



## **Behaviour Policy**

### **Ramsden Hall Academy**

<b>LAST REVIEW DATE</b>	<b>May 2020</b>	<b>REVIEW PERIOD</b>	<b>Every 2 years</b>
<b>NEXT REVIEW DATE</b>	<b>May 2022</b>	<b>OWNER</b>	<b>A Wells</b>



**Ramsden Hall Academy Mission statement:**

**We will support our pupils to develop the skills they need to reach their personal potential,  
and become positive members of the community.**

Learning is our core purpose. We believe:

- Every child can achieve
- Every pupil can make progress
- Every member of our community matters
- Everyone deserves a fresh start

We will provide a safe, secure environment where pupils are valued, respected, challenged and supported to achieve and make progress.

At Ramsden Hall Academy we keep each other safe, we help each other learn and we look after our school

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## **Policy Statement**

We will work together to establish and maintain a learning environment which emphasises **positive behaviour** by supporting our pupils social emotional and mental health needs so that they can manage themselves, their emotions and their behaviour.

### **Code of Conduct**

- ***We keep each other safe***
- ***We help each other learn***
- ***We look after our school***

We believe that a positive atmosphere needs to be encouraged if this philosophy is to be achieved. This is done by arranging and focussing on **positive or successful outcomes** to situations and incidents that promote self-esteem, confidence and learning. We focus on positive reinforcement, rewarding pro social acceptable behaviour where possible, putting in clear logical consequences for anti-social or unacceptable behaviour.

Our children respond to assertiveness, consistency and confidence in adults and gain security from those who can provide routine, structure and limits which result in physical and emotional safety. Our children like to know where they stand and that limits and boundaries are firm, consistent and controlled. We are calm, consistent adults which aims, supports and encourages pupils to be ready, respectful and safe.

The organisation of the academy has to allow for freedom and flexibility so that staff can respond appropriately to children's individual difficulties and needs, however fixed consequences have to be set to prevent disorder and create overall security. As a school we apply a **consistent holistic approach** to consequences not necessarily consistent consequences taking into account the incident, the pupil, the staff involved, previous incidents and the pupil's current difficulties/concerns etc.

## **Aims**

1. To ensure the safety and well-being of pupils, staff and visitors
2. To develop in children a sense of self- regulation and an acceptance of responsibility for their own actions.
3. To create the conditions for an orderly school community in which effective teaching and learning can take place, with a mutual respect between all members of the school community and where there is proper concern for the school environment.
4. To provide guidance to staff, pupils and parents/carers about standards of behaviour and their application.
5. Encourage staff to recognise and praise good behaviour as well as deal with inappropriate behaviour and notify parents of success and difficulties.
6. Develop rewards and educational consequences to reinforce positive behaviour and challenge inappropriate behaviour, while ensuring that educational consequences are relevant to incidents.
7. Promote tolerance and the use of appropriate language.
8. When dealing with incidents of anti-social or unacceptable behaviour we will follow the six step approach:
  - Focus on learning
  - Use non-Verbal Para-verbal Interventions to maintain safety and demonstrate respect

- Follow Non-Verbal/Para-verbal Interventions with appropriate verbal interventions dependant on the level of behaviour to communicate expectations.
- Walk away and allow 'Take Up Time'
- Issue Consequence/Use script (Consequence Script Appendix 4)
- Give closure and offer a 'fresh start'. Use Therapeutic Rapport where required and encourage pupils to make it right.'

Note: We de-escalate first and use scripts where available (Appendix 4, 5, 8, 9, 10).

9. We discuss incidents and analyse data
10. We plan to promote pro-social behaviour and assess and manage risks.

### **Roles and Responsibilities**

#### **SLT and PLT will**

- Establish a policy and procedures
- Monitor its impact

#### **The Headteacher will**

- Establish acceptable standards of:
  - Behaviour
  - Relationships
  - Respect
  - Address any breaches of good conduct or policy using informal and if required formal procedures

#### **The Staff will**

- Familiarise themselves with and follow the policy and procedures
- Follow the academy rules and code of conduct for teachers (See Code of Conduct Policy & Staff Handbook)

### **School Rules for Teachers**

1. I will behave in a respectful way to my class at all times.
  - For only by showing respect will I ever gain respect, respect is earned.
2. I will accept responsibility.
  - I will ask myself have stretched and challenged enough during my lesson? Have I given appropriate tasks? Have I given enough praise? Have I followed policy? Did I use tools to de-escalate? Do I know my pupil?
3. I will bring my equipment with me to lessons
  - Setting high expectations, demonstrating understanding, care and integrity.
4. I will remember that school rules are designed first and foremost as opportunities for praise and reward
  - Not as licence for consequence.
5. Each child in my care has the right to their dignity, their self-esteem and quality teaching
6. I will stay calm
7. I will model good calm, consistent adult behaviour.
8. I will not shout
  - What is the point?
    - Is this modelling behaviour encountered elsewhere? Many pupils will respond aggressively or will switch off immediately providing little or no opportunity to help modify behaviour.
9. I will remember that ALL behaviour is a means of communication
10. I will remember the child comes first.

**All of the above can be broken (with a good reason) apart from the last one!**

### **Monitoring and Review**

- The Deputy Headteacher in charge of Social Development, Behaviour and Wellbeing will report on the policy to the Headteacher as appropriate.
- The Headteacher will report to PLT & the Governing Body as part of the termly Headteacher report.
- The SLT & PLT will review the policy every 2 years or earlier if required

### **Positive Behaviour Reinforcement (Please see Appendix C)**

We recognise the importance of praise in developing self-esteem, modifying anti-social behaviour and promoting good pro social behaviour. We will always seek to identify and reward good work, positive language, effort and application and overcoming challenges. Frequent recognition using of both verbal and non-verbal praise should be applied, including written comments on pieces of work as part of the academy marking policy.

Praise should be at the fore front of staff minds when they encounter pupils who display positive pro social behaviour both to learning and within social settings. Praise can be given in many different ways and are valued differently by different pupils which may include the following:

- Verbal: A quiet word or encouraging smile.
- Non Verbal: 'Thumbs up' or 'OK' gesture to acknowledge positive behaviour.
- Phone call/certificates/Postcards sent home
- Positive log on Sleuth/Lottery Slip awarded
- A visit to a valued member of staff for immediate verbal praise/recognition.
- Mention during staff debrief.

***Please remember to log all positive comments on Sleuth.***

### **Rewards**

**What we reward:**

- Good attendance
- Behaviour that supports learning
- Good learning
- Supporting the Code of Conduct
- Other positive contributions to the school and wider community
- Supporting and helping others
- Pupils making a change/improvement in behaviour

It is important that learning, achievement and good behaviour are rewarded on a regular basis to encourage pupils to consistently display positive attributes in these areas. This can be recognised directly by the teacher through simple ways such as stamps stickers and individual teacher rewards but also in the following ways:

- Points

In every lesson, pupils are awarded points which contribute towards first choice of Friday options. Points (8) are earned for behaviour and progress in learning and social development (Appendix A). Additional points (2) can be allocated to those pupils who go 'Above and beyond', 'Help others learn' or are 'Exceptional'.

- Trip Tokens

Trip Tokens are awarded to pupils at the end of the week by the tutor who track and monitor the trip tokens for the pupils in their tutor group. A pupil can earn a trip token per week for meeting 1 of 5 criteria set at the beginning of the term and earn a maximum of 5 trip tokens per week. The trip tokens at the end of every half term can be exchanged for an organised trip.

- Other Trips/Random Trips of Rightness

Staff also facilitate other trips throughout the course of the year in order to enrich learning opportunities and reward specific positive behaviour of pupils. Random Trips of Rightness take place randomly during the term and focusses on positive behaviours targeted by the school and set by SLT. These trips can act as a real motivator for pupils at Ramsden Hall Academy.

- Phone call home
  - Staff will phone home with positives identified during the week
  - Tutors will phone home and inform of positives during the weekly call
- Letters
  - Head teacher to write letter when good work has been brought/sent to her
- Postcards
  - All staff can issue as appropriate
    - Thank you postcards
    - Well done postcards
    - Congratulations postcards
- Certificates
  - Work of the week (subject award)

Certificates are awarded from individual teachers identifying pupils who have produced work that exceeds the usual expectations in their subject. These certificates are awarded in assembly and a letter recognising this achievement is sent to parents/carers.

- Man of the match

This certificate is awarded to a specific pupil who has displayed exceptional performance during a sporting fixture.

- Boarder of the Week

This certificate is awarded to the best boarder throughout the week and is voted by the care team.

- Class of the Week

Class of the week is awarded to the class with the highest average points total over the week or the greatest improvement.

- Class Attendance of the Week

Class attendance is awarded to the class with the highest average attendance over the week or the greatest improvement.

- Lottery

The Ramsden Hall Academy lottery is drawn during assembly. Teachers can award a lottery ticket to a pupil during the course of the week if they display appropriate behaviour or support or help others. This lottery ticket is then logged on Sleuth and if a specific pupils name is drawn they win a voucher provided they meet the required criteria.

- Pupil of the Month

Pupil of the Month is awarded to the pupil who has shown a positive attitude towards their learning and behaviour throughout the course of the month across both Key Stages. This award

may also be awarded to a pupil if they have turned their behaviour around or made outstanding progress during the course of the Month.

**Seniors & Graduate Status (Please see Appendix B)**

Graduate status can only be achieved by pupils in Year 11 meeting the criteria. Senior status can be achieved by Year 10 pupils meeting the same criteria. Graduate and Senior Status entitles those pupils to certain privileges and once achieved those pupils are expected to:

- Mentor younger pupils
- Participate fully in all charity and community events
- Relied upon to show visitors around and promote the school
- Wear a shirt and blazer provided by the school if required for special events



## Consequences of Negative Behaviour

### Pivotal MAPA – The Management of Actual or Potential Aggression Foundation programme for Schools

Parallel Learning Trust (PLT) and Ramsden Hall Academy have adopted the Pivotal MAPA programme as its preferred approach to behaviour management recognising the philosophy, lessons and skills taught align with organisational values and policies. MAPA's underpinning values and philosophy are:

- **Care** – Demonstrate respect, dignity and empathy; providing support in a non-judgemental and person-centred way
- **Welfare** – Provide emotional and physical support; acting in the person's best interests in order to promote independence, choice and wellbeing
- **Safety** – Protecting rights, safeguarding, reducing or managing risk to minimise injury or harm
- **Security** – Maintaining safe, effective, harmonious and therapeutic relationships that rely on collaboration.

Practice should be guided not only by this policy but alongside and other organisational policies and procedures, professional standards for best practice and any relevant legal and regulatory frameworks such as:

- DFE – Use of Reasonable force in schools (July 2013)
- DFE – Behaviour and Discipline in schools; Advice for Headteachers and School Staff (January 2016)
- DFE – Reducing the need for restraint and restrictive intervention of children and young people (June 2019)

Additional guidance can be found in

- PLT – Positive Behaviour Support Policy

In line with MAPA we respond calmly and consistently to situations with the aim to de-escalate. It should always be our intent to minimise conflict and maximise co-operation. A whole school approach should include proactive strategies, classroom management as outlined above, individual behaviour plans and risk assessments and incidents should be followed by staff and pupil de-brief's and clear and appropriate recording (see below). When considering consequences for children it is important on each occasion to evaluate all factors to within the situation including the individual child and the behaviour displayed and the possible reasons. The behaviour policy strives to implement **a consistent approach to consequences. The complex nature of our pupils and the circumstances will be considered before a consequence is put into place.** The principle messages should be:

- **Fair not the same**
- **Certainty not severity**
- **Most positive outcome**

### Consistency of Practice

MAPA believe Consistency is achieved through the five pillars of pivotal practice; consistent, calm adult behaviour, attention for best conduct, relentless routines, scripted interventions and restorative follow up. For staff this will look like:

- Modelling emotional control
- Demonstrating respect to all
- Positive reinforcement
- Defined and agreed consequences
- Certainty of follow up

- Consistency of language
- Providing a clear and consistent environment
- Following simple rules, agreements and expectations

### **Behaviour in the Classroom**

As leaders within our classrooms we concentrate on the positives and manage pupils effectively with respect at all times. By giving warnings, time to respond using scripts and providing an element of choice it is possible to deal with the vast majority of incidents.

#### **Questions to ask yourself:**

- Have I followed the academy behaviour policy?
- Have I planned an interesting and engaging lesson?
- Have I praised those with good learning?
- Have I made my expectations clear?
- Have I used the six step approach?

### **Duties**

All staff are expected and paid to be on duty throughout the day. There is a duty rota for before school break lunchtime and after school.

Staff on duty will:

- provide activities to prevent poor behaviour
- engage with pupils
- Challenge poor behaviour
- Ensure the safety of pupils
- Record and report inappropriate behaviour

### **Behaviour for Learning**

Our Code of Conduct states we help each other learn.

### **Bullying** (Anti Bullying Procedures Appendix 6)

Staff should deal with any targeted behaviour using good behaviour management techniques. If this is repeated, persists or is targeted to one individual it will be judged as bullying. All incidents of targeted behaviour and/or suspected bullying should be:

- Incident logged clearly on Sleuth
- Reported to Tutor, Behaviour Co-ordinator and SLT (Bullying Incident form available if required)
- The school Behaviour Co-ordinator will review weekly any logged incidents of targeted behaviour or reported bullying and investigate. The Behaviour Co-ordinator will follow all procedures as outlined in Appendix 6 and complete any necessary paperwork.
- The Behaviour Co-ordinator and Tutors will monitor any concerns logged and incidents of targeted behaviour weekly to ensure potential bullying is not overlooked.

### **Racist/Homophobic Incidents** (Anti-Racism/Homophobic Procedures Appendix 7)

At Ramsden Hall Academy, racist/homophobic incidents of any kind are not tolerated and are taken extremely seriously. It will be dealt in the same way as bullying.

- Incident logged clearly on Sleuth
- Reported to Behaviour Manager and SLT (Racist/homophobic incident form available if required)
- The Academy Behaviour Co-ordinator will then investigate, follow any necessary procedures as outlined in Appendix 7 and complete any necessary paperwork.

- The Behaviour Co-ordinator and Tutors will monitor concerns logged and incidents of racist/homophobic language weekly to ensure potential racism/extremism is not overlooked.

### **Educational Consequences**

We believe that educational consequences should be used to assist pupils and allow them to Reflect on their negative behaviour and make better, more informed decisions in the future. This can take many different forms and should be proportionate and appropriate to the behaviour displayed. The following list will be used as educational consequences where appropriate:

- Completing tasks e.g. learning missed
- Rehearsing e.g. knocking on a door and waiting for the teacher to open it.
- Assisting with repairs when damage has been committed to property.
- Educational opportunities
- Research e.g. finding out the cost of a pane of glass and what that money could have been used for.
- Restorative meeting
- Option/after school detention

### **Protective Consequences**

Protective consequences will be considered when there is a risk to pupils and staff and can include the following:

- Increased staff ratio
- Limited access to outside space
- Escorted in social situations
- Restriction on travelling in school vehicles
- Trip ban
- Differentiated teaching space
- Option/after school detention
- Exclusion (last resort)

### **Activity Sanctions/Consequences**

In general, senior staff run/lead activity consequences but these may be run by head of subjects and middle leaders and use a restorative/repair approach where possible or ensure pupils catch up on work where necessary. However, any member of staff is able to set a restorative/catch up with pupils and are encouraged to do so. Activity sanctions/consequences take place between 2.30pm and 3.00pm Monday- Thursday and from 11am on a Friday.

### **Friday Afternoon Sanctions/Consequences**

Before setting an afterschool detention:

- Contact parent
- Arrange for Parents or staff to take home
- Cancel Taxi
- Senior staff direct Friday Afternoon detentions and use a restorative/repair approach where possible

### **Pupils out of lessons**

Pupils are encouraged to remain in lessons however, due to the complex nature of our pupil's, reasons and situations may arise that result in pupils leaving their lesson in order to manage their behaviour

Pupils out of lessons are encouraged to:

- Cool off/'Take 5' – Pupils take 5 minutes on site, in sight or within their identified 'Safe place' to process and manage their emotions.
- As long as pupils return within this time-frame this should **not** be recorded as a missed part
- For H&S reasons and to safeguard pupils 'On Call' staff and/or the engagement team should be notified immediately if a pupil leaves a lesson or does not arrive (where available the LSA should follow/locate the pupil)
- Staff should use school scripts (Appendix 8) regarding leaving lessons and when encouraging pupils to return to lessons

### **Use of the Access Unit**

The access unit is available for 1 to 1 or small group 1 to 4 support in English and Maths or to support the social development or transition of pupils or when pupils are in crisis.

- Access is only allowed through prior arrangement and with agreement by all parties
- Some pupils have specific time slots to support them with English and Maths
- A very small number of pupils have been identified as on the emergency list. These pupils are allowed to go to Access when referred by the teacher or Engagement team.
- Other pupils who are identified by the Engagement team can be taken to Access if appropriate

### **Missed Total (MT)/Missed Learning (ML)/Missed part (MP)**

Staff log MT, ML and MP using the points system. Missed Total, Missed Learning will result in pupils required to attend a catch up session to discuss concerns or catch up on work missed during activity time 2.30pm – 3.00pm on a daily basis Mon- Thurs. If a pupil is persistently Missing Parts of lessons this will also result in a catch up session at this time.

### **Missed Part**

- Is over 20 minutes (as a guide) at the start middle or end of a lesson. Staff should use professional judgement when deciding if a pupil has missed part of a lesson.
- Pupils missing more than one part should be logged as such. MP (start) MP (end).

### **Missed Total**

- Pupil does not arrive
- Pupil attends less than 10min of the lesson

### **Missed Learning**

- Pupil does not engage at all in the lesson/learning

### **Smoking**

- We are proud to be a non-smoking site
- Pupils are reminded in CPSHE, tutorial, assemblies and through signage around the school
- Staff will challenge smoking and record it electronically and alert staff in daily debrief
- Tutors will contact home if a pupil is caught smoking or in the possession of smoking materials.
- Senior staff will contact home if pupils are involved in repeat incidents of smoking
- The items will be confiscated and only be returned to parents/carers.
- Senior staff will arrange for the pupil to be searched on arrival for a period of time. Random searches may also be put in place.
- Parents/carers will be requested to support and check their child is not in possession of smoking materials when they leave home.
- Educational consequences will be used to support the pupil understand the risks including the use of video and external agencies.

- Support will be offered to those trying to give up smoking through trained smoking cessation staff or via external agencies available.

### **Persistent Poor Language**

Many of our pupils find it difficult to moderate and manage their language appropriately within different situations. Poor language is addressed in the following ways, full scripts and processes can be found in Appendix 10 and Appendix 7.

Conversational poor Language will be challenged twice using the scripts:

"I have noticed you swearing/remember where you are" and "We are aware that swearing is a sign of anxiety/something is wrong is there anything we can help you with?" if poor language continues then the following script will be used "If there is nothing we can help you with we are now going to ignore you and log it". An educational consequence will be put in place for persistent poor language.

Personal abuse is challenged using the script. "They might/ I find that offensive, please be kind" If personal abuse is consistent or extreme, then the pupils name will be placed on the privilege board and that pupil will lose all privileges as a consequence. The pupils will need to have a reflective/restorative conversation with that member of staff for privileges to be reinstated. All staff will support in this.

Angry/Emotional language is addressed using MAPA de-escalation strategies and tools or our 'Help Script' see Appendix 5

Racist/Homophobic Language is challenged using the following script "That is offensive please be kind, remember it is a criminal offence to use that type of language". Incidents of racist/homophobic language will be logged and the procedures outlined in appendix 6 will be followed.

### **Mobile Phones**

Pupils are allowed to use their phones during the school day at the following times:

- During transport
- Before school and during breakfast
- During break or lunch times
- At the direction of the teacher for classroom activities/trips and visits/educational activities.

At all other times mobile phones should be away and placed on silent . Staff are to use the script for mobile phones (Appendix 9) to challenge pupils not following the policy and stepped consequences are put in place. For further information, please consult mobile phone policy.

### **Damage/Violence**

Any incidents of violence/damage logged on sleuth will trigger a phone call home and a Tutor led restorative meeting the following day evidence of which will be recorded on the appropriate form or sleuth and placed in the pupil file. Any pupil persistently violence or causing damage and/or are not engaging with the restorative process will complete this restorative meeting during Friday options with a member of SLT.

### **Restrictive Physical Interventions**

At Ramsden Hall Academy every member of teaching staff, LSA's, residential staff and support staff where appropriate will receive Pivotal MAPA training in line with both Academy and PLT Policy. All Pivotal MAPA

tools, skills and interventions will be taught by a certified Instructor licenced by the Crisis Prevention Institute (CPI). Instructors and staff will receive ongoing training and support and as a minimum will be refreshed annually.

The physical interventions taught within the Pivotal MAPA programme have been independently risk assessed, and have been authorised and approved for use by PLT. Physical interventions must always be seen as a last resort and used only where there is a prevailing or perceived actual or significant risk of harm.

In accordance with current legislation and guidance, the circumstances that may justify the use of physical interventions include:

- When an individual poses a significant risk to self
- When an individual poses a significant risk to others
- When an individual causes damage to property that may result in significant risk of harm to self or others

As a member of staff we have a professional responsibility to ensure, where possible we prevent the above. The legal defence for the use of any force is based on evidence that the action taken was:

### **Reasonable, Proportionate and Necessary**

As a minimum requirement any incident of Restrictive Physical Intervention (RPI) will be logged accurately on Sleuth and signed for accuracy by the members of staff involved alongside any potential witnesses. The parents/carers of the pupil involved will be informed by telephone within 24hrs. A pupil debrief will take place using a restorative approach at the earliest opportunity by a member of staff not involved in the RPI usually the tutor which will also be recorded accurately on sleuth.

For quality assurance and good practice, a formal staff debrief will take place and recorded under the following circumstances:

- Pupil has been held twice in one week (reviewed by Pivotal MAPA Tutors, Tutor & SLT)
- Staff member involved in two incidents of RPI in one week (Reviewed by Pivotal MAPA Tutor & Staff member)
- If the duration of an RPI lasted longer than 3 minutes (Reviewed by Pivotal MAPA Tutor, Tutor & Staff members)
- Incident involving RPI resulted in a staff member or pupil being hurt (Reviewed by Pivotal MAPA Tutor, SLT & Staff members)
- At any time, a staff member feels it is necessary. (Pivotal MAPA Tutor & Staff Member)

In addition:

- The review of CCTV is used if appropriate and available.
- All incidents of Restrictive Physical intervention will be reviewed and signed off weekly by a Pivotal MAPA Tutor.

Following debrief any actions are shared with staff and the pupils PHP, Pupil Profile, or Risk Management Plan is updated where necessary.

### **Restorative Approaches**

Restorative approaches are used in response to a variety of incidents and situations and should be language commonly used when speaking to pupils and supporting them in modifying and managing their behaviour. Restorative approaches recognise the impact of actions and any harm caused and then consider the steps to

make things right. The purpose of a restorative approach is to move from the managing of problem behaviour to the nurturing and repairing of relationships. Restorative approaches encourage acceptance of responsibility, empathy for others and problem solving. These conversations focus on the harm done to others, problem solving and solutions, responsibility, repairing, and making a change. Rather than a rule violation, problems, blame and punishment. Staff and pupils should start to shift their thinking from the what to the now what.

Restorative themes include:

- What happened?
- Thoughts/feelings?
- Impact?
- Who has been affected?
- What will happen next? What can you do to put thing right?
- What can be done differently in the future?

All restorative conversations will be recorded either on sleuth or via restorative forms available and placed in the pupil file.

### **Reporting and Recording**

It is important that the academy keeps systematic records of every significant incident via Sleuth. As part of the wider school culture to reduce the number of significant incidents, accurate and timely record keeping allows the academy to monitor pupil behaviour, identify patterns and judge the impact of any changes made.

Therefore, staff should ensure:

- Reports are completed as soon as reasonably possible after the event
- The system records date, time and the person recording the event
- Records are accurate and abbreviations, Jargon or speculation is kept to a minimum.
- The facts are recorded, who, what, where, when, what was said and your actions
- Records are saved
- They are aware that any changes or alterations to records are recorded alongside the time, date and person making the change.
- Records will be reviewed regularly by SLT.
- CCTV maybe reviewed where available and appropriate.

In the case of Restrictive Physical Intervention staff should be clear on the essential pieces of information that need to be part of recording and reporting in order to meet legal and statutory guidance these include:

- The names of the staff and pupils involved
- The reason for using a physical intervention
- The type of physical intervention and the level of restriction used
- The date, time, location and the duration of the physical intervention
- Whether the pupil or anyone else experienced injury or distress as a direct result of the use of physical intervention or if an injury was sustained in the lead up to the incident.
- Any supportive actions taken including first aid
- Pupil/staff debrief including views of staff and pupils involved and any learning that has taken place
- A record of the pupil's parents/carers have been informed.

## **Exclusions**

Exclusion is our last resort and should only be used as such and in the most serious or persistent of circumstances.

When a situation occurs when we do have to exclude we aim to:

- Exclude pupils for the minimum number of days in relation to the situation/circumstances
- Reintegrate pupils back into school as soon as possible
- Engage parents/carers in the reintegration of pupils
- Seek actions and alternatives to support the pupil in re-engaging with their education and reducing the risk of repeat exclusions.
- Use where possible/necessary the additional support of external services and agencies

Full details of the exclusion procedure can be found within the Exclusions Policy.

## **Enlisting the Support of Parents/Carers**

“When I walked into the house the first thing I noticed was the medal he got from the fun run hanging in pride of place above the mantel piece, it was the only thing of colour in the room”.

It is not that the parents don't want to help neither is it the case that pupils don't want it. We believe it is more the case that they fear they do not know how to help. We can help by opening a dialogue and developing strategies including:

- Praising the good
- Phone calls, emails and texts
- Letters
- Postcards
- Newsletter
- Certificates
- Parental Questionnaires
- Advocacy Days



## Appendix 1



### Behaviour for Learning Points

#### 1-8 Points

1.	<b>Positive Participation</b> in lesson
2.	<b>Keep each other safe</b>
3.	<b>Help each other learn</b> – Collaborative learning
4.	Show <b>independent</b> learning
5.	Show <b>Resilience</b> – keep trying
6.	Respond appropriately to <b>feedback</b> (green pen, written, verbal)
7.	Make progress towards <b>social</b> specific target
8.	Make progress towards <b>subject</b> specific target

#### Bonus Points (Max 2)

+2	<b>Exceptional</b> in any of the above
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## Appendix 2



## Seniors & Graduate Status

Graduate status can only be achieved by pupils in Year 11 meeting the below criteria. Senior status can be achieved by Year 10 pupils meeting the same criteria.

### Graduate/Senior Status Criteria

- ✓ Maintain an average of 7 point per lesson (42 points a day, 182 points a week) for a period of 6 weeks
- ✓ Attend and engage in all lessons (No MP,MT,ML) for a period of 6 weeks
- ✓ Evidence of positive events logged each week which include supporting and helping others for a period of 6 weeks.
- ✓ In full uniform for a period of 6 weeks

### Graduate/Senior Expectations

Pupils achieving graduate or senior status maybe expected to carry out the following:

- Mentor younger pupils
- Participate fully in all charity and community events
- Relied upon to show visitors around and promote the school
- Wear a shirt and blazer provided by the school if required for special events

### Rewards

<u>Graduates</u>	<u>Seniors</u>
❖ Served first at break and lunchtime	❖ Served first at break and lunchtime
❖ Access to graduate (games) room at break and lunchtime	❖ Access to graduate (games) room at lunchtime once a week on specific day
❖ Termly choice of local trip from selected list	❖ Trusted to leave dining room when finished meal
❖ Trusted to leave dining room when finished meal	❖ Issued with named sports shirt and logo to wear and identify them as seniors.
❖ Can wear agreed, appropriate non-uniform	❖ Can be invited to attend trips and fixtures as helpers
❖ Can be invited to attend trips and fixtures as helpers	❖ Can wear a black coat or black hoody
❖ Can leave 5 minutes early for Taxis	❖ Can leave 5 minutes early for Taxi

### Suspension of Graduate/Senior Status

A suspension of Graduate or Senior status can occur in discussion with staff and tutors/mentors for an agreed amount of time.

A suspension will occur in the case of any of the following:

- Failure to meet criteria over a period of two weeks
- Failure to meet individual targets set for positive and/or negative events
- Failure to meet graduate/senior expectations

Pupils can have their Graduate or Senior Status suspended a maximum of 3 times during the academic year before they lose their status and will have to meet the criteria again for a period of 6 weeks.



## Rewards & Sanctions

<u>REWARDS</u>	<u>CONSEQUENCES</u>
<ul style="list-style-type: none"> <li>✓ Positive Events Logged – Related to Rewards</li> <li>✓ Lottery Slips – Fortnightly Lottery Drawn</li> <li>✓ Phone Calls, Postcards, Letters home</li> <li>✓ Activity Session (Pupil Choice) Daily</li> <li>✓ Activity Session (Pupil Choice) Friday (1 ½ hours)</li> <li>✓ Weekly &amp; Monthly Awards/Certificates</li> <li>✓ Pupil of the Month</li> <li>✓ ‘Trip Tokens’ for end of term trips</li> <li>✓ ‘Random Trips of Rightness’</li> <li>✓ Individual and group reward schemes.</li> <li>✓ Seniors &amp; Graduates</li> <li>✓ Whole School Awards</li> </ul>	<p><b><u>Daily Catch Up (During Activity Time)</u></b></p> <ul style="list-style-type: none"> <li>➤ 1 x MT/ML (P6 – P5)</li> <li>➤ Restorative - Damage</li> </ul>
	<p><b><u>Friday Catch Up (During Activity Time)</u></b></p> <ul style="list-style-type: none"> <li>➤ A number of MT/ML in one week (Fri – Thurs)</li> <li>➤ A number or Increase of Violence (SLT Restorative Meeting)</li> <li>➤ A number or increase Damage (SLT Restorative Meeting)</li> <li>➤ A number or increase of poor language or Racist/homophobic comments (SLT Restorative Meeting)</li> <li>➤ Missed/Disengaged in Daily Catch Up or Damage Restorative (Damage Restorative or Catch Up on Work)</li> <li>➤ Did not engage in restorative process following an incident of Violence or Damage (SLT Restorative Meeting)</li> </ul>
	<p><b><u>Afterschool Detention</u></b></p> <p>SLT Decision:</p> <ul style="list-style-type: none"> <li>➤ Persistent Disruption</li> <li>➤ Persistent Negative Behaviour</li> <li>➤ Persistent Absence from Learning</li> </ul>
	<p><b><u>Other</u></b></p> <p><b>Racism</b> – Immediate Phone Call home &amp; Educational Consequence (5 Step Process)</p> <p><b>Violence</b> - Immediate Phone Call home &amp; Staff led restorative meeting. SLT Restorative Meeting</p> <p><b>Damage</b> - Immediate Phone Call home &amp; Environment/Community Service and/or Bill (if not completed). SLT Restorative Meeting</p> <p><b>End of Term Trips</b> – SLT Decision, Suspension, SLT Restorative Meeting/Work Catch Up prior to engaging with onsite activities.</p>



Consequence Script

**There will be a Consequence!**

**I can see you feel strongly about.....**

**It's private**

**We are aware**

**Trust us – it's being dealt with**

**You might not see it**

**We are fair but not the same**

**Everyone's different which means different  
rewards and different consequences**



**De-escalation & Verbal Intervention Script**

**Pupil Name.....**  
**I can see something has happened/is wrong**  
**I am here to help**  
**Talk and I will listen**  
**Come with me and .....**



**Verbal Intervention Script**

**I've noticed.....**

*(Identify the behaviour that needs to change)*

**This is the \_\_\_\_\_ time I have spoken to you**

**You know the rule about.....**

*(Remind the pupil of the agreed rule/expectation/standard)*

**You will need to.....**

**Do you remember when.....**

*(Positive example of previous good behaviour)*

**Thank you for listening**

*(Walk away, allow 'take up time')*

## Appendix 6

# Anti-Bullying Procedures

### IMMEDIATE ACTION

- Incidents are logged on sleuth that clearly identify victims and perpetrators
- Tutors to review logs daily and notify behaviour co-ordinator using the following form (<T:\Bullying Forms\Bullying Record.docx>) if necessary, having read the RHA bullying definition.
- Form Passed to Behaviour Co-ordinator (ECo)
- Additionally, the Behaviour Co-ordinator will review sleuth victim and perpetrator logs weekly to further identify any concerns.
- Staff are encouraged to directly refer any incidents they feel constitutes bullying directly to the behaviour co-ordinator using the bullying form (<T:\Bullying Forms\Bullying Record.docx>)



### INITIAL REACTION

- Conversation with students involved (perpetrators and victims) conducted by Behaviour Co-ordinator (Eco)
- All parents/Carers informed
- Restorative meeting held with both parties (if appropriate) and recorded
- Head Teacher updated



### VICTIM REVIEW

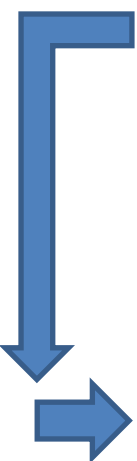
- Review with Victim, identify any further concerns
- Complete form
- Issue/amend victim safety plan if necessary
- Inform Parents/Carers
- Inform Staff

### PERPETRATOR REVIEW

- Review previous data
- Evoke a period of regular data monitoring
- Highlight any previous bullying incidents
- Head Teacher Updated

### FURTHER PERPETRATOR ACTIONS

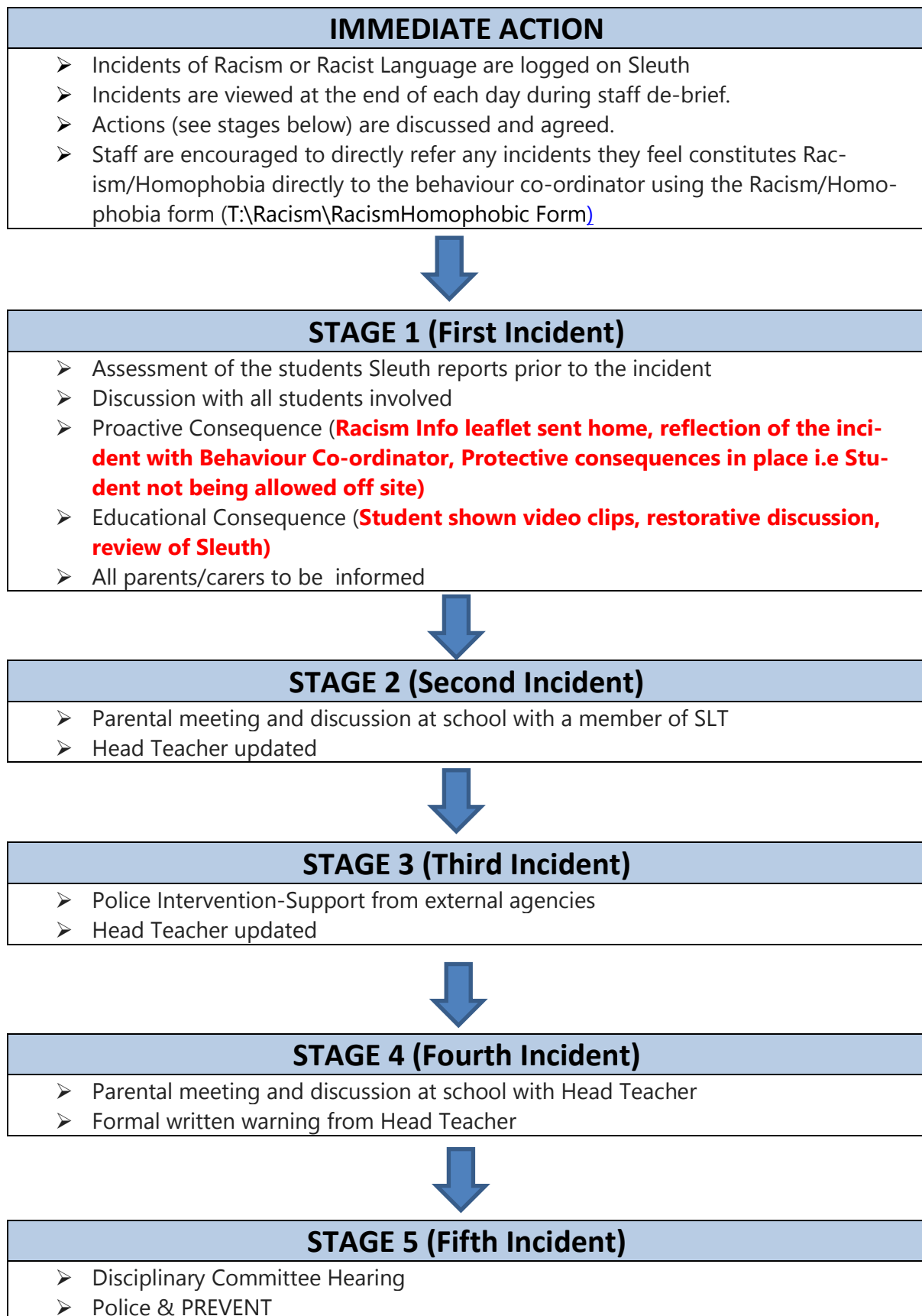
- Parental meeting and discussion at school with Head Teacher or member of SLT
- Formal written warning from Head Teacher
- Police Intervention
- 1 to 1 workshops – Anger management, Relationships, Body language etc.





## Appendix 7

### Anti-Racism/Homophobic Procedures



## Appendix 8



### ‘Taking 5’ Leaving Lessons Script

For pupils leaving lessons:

**“I’ve noticed you need to take 5/are taking 5- Remember to return for points”**

For pupils out of lessons:

**“I’ve noticed you have taken 5/you are taking 5 - Remember to return for points”**

**“Let’s go now or it could lead to a missed part/missed learning”**

## Appendix 9



### **Mobile Phone Script**

Within lessons

**“I’ve noticed your phone is out/Not on silent - please put your phone away  
and make sure it is on silent.”**

**“Remember phone use during lesson time affects your learning.”**

**“Remember not putting your phone away will mean your points will be  
affected.”**

**“Remember logged incidents of phone misuse has consequences”**

**“Well done for following our mobile phone policy.”**

For pupils recording on site:

**“Recording others in school is a criminal offence.”**

## Appendix 10



### Poor Language Scripts

Conversational poor Language will be challenge twice

**"I have noticed you swearing/remember where you are"**

**"We are aware that swearing is a sign of anxiety/something is wrong is there anything we can help you with?"**

if poor language continues

**"If there is nothing we can help you with we are now going to ignore you and log it"**

Personal abuse is challenged

**"They might/ I find that offensive, please be kind"**

Racist/Homophobic Language is challenged

**"That is offensive please be kind.**

**"Remember it is a criminal offence to use that type of language"**

Angry/Emotional language is addressed using MAPA de-escalation strategies and or our 'Help Script'