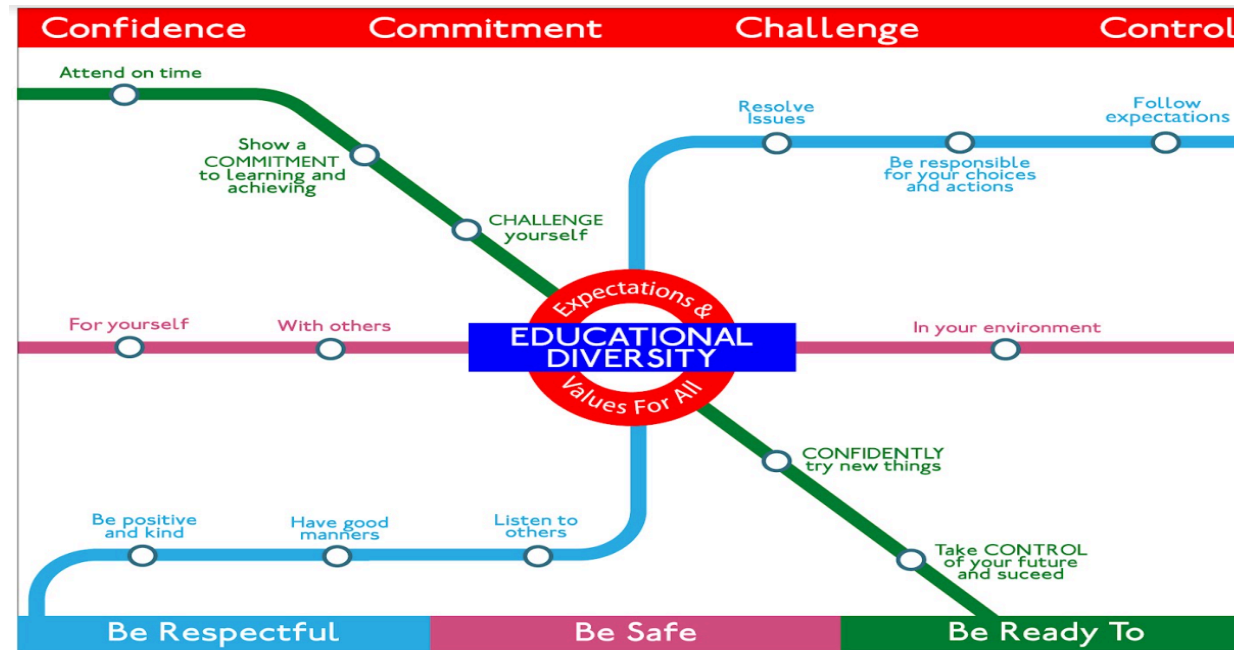
Learning Environment *(whole centre, including classrooms, corridors, communal areas, etc)*	Comments
● Ensure the environment is safe, tidy and clean for example doors that should be locked are locked, clear corridors etc ● Maintain a purposeful learning environment that enables students to be engaged and to do their best ● Ensure appropriate resources to support learning are available ● Ensure behaviour norms are followed (see policy appendix 4) ● Ensure transitions throughout the building are carefully managed, ensuring times are kept to, to avoid congestion ● Staff to be punctual and follow duty rota ● Display 'Expectations & Values' Be Ready to, Be Safe and Be Respectful and the 4Cs (Confidence, Commitment, Challenge, Control) throughout the centre and make reference to them throughout daily routines and teaching. ● Promote Nurture Principles throughout our work/centres ✔ Children's learning is understood developmentally. ✔ The classroom offers a safe base. ✔ The importance of nurture for the development of well-being. ✔ Language is a vital means of communication. ✔ All behaviour is communication. ✔ The importance of transition in children's lives. ● Have displays that celebrate students' successes, good attendance, rewards etc	
Knowledge & Communication	
● Attend Briefings and Debriefings so you are up to date with what is going on each day regarding arrangements such as duties/cover etc and student-specific needs. ● Know the names and roles of staff in the centre / classroom and where to get support (Staff Handbook) ● Ensure routines and expectations are clearly and regularly shared with students reminded/refreshed about these (Behaviour Norms Appendix 4) ● Use Expectations and Values- Be Ready to, Be Safe and Be Respectful as a teaching tool to ensure	

students know what is expected from them - What does this look like in your class/centre ● Consistently give students reminders before applying a consequence, enabling them to make an informed choice about their actions ● Support colleagues to promote expectations and address concerns throughout the service ● Find out and understand students' SEND ● Find out and understand students Boxall Profile and next steps ● Have a plan in place for supporting and responding to <u>all</u> students (ensure ILPs and Boxall Profiles are up to date and used within the learning environment) ● Give feedback to parents/carers about their child(ren) - Phone calls home keeping them informed about their child's attendance, behaviour and learning; highlighting progress. ● Involve parents/carers constructively (structured conversations), working together to find the best solutions for supporting their child	
Relationships	
● Meet and greet all students on arrival (to centre, to lessons) and throughout the day ● Know students' names, show an interest ● Smile/be friendly/be positive encourage students to attend, engage in sessions/activities ● Check wellbeing of students - ensure their basic needs have been met (e.g. food, drink) ● Recognise and celebrate students' uniqueness and individuality ● Prepare students for the day, what is happening next ● Encourage them to conduct themselves appropriately, follow rules etc. ● Model respect and good manners ● Speak positively to and about students ● 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 (these made be adapted for students) - 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 and display in form rooms - 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 the specific needs of individuals? - Am I always fair? consistent?	

APPENDIX 4: Behaviour Norms

Our Expectations and Values

To support our Students, Adults at Educational Diversity Need to

- Teach behaviour
- Understand that behaviour is social
- Teach routines
- Ensure consistency
- Communicate with students and parents regarding behaviour

Our Stepped Approach to Supporting Students

Step	What needs doing
1	Reminder - we have three rules- Be Ready to, Be Respectful, Be Safe
2	Caution – clear verbal caution – think carefully about your next step
3	Last Chance – speak to them privately, scripted intervention
4	Time out/Walk and Talk – few minutes to breathe or calm down with a member of staff
5	Repair – think it over together (possible reflection sheet) .

Our School Norms

We refer to 'Be Ready, Be Safe, Be Respectful' when Supporting Students at Educational Diversity

School Norm	Agreed Behaviours/Common Language (staff) Promote our *"Be Ready, Be Respectful, Be Safe" ethos*	Agreed Behaviours/Common Language (student) Understand/follow our *"Be Ready, Be Respectful, Be Safe" ethos*
Start of Day	● Meet and greet ● Welcoming smiles and "good morning" ● Positive body language ● Positive touch where appropriate ● To ensure students are aware of what their school day	● Smile ● Positive interaction - "good morning" ● Communicate any needs/support needed ● Be ready to learn

	entails (any changes to the norm) ● Identity any students who may need more time before going into class so their needs are met and they are ready to learn	
Lessons	● To be ready for the lesson prior to students arriving/ensuring students have everything they require ● To have a seating plan and ensure that it is followed ● Teachers to ensure the SSA is aware of the lesson content and ways in which they can support ● To understand students needs ● For strategies on the student ILP to be understood and followed ● Catch students doing the right thing and praise ● To support & challenge inappropriate behaviours appropriately following stepped approach	● To sit in allocated seat ● To be ready to learn - listening to adults/looking at board etc ● To engage in lesson ● To speak to others in an appropriate manner ● To use provided resources safely and respectfully ● To use equipment appropriately ● To tidy up respectfully ● To use strategies provided to them appropriately ● To share any problems they may encounter/ask for support
Break	● Adult- informs students that transition to break is coming up ● Ensure arrangements in place for any detentions etc ● Decide if wet break/implement wet break arrangements ● Students informed it is now breaktime and adults escort students to - Athena corridor/outside space - Pegasus main hall (break), outside (football), English room (DTs) - Willows - outdoor space ● Make/ensure toast so it is available for students ● To ensure that you are on duty on time ● To engage with students - conversations/activities/games as appropriate ● Supervise safety of students ● Near end of break time - reminder that break is due to finish ● Athena- teachers / SSA's take class to classroom	● Engage with staff ● Engage with other students ● ● key/specific rules - - Athena - stay in corridor/sports hall/outside with staff, only go outside if adults outside - Pegasus - stay in corridor/sports hall/outside with staff, only go outside if adults outside - Willows - stay in corridor/sports hall/outside with staff, only go outside if adults outside ● Ready to learn after break

	● Pegasus - all students brought back into the hall and sat on specific tables in groups. Table by table students exit to class with teacher / SSA's ● Willows - take class back to classroom Remind students of expectations - Be Ready (to learn)	
Lunch	● To ensure that you are on duty on time in the correct location ● To sit with the students and interact in a positive manner ● Supervising lunch routine ● Supervise social time in classrooms/corridor	Athena - escorted to canteen and line up to collect a lunch, sit on tables to eat, clear tables and put plates in dishwasher Pegasus - escorted to hall group by group and line up to collect a lunch, sit on tables to eat (or return to classrooms), clear tables and put plates on trolly neatly Willows - gather in communal area and staff distribute lunch ● To queue and collect their lunch in an appropriate manner ● To eat and drink sensibly ● To positively interact with their peers and staff ● To safely tidy up after themselves ● To be ready to leave at the end of lunch
Corridors /transitions	● SSA to be prepared with timetable so they know where group are going ● Reminders about Be Ready, Safe, Respectful ● Encourage students to move quietly around building, give clear directions to wait/keep away from door areas etc ● Teaching staff ready to greet group ● To support & challenge inappropriate behaviours appropriately	● To walk safely and talk quietly ● To make way for the group exiting the classroom ● To wait until the teacher welcome them into the classroom before entering
End of Day	● Consider - Have I made the student feel valued and important today? ● Praise - remind them of things that they have done well ● Reminder to be on time and ready for the following day/that we are looking forward to seeing them	● Positive interaction - "goodbye" ● Leave the site safely and respectfully

| | ● Ensure students safely leave the building/site safely and respectfully
● Make any positive phone calls home
● Input any SIMS behaviour additions | |

Adult Behaviours *Our behaviour impacts on the behaviour of others*	Habits of adults who manage behaviour well: ★ They meet and greet- every morning, calling each student by name and asking after them (soft landing/parachute out) ★ They persistently catch students doing the right thing ★ They teach, focus and praise the behaviours they want to see ★ They teach students how they would like to be treated ★ They reinforce conduct/ attitudes that are appropriate to context ★ They agree rules/ routines/ expectations with their class/ classes they teach and consistently apply them with positive consequences and sanctions ★ They sustain a passion for their subject that breaks through the limiting self-belief of some learners ★ They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises not kept. They refuse to give up. ★ They keep their emotion for when it is most appreciated by the students.
Non verbal skills/ attitudes	★ Showing humility ★ Changing anger to shades of disappointment ★ Being cold rather than confrontational ★ Give clear cues when switching from the formal to the informal ★ Work to create a certainty that poor behaviour will be addressed and followed up ★ Showing empathy balanced with a determination to help the student succeed ★ Earning respect, not expecting it ★ Never laying your relationship on the line over a behaviour issue ★ Keeping your promises

	★ At times ignoring defensive behaviours in the moment but not forgetting ★ Commitment to building an appropriate relationship ★ Refusing to listen to the doubters and moaners; refusing to give up on any learner ★ Walk away to let you both calm down and speak to them later
Assertive Structures	★ Give choice; ensuring the choices are closed ★ Use the assumed close:' When you meet me at lunchtime, make sure you bring............' rather than ' I want to see you at lunchtime.' ★ Preface requests with 'Thank you' so that the listener hears the acknowledgement before the instruction: 'Thank you for picking the paper up.' ★ Show absolute belief, even in the face of overwhelming odds! 'I can feel that this is going to be an excellent lesson.' 'I have been looking forward to this lesson all week.' ★ Encourage the student's responsibility to react appropriately,' We need to have a (grown-up) conversation to try and sort this out.' What really matters are the real conversations with angry students at the point of crisis. ★ At this point all your skills of emotional resilience, use of a calm assertive tone and appropriate body language will come into play. ★ Your relationship with the student lies at the heart of these conversations and the way you handle them will be the difference between calm and chaos, confrontation and compliance, and inclusion or exclusion. ★ Stay calm, plan what you are going to say and say it with an assertive/directive tone, interrupt and disrupt thought patterns quickly-diffuse the behaviour
Intervening when behaviour is inappropriate	★ 30 second intervention technique (delivered on a 1-to-1 and not in front of the whole class or group): ★ Gentle approach, make it personal and non-threatening, turn your body side on and speak at the child's eye level or lower. ★ State the behaviour that was observed and which rule/expectation/ routine it contravenes. ★ Tell the student what the sanction is (make sure it is time specific-5 minutes at break/lunch etc). Immediately refer to previous good behaviour/ learning as a model for the desired behaviour.

	★ Walk away; allow time to decide what to do next. If there are comments as you walk away write them down and follow up later. ★ Look around the room with a view to catching somebody following the rules. Focus on positive behaviour
Keep the following in mind...think about /Safety Interventions	★ Remind the student of their previous good behaviour ★ Challenge their negative inner monologue with comments such as: 'You can do this, you are intelligent and able.' ★ Thank the student for listening ★ Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact ★ Use a soft disappointed tone. ★ Remind yourself that the sanction is a consequence, not personal retribution. Keep it time limited and manageable. ★ Use Limit setting. 'Interrupt and redirect', the 'when/then pattern' and the 'if/then pattern' ★ Avoid powerplay - it is not a battle
What happens if the conversations don't go as planned?	When students try to argue, shift the blame or divert the conversations, you have choices, you are in control of the conversation ★ Calmly and gently repeat the line you have been interrupted in. - Doing this encourages the student to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat, the more effective it will be. ★ Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce. Or..... ★ Use an appropriate refocusing line to bring the conversation back to the script.

This allows the student to feel as though they are being	Student	Adult
	'It wasn't me'	'I hear what you are saying'

listened to and avoids conversational cul-de-sacs.	'But they were doing the same thing'	'I understand'
	'I was only.............'	'Maybe you were....and yet....
	You are not being fair'	'Yes, sometimes I may appear unfair.......'
	'It's boring'	'Be that as it may..............'
	'You are a .... (name calling)	'I can see you are unhappy...'
Sample Scripts to try:	You need to ... I need to see you... I expect... I know you will... Thank you for... I have heard what you said, now you must... We will... You need to understand the consequences... Do you remember when you ... (insert positive) I don't like your behaviour, it is .... But I believe you can be... I am not leaving, I care about what happens... What were the poor choices you made... What could you do to avoid this happening again?... This is not like you.... Keep delivering the same script calmly even if they turn away, mimic you, deliberately refuse to listen. It shows you are consistent and fair.	

To consider

From student voice

- Answering back,
- Calling out.
- Talking
- Making silly noises,
- Not doing the work,
- Swinging on chairs.
- Throwing things like paper aeroplanes, bottles and pens
- Pecking my head
● Follow stepped behaviour approaches

Appendix 5: Expectations and Values Resource Pack

Expectations and Values Resource Pack

What about some of these ...

- Smile
- Respond to poor behaviour with deliberate calm
- Correct all poor behaviour in private – don't make them famous for failing
- Recognition boards for things you want to see
- Sometimes saying nothing and waiting with an ' I am ready when you are' face
- 'Deliberate Botheredness'
- Give extra responsibility
- Simple act of remembering something about them
- Reward/praise students for going over and above – a mantra to repeat often

Don't give up! Give it at least 30 days to stick

Smile It Looks
Good On You!

Our habits impact on the behaviour of others

Habits of adults who manage behaviour well:
- They meet and greet- every morning, calling each student by name and asking after them (soft landing/parachute out)
- They persistently catch students doing the right thing
- They teach the behaviours they want to see
- They teach students how they would like to be treated
- They reinforce conduct/ attitudes that are appropriate to context
- They agree rules/ routines/ expectations with their class/ classes they teach and consistently apply them with positive consequences and sanctions
- They sustain a passion for their subject that breaks through the limiting self belief of some learners
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises not kept. They refuse to give up.
- They keep their emotion for when it is most appreciated by the students.

Responding to inappropriate behaviour with assertive actions doesn't just mean saying 'No' repeatedly. Assertive action means considering the choices you have and responding once you have considered them. Assertiveness is knowing that you can control your own behaviour and your responses:

- Record the behaviour and address it at a more appropriate time
- Ignore it
- Confront it
- Walk away and consider your response
- Say 'No' with impact

Non verbal skills/ attitudes
- Showing humility
- Changing anger to shades of disappointment
- Being cold rather than confrontational
- Give clear cues when switching from the formal to the informal, from relaxed to business like
- Work to create a certainty that poor behaviour will be addressed followed up
- Showing empathy balanced with a determination to help the student succeed
- Earning respect, not expecting it
- Never laying your relationship on the line over a behaviour issue
- Keeping your promises
- At times ignoring defensive behaviours in the moment but not forgetting
- Commitment to building an appropriate relationship
- Refusing to listen to the doubters and moaners; refusing to give up on any learner
- Walk away to let you both calm down and speak to them later

Assertive Structures
- Give choice; ensuring the choices are closed
- Use the assumed close:' When you meet me at lunchtime, make sure you bring............' rather than ' I want to see you at lunchtime.'
- Preface requests with 'Thank you' so that the listener hears the acknowledgement before the instruction: 'Thank you for picking the paper up.'
- Show absolute belief, even in the face of overwhelming odds! 'I can feel that this is going to be an excellent lesson.' 'I have been looking forward to this lesson all week.'
- Encourage the student's responsibility to react appropriately,' We need to have a (grown up) conversation to try and sort this out.'

- What really matters are the real conversations with angry students at the point of crisis.

- At this point all your skills of emotional resilience, use of a calm assertive tone and appropriate body language will come in to play.

- Your relationship with the student lies at the heart of these conversations and the way you handle them will be the difference between calm and chaos, confrontation and compliance, inclusion or exclusion.

- Stay calm, plan what you are going to say and say it with an assertive tone, interrupt and disrupt thought patterns quickly-diffuse the behaviour bomb before it blows up in your face.

Intervening when behaviour is inappropriate

30 second intervention technique (delivered on a 1 to 1 and not in front of the whole class or group):
- Gentle approach, make it personal and non threatening, turn your body side on and speak at the child's eye level or lower.
- State the behaviour that was observed and which rule/ expectation/ routine it contravenes.
- Tell the student what the sanction is (make sure it is time specific-5 minutes at playtime etc). Immediately refer to previous good behaviour/ learning as a model for the desired behaviour.
- Walk away; allow time to decide what to do next. If there are comments as you walk away write them down and follow up later.
- Look around the room with a view to catch somebody following the rules.

Keep the following in mind...think about MAPPA training too

- Remind the student of their previous good behaviour
- Challenge their negative inner monologue with comments such as: 'You can do this, you are intelligent and able.'
- Thank the student for listening
- Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact
- Use a soft disappointed tone.
- Remind yourself that the sanction is a consequence not personal retribution. Keep it time limited and manageable.
- Walk away as soon as you have finished speaking.

What happens if the conversations don't go as planned?

- When students try to argue, shift the blame or divert the conversations, you have choices, you are in control of the conversation:
- Calmly and gently repeat the line you have been interrupted in.
- Doing this encourages the student to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat, the more effective it will be.
- Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce.

Or.....

- Use an appropriate refocusing line to bring the conversation back to the script.

This allows the student to feel as though they are being listened to and avoids conversational cul-de-sacs.

Student	Adult
'It wasn't me'	'I hear what you are saying'
'But they were doing the same thing'	'I understand'
'I was only.............'	'Maybe you were....and yet....'
' You are not being fair'	'Yes, sometimes I may appear unfair.......'
'It's boring'	'Be that as it may..............'
'You are a .... (name calling)	'I can see you are unhappy....'

Sample Scripts to try:
You need to ...
I need to see you...
I expect...
I know you will...
Thank you for...
I have heard what you said, now you must...
We will...
You need to understand the consequence...
Do you remember when you ... (insert positive)
I don't like your behaviour it is .... But I believe you can be...
I am not leaving, I care about what happens...
What were the poor choices you made...
What could you do to avoid this happening again?...
This is not like you....
Keep delivering the same script calmly even if they turn away, mimic you, deliberately refuse to listen. It shows you are consistent and fair.

APPENDIX 6: Recognition and Rewards

Recognition		
For	**What is given**	**When**
Attendance	● Certificate - Most Improved Attendance ● 100% Attendance	● Weekly Assembly
Student of the Week - Lead Teacher	● Certificates	● Weekly Assembly
Student of the Week - Subject/Key Stage	● Certificates	● Weekly Assembly
Literacy Award at Each Centre	● Sweets/Prize	● Weekly Assembly
Numeracy Award at Each Centre	● Sweets/Prize	● Weekly Assembly
Half Termly Attendance	● Certificate - Most Improved Attendance & Prize ● 100% Attendance & Prize	● End of Half Term Assembly
Student of the Half Term - Lead Teacher	● Certificates & Prize	● End of Half Term Assembly
Student of the Half Term - Subject/Key Stage	● Certificates & Prize	● End of Half Term Assembly

APPENDIX 6: Recognition and Rewards

KS1 How Earned	How Recorded	How Recognised (/Reward)
● Clear sharing of expectations throughout the day with recognition with GIRTs ('Getting It Right Tickets/Comments) throughout the day.	Daily logs/SIMS	● Praise given out liberally for following BE READY, BE SAFE, BE RESPECTFUL for example good work, manners, behaviour ● Small daily rewards for calm box - linked to GIRTS ● Daily Golden time given to recognise positive behaviour ● Regular phone calls home/sharing information with parents/carers
One to One Students /Part time Students		
● Clear expectations/positive reminders to support integration/reintegration to class over time	Daily logs/SIMS	● Bespoke rewards managed by lead teachers ● Praise given out liberally for following BE READY, BE SAFE, BE RESPECTFUL for example good work, manners, behaviour
How Earned	**How Recorded**	**How Recognised (/Reward)**
· 20 points numeracy challenge · 20 points for 100% attendance · Subjects – 10 points · Green – 3 points · On time in all day – 5 · Student of the week (forms) 20 points	Daily logs/SIMS	**All KS2, 3 & 4** ● Praise given out liberally for following BE READY, BE SAFE, BE RESPECTFUL for example good work, manners, behaviour ● Praise given to recognise positive behaviour ● Class certificate every Friday ● Individual class-based rewards to promote behaviour and learning (certificates, etc) ● Regular positive phone calls home<table><tr><td>Points</td><td>Reward</td></tr><tr><td>300</td><td>Sweet Treat / Hot chocolate</td></tr><tr><td>500</td><td>Prize Box</td></tr><tr><td>750</td><td>Sweet Treat / Hot</td></tr></table>

		chocolate
	1000	End of Term Trip / Pizza & Film

Sp and Alternative How Earned	How Recorded	How Recognised (/Reward)
● Based on a getting student to be "Work Ready"	Recording sheet Summary on SIMS	● Certificates - Student of the Trade - Recognising effort ● Recognition from trades/boxing - for example End of Term Meal ● Regular positive phone calls home <table><tr><td>Points</td><td>Reward</td></tr><tr><td>300</td><td>Sweet Treat / Hot chocolate</td></tr><tr><td>500</td><td>Prize Box</td></tr><tr><td>750</td><td>Sweet Treat / Hot chocolate</td></tr><tr><td>1000</td><td>End of Term Trip / Pizza & Film</td></tr></table>

REACH KS3 @ Athena How Earned	How Recorded	How Recognised (/Reward)
● Daily points system, using staff Learning Journals and visual displays in classrooms. Students can earn up to 24 points per day. ● 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	Placement report/ Recording sheets	● These points earn the students free time activity on a Friday afternoon. Their points can also earn them a reward for the 'end of the cohort reward'. ● Mainstream School and Parents are communicated with regularly <table><tr><td>Points</td><td>Reward</td></tr><tr><td>90</td><td>Golden Time & Hot chocolate Friday</td></tr><tr><td>300</td><td>Prize Box</td></tr><tr><td>End of cohort reward</td><td>End of Term Trip / Pizza & Film</td></tr></table>

APPENDIX 7: Use of Consequences

	Class Team (Teachers, SSAs):	Pastoral Team (could be supported by Lead Teachers):	Lead Teachers /SLT:	Headteacher:
Consider	● Trauma-Informed Approaches ● Awareness of rule/expectations ● Frequency/ severity of behaviour	● Trauma-Informed Approaches ● Awareness of rule/expectations ● Frequency/ severity of behaviour ● Previous Consequences and impact of these ● Passing to Lead Teacher/SLT	● Trauma-Informed Approaches ● Awareness of rule/expectations ● Frequency/ severity of behaviour ● Previous Consequences and impact of these ● Discuss at Students of Concern ● Consider timetabling etc ● Passing to HT	● Trauma-Informed Approaches ● Awareness of rule/expectations ● Frequency/ severity of behaviour ● Previous Consequences and impact of these ● Discuss at Students of Concern ● Consider timetabling etc

Possible consequences	● '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 - 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
			● Detentions after school
			● Restorative conversation - ideally before the end of session/day. Always offer an opportunity for a fresh start
			● Phone call home
			● Time away from class/ 1:1 during the day
			● Meeting with parents/carers
				● Phone call home
				● Meeting with parents/carers
				● Fixed Term Exclusion

	- Time out of class - to consider options without an audience - Work out of class -away from peers - Phone call home - Detentions after school - Restorative conversation - ideally before the end of session/day. Always offer an opportunity for a fresh start.	- Work out of class - away from peers - Detentions after school - Restorative conversation - ideally before the end of session/day. Always offer an opportunity for a fresh start - Phone call home - Time away from class/ 1:1 during the day - Meeting with parents/carers	- In-centre IFTE - Another centre IFTE	

APPENDIX 8: 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?*

RESTORATIVE QUESTIONS
When things go wrong...

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about since?
- Who has been affected by what you've done and in what way?
- What do you need to do to put things right?

RESTORATIVE QUESTIONS
When someone has been harmed...

- What did you think when you realised what happened?
- What impact has it had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

APPENDIX 9: Use of Physical Intervention Form (RF1)

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 SI ? 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 *(to offer last chance to stop risk behaviour)*		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)			
Advanced skills (provide details)			

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:		**Support to staff:**	
Drink offered		Drink offered	
Medical attention *(details)*		Medical attention *(details)*	
Calm space to work		Calm space to work	
Personal space given		Personal space given	
1:1 support		1:1 support	
Debrief (this must happen)		Debrief (this must happen)	
Other		Other	

Investigation:

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

Outcomes:

Returned to group / class		Time out / ILA / in a different classroom		Restorative Process	
IFTE (highlight as appropriate)		Suspension		Detention after school	

Own centre / Other centre					
Parent / carer meeting		Police		Other *(details)*	

LEARNING from incident

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

Student views: *(How are they feeling about the incident now? Do they feel supported to move forwards? Is there any help they would like? Do they have any concerns that need addressing? Have they contributed to the plan?)*

REPORTING

REPORTING	
Parents informed	Date:
SLT & Pastoral Lead informed	Yes / No
Report added to CPOMs & behaviour log on sims REC Physical	Yes / No