Behaviour Policy

Ramsden Hall Academy

LAST REVIEW DATE	September 2023	REVIEW PERIOD	Annually
NEXT REVIEW DATE	September 2024	OWNER	A Robbins/Behaviour steering group.

We aim to give all our pupils and their families the **hope, compassion, experience and qualifications** to enable them to **take their place in the World.**

We will

- build their **skills and confidence** so that they can learn to **recognise their emotions, self-regulate,** and develop strategies to **express themselves safely**

- Ensure that everyone is **seen and known** as an individual, and offer them **tailored pathways** to meet their **individual goals.**

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Policy Statement

At our academy, we believe in the importance of relationships, ensuring children feel valued, safe and secure, providing a sense of connection with a member of staff and a belonging to the whole school community.

Our school reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP)

- Compassion and Kindness
- Hope
- Connection and Belonging

We endeavour to make sure that at our school these values run through all the school policies and practice.

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

Code of Conduct

Ramsdens four R's

1. We are **Respectful**.
2. We are **Resilient**.
3. We **Reflect**.
4. We **Repair**.

Level	Example Behaviours (not exhaustive)	Staff Responsibility	Expectation.
Anxiety		Person in charge of group (Teacher/HLTA/LSA/Care officer	Classroom Points
	Phone misuse.		Lottery slips
	Kicking doors.		Sensory Toys
	Poor language.		Pupil team support
	Misusing a strategy.		Limited options (simple language)
	Classroom disruption.		Calm talking
	Racist language.		Limited options " This or That"
	Joint enterprise.		Asked to take 5
	Misuse of equipment.		No communication for 5
	Derogatory language.		Regulation inside the classroom.
	Non-verbal.	**Reflect/Repair**	**Reflect/Repair**
	Hood up/jacket on.	Tutor Team.	Reflective conversation in tutors.
	IT misuse.	Pupil team	Catch up with pastoral team.
	Uniform/Jewellery.	Classroom Teacher.	121 support discussed.

Defensive	Persistent Poor language aimed at members of the school community. Poor engagement in restoratives. Persistent disruption in the classroom. Failure to engage with the learning. Smoking/Vaping. Increase in anti-social behaviour. Violent to a school community member. Potentially dangerous item. Sexualised language. Verbal abuse of an academy member.	Pupil team/Key stage leads/Pastoral team	All or some of the above Calm but firm voice. Asked to take 5(second time of asking) Clear limited expectations given
		Reflect/Repair As above. Key stage lead. Behaviour Lead. Pastoral Lead.	**Reflect/Repair** Restorative conversation Look at PPRA Revisit pupil team Look at the dangers of smoking. Reflect with the member of the school community
Risk	Serious Damage. Vandalism. Stealing of items. Sexual harassment. On the roof. Offsite.	Pastoral team/ Class teacher/Senior care officer/Assistant Headteachers / Pastoral lead	Removal from the Classroom. Parents will be involved in a phone call or meeting. Exclusion from the classroom (but not work) Completion of required information on Sleuth.

	Serious vandalism or theft.	**Reflect/Repair**	**Reflect/Repair**
	Drugs related activity.	Head teacher.	Liaison with other agencies as required Referral to the pastoral team Restorative conversations or conferences.
	Illegal activity.	Police.	
	Racism.		
	Cruelty to animals.		Planned and specific interventions/reparation activities.
			Meeting with a member SLT Team.
			Involvement of parents/carers Formal meetings to discuss effective strategies and updates to the self-regulation plan.

Ramsdens NON-Negotiables

Behaviour	Action
Climbing on the Roof	Risk of going home Early and suspension (Expectations meeting and agreement)
Intentional Assault on staff	Risk of going home Early and suspension (Expectations meeting and agreement)
Unprovoked Assault of Peer	Risk of going home Early and suspension (Expectations meeting and agreement)
Vandalising Cars	Risk of going home Early and suspension (Expectations meeting and agreement)
Intentional significant Damage	Risk of going home Early and suspension (Expectations meeting and agreement)
Out of bounds (Putting self at Risk)	Risk of going home Early and suspension (Expectations meeting and agreement)

We believe that consistent and positive atmosphere needs to be encouraged if this philosophy is to be achieved. We believe that by encouraging pupils to focus on the **positives** and providing opportunities for them to have **successful outcomes**, we will promote **self-esteem, self-regulation, confidence** and **learning**. We focus on positive reinforcement and rewarding pro social or acceptable behaviour where possible, alongside putting in clear logical consequences for anti-social or unacceptable behaviour.

Our pupils respond to consistency and confidence in adults and gain security from those who can provide routine, structure and positive resilient relationships, which result in both physical and emotional safety. Our pupils like to know where they stand and that limits and boundaries are fair, logical and consistent. As a result, we intend to be calm, consistent adults who are prepared to respond to a wide range of behaviours and take a holistic, understanding, consistent approach to behaviour.

The organisation of the academy, its policies and procedures has to allow for both freedom and flexibility while maintaining consistency. This will allow staff to respond appropriately to pupils individual difficulties and needs. As an academy we apply a **consistent holistic approach** to consequences but not necessarily the same consequences by taking into account the incident, the pupil, the staff involved, previous incidents and the pupil's current difficulties/concerns etc. However, some consequences for certain behaviours are fixed to prevent disorder and create overall security and safety of staff and pupils. We apply the following principles when responding to negative or anti-social behaviour and when setting consequences:

- Fair but not necessary the same
- Certainty rather than severity
- In order to achieve the best possible or most positive outcome

Behaviour 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 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, reward and praise good behaviour as well as dealing with inappropriate behaviour working with parents, carers and other agencies to share success and manage difficulties.
6. Develop rewards and educational consequences that reinforce positive behaviour and challenge inappropriate behaviour, ensuring that educational consequences are relevant, logical and promote learning.
7. Promote tolerance and the use of appropriate language.
8. We discuss incidents and analyse data
9. 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: o Behaviour o Relationships o Respect
- Address any breaches of good conduct or policy using informal and if required formal procedures

Staff will
- Familiarise themselves with and follow the policy and the Behaviour framework.
- Follow the academy rules and code of conduct for teachers (See Code of Conduct Policy & Staff Handbook)
- Behave in a respectful way to my class at all times (for only by showing respect will I ever gain respect, respect is earned)
- 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?)
- Remember that school rules are designed first and foremost as opportunities for praise and reward (Not as licence for consequence)
- Understand each child in my care has the right to their dignity, their self-esteem and quality teaching
- Model calm, consistent adult behaviour.
- Not shout (Remember to Role model expected behaviour at all times)
- Remember that **ALL** behaviour is a means of communication

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

Trauma Perceptive Practice

Trauma Perceptive Practice (TPP) is the Essex approach to understanding behaviour and supporting emotional wellbeing enabling each setting to have their own TPP practitioner trainer. Unfortunately, many of our pupils have experienced chronic and complex trauma, which has affected their mental

health, anxiety, depression, relationships and their ability to emotionally regulate. TPP relational behaviour model teaches us:

Behaviour is something to	interpret
Children and young people	are prone to make mistakes and highly responsive to the environment and the context
Behaviour management is predominantly through	relationships
Children who don't manage should be	understood and included
Boundaries and limits are to	keep everyone safe and to meet everyone's needs
Rules should be	developed together and adapted where needed
Consequences are	only used within a process of restore and repair
'Inappropriate' behaviour is	a sign of unmet need, stress (difficulty in coping), lack of understanding and skills
The causes of the difficulties are	mostly in the environment and within the context of relationships
The solutions lie in	understanding what the behaviour tells us about the child and their need
Practice and policy effectiveness is measured by	wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs

TPP further teaches us that in order to help trauma affected and vulnerable young people to learn, think and reflect we must first intervene using a simple sequence: regulate first, relate second and only then will you be able to reason. Heading straight for the reasoning part of the brain with an expectation of learning will not work until the pupil feels regulated and connected to others. Therefore, at Ramsden Hall we support this by:

	Explanation	How we support at RHA….
Regulate	We must first help the child regulate and calm their fight/flight/freeze response	- Pupil Regulation/Help Scripts (Appendix 2) - Safe Areas - Regulation Stations - Weighted blankets, Drumming Room, Fitness equipment - SOS bags and Neuroception activities available in classrooms - Safe Touch and Physical Intervention
Relate	Secondly we must relate and connect with the child through an attuned and sensitive relationship	- Attunement opportunities built into the school day – Daily afternoon activities with staff, tutor time, 1 to 1 sessions, Pupil counselling. - Pupil Teams

		• Pupil and Class Profiles • Offsite Trips and Visits – Weekly and termly trips • Personalised Targets and Rewards • Calm consistent adult behaviour, open, welcoming and providing regular 'fresh starts' for pupils • Parent/Carer weekly phone calls • Solution Circles • Transition Activities – KS2, KS3 & KS4 • Open and Advocacy Days • Environment Days • Family Hub • Pupil and Parent Carer Surveys
Reason	Only then can we support the child to reflect, learn, remember, articulate and become self-assured.	• Restorative Meetings • Reflected conversations with trusted adults • Educational and Protective Consequences • Daily Catch up/Reflection Sessions • Activity Sanctions/Consequences • Trip Sanctions/Consequences • Parental Phone Calls • Parental Meetings • Environment Improvement

Positive Behaviour Reinforcement

We recognise the importance of praise, regulation and co-regulation in the development of 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, participation 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 forefront 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.

Ramsden Hall Academy Reward:

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

It is important that learning, achievement and 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 as an academy, this is recognised consistently in the following ways:

Lesson Points/Expectations

In every lesson, pupils are awarded points against both set and personalised criteria, which contribute towards first choice of Friday activities. Points (8) are earned for meeting expectations around behaviour, learning and social development (Please see Appendix 1). Additional points (2) can be allocated to those pupils who go 'Above and beyond', in any of these areas.

Lesson Positives & Whole School Positives

Lesson positives are awarded for outstanding learning, behaviour or positive interactions with others and are often accompanied by a lottery slip being awarded (see below). Whole school positives are awarded for pupils demonstrating desired or pro social behaviour outside of lessons, around the academy and within the community such as being kind, being polite, demonstrating good manners, producing the work of the week in a subject, achieving top points or most improved points. These are often accompanied by a certificate or phone call home.

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 personalised criteria set (see Appendix 3) 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.

Postcards

All staff can issue as appropriate:
- Thank you postcards
- Well done postcards
- Congratulations postcards

Certificates

Certificates are awarded from individual staff members identifying pupils who have produced work that exceeds the usual expectations in their subject (work of the week), for achieving a specific target or achievement criteria, for achieving top points, top positives or most improved points/positives during the week. These certificates are presented by SLT during extended tutor time on a Friday afternoon recognising this achievement:
- *Man of the match*
  This certificate awarded to a specific pupil who has displayed exceptional performance during a sporting fixture.
- *Boarder of the Week*
  This certificate awarded to the best boarder throughout the week and is voted by the care team.
- *Class of the Week*
  Class of the week awarded to the class with the highest average points total over the week or the greatest improvement.
- *Class Attendance of the Week*
  Class attendance awarded to the class with the highest average attendance over the week or the greatest improvement. If a tutor group achieves three of these or class of the week in one term they are allocated a budget to spend on the tutor group for either a local trip or something the group agree on for tutor time.

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 for lesson positives and whole school positives and particularly for supporting or helping 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.

Whole School Awards Ceremony

Annually, Ramsden Hall Academy will recognise pupil's efforts and achievements in each subject area and across the academy via a formal awards ceremony held in front of all pupils staff and parents/carers

Seniors & Graduate Status (Please see Appendix 4)

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

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 suspension
- 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 possible. 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 having to leave their lesson in order to positively manage their behaviour, regulate of co-regulate. 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.
- Participate in regulation or neuroceptive activity
- 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 5) regarding leaving lessons and when encouraging pupils to return to lessons.

When pupils are managing their behaviour inside or outside of lessons using SOS bags, Neuroception activities, regulation stations etc. the duration that the pupil regulates for should be recorded in Sleuth. The purpose of this is to analyse 'hot stops' and complete 'anxiety mapping' etc. for us to better understand pupils, identify strategies and support pupils in engaging with their learning and managing their behaviour.

Missed Total (MT)/Missed Learning (ML)

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, reflect or catch up on work missed during activity time 2.30pm – 3.00pm on a daily basis Mon- Thurs.

Missed Total
- Pupil does not arrive to lesson

Missed Learning
- Pupil does not engage at all in the lesson/learning, social development or agreed regulation activity for an agreed time inside or outside of the lesson.

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:

Conversational poor Language will be challenged:
- Using scripts (see appendix 6)
- By rephrasing the sentence or repeating the sentence without the use of poor language (to support SCLN need)
- By following individuals Pupil Profile Risk Assessment (PPRA) which may result in tactically ignoring to prevent escalation.

If poor language continues then poor language will be ignored and logged within Sleuth. Persistent poor language will be highlighted during daily debrief and consequences will be put in place where necessary.

Personal abuse including the use of Racist/Homophobic/Discriminatory Language is challenged using a script (see appendix 6) and logged within Sleuth including Victim. Please see 'Anti-Bullying' and 'Anti-Discrimination Policy'

Angry/Emotional language is addressed using CPI de-escalation strategies and tools and our 'Regulation/Help Script' (see Appendix 2) where necessary. Poor Language may not be addressed as a priority at this point of escalation/dysregulation

Mobile Phones

Ramsden Hall follow the Trust policy for the use of mobile phones and will request that these will be handed in to staff. Exceptions are where it has been identified as part of the pupil's risk assessment that they use their phone as an attachment object, or to self-regulate at times of stress or anxiety. In these cases we understand that removal of their phone would cause distress and potentially unacceptable behaviour, and so they are expected to follow the Academy mobile phone policy.

Incidents of Damage and Physical to Peer/Staff

Any incidents of being Physical to Peer/Staff or damage logged on sleuth will be highlighted within staff debrief and depending on the level or number of incidents will trigger a phone call home and a

Tutor led restorative meeting the following day. Evidence of these meetings will be recorded on the appropriate form in sleuth as an action. Any pupil not engaging in this restorative process will complete this restorative meeting during Friday options with a member of SLT.

Any pupil demonstrating high levels of unsafe physical dysregulation or causing significant damage will be raised as an SLT concern during this daily debrief, this will then be discussed and secondary/whole school actions agreed.

Harm from dysregulated behaviour

Our school always prioritises the safety and welfare of all staff and pupils, recognising that everyone is entitled to a safe and supportive environment. Any incident (verbal or physical) which compromises safety can be perceived as harmful. Our staff understand through training that this behaviour is not necessarily deliberate, rather it is often due to a stress response.

Supporting those who have been harmed

Our staff and pupils receive the individual support they need in response to any incident where the behaviour has compromised the wellbeing of someone else, causing harm. Occasionally there may be times, despite all reasonably practicable measures being taken, when prevention is unsuccessful, and someone is harmed. At these times our school ensures that this person (adult or young person) is fully supported.

We always consider the following:
- Are they physically safe and protected?
- Do they need immediate first aid & medical treatment?
- Is there a need for immediate police involvement?
- Ensure they have the opportunity to talk about the incident either with a trusted person or other independent service
- Give reassurance to reduce feelings of guilt and/or anxiety

Our school recognises that some people are more at risk than others in their work, and where this is the case, we ensure there is appropriate support available.

Risk Assessment Process

In our school we use a risk assessment process as the starting point for preventing harm for identified vulnerable young people. It identifies what is likely to cause stress to them, using all the information known about the young person. Once all this information is to hand, a strategy for supporting a situation appropriately and keeping everyone safe can be developed. This information and strategies is personalised to every individual. This information is recorded and updated in the Pupil Profile Risk Assessment (PPRA) as and when required.

Physical and Restrictive Physical Interventions

At Ramsden Hall Academy every member of teaching staff, LSA's, residential staff and support staff where appropriate will receive CPI Safety Intervention training in line with both Academy and PLT Policy. All CPI Safety Intervention 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. Drop in sessions will be held every 3 weeks by CPI instructors for staff to access additional support.

The physical interventions taught within the CPI Safety Intervention 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 significant damage to property that may also 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. All incidents of RPI will be discussed informally during staff debrief at the end of the day. The SLT monitor all incidents and where pupils are repeatedly involved in behaviours requiring an RPI additional measures are put in place to support them. These may involve meetings with families to discuss the triggers, and protective factors to try and reduce the root causes of the behaviours.

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 CPI Instructors, Tutor & SLT)
- Staff member involved in two incidents of RPI in one week (Reviewed by CPI Instructor & Staff member)
- If the duration of an RPI lasted longer than 3 minutes (Reviewed by CPI Instructor, Tutor & Staff members)
- Incident involving RPI resulted in a staff member or pupil being hurt (Reviewed by CPI Instructor, 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, Quality Assured and signed off weekly by a CPI Instructor.
- Any Restrictive Physical Intervention occurring during residential time will require a formal staff debrief.

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

Link Governors and Trust CPI Lead are encouraged to provide external quality assurance on a selection of RPI's during any visits.

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 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

It is not that the parents do not want to help neither is it the case that pupils don't want it. We believe it is more the case that they may 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
- Parental Support Meetings
- Residential Family Hub Meetings

We are currently developing a secure family support area of the website which includes "how to" videos for core teaching areas, and links to external agencies which can offer support. This will be developed over the academic year 22-23 to include more videos and advice from professionals both in and out of school on common areas of need.

Ramsden Hall Academy

Behaviour for Learning Points

1-8 Points

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

Bonus Points (Max 2)

+2	**Exceptional** in any of the above

Regulation Help Script

Ramsden Hall Academy

Regulate 4-
Shall we- Give them options
This might help lets- Identify what you think they might need or want

Regulate 3-
Would you like – provide limited options/ Items/drink/support/space
Can I/someone help – Identify Pupil teams

Regulate 2-
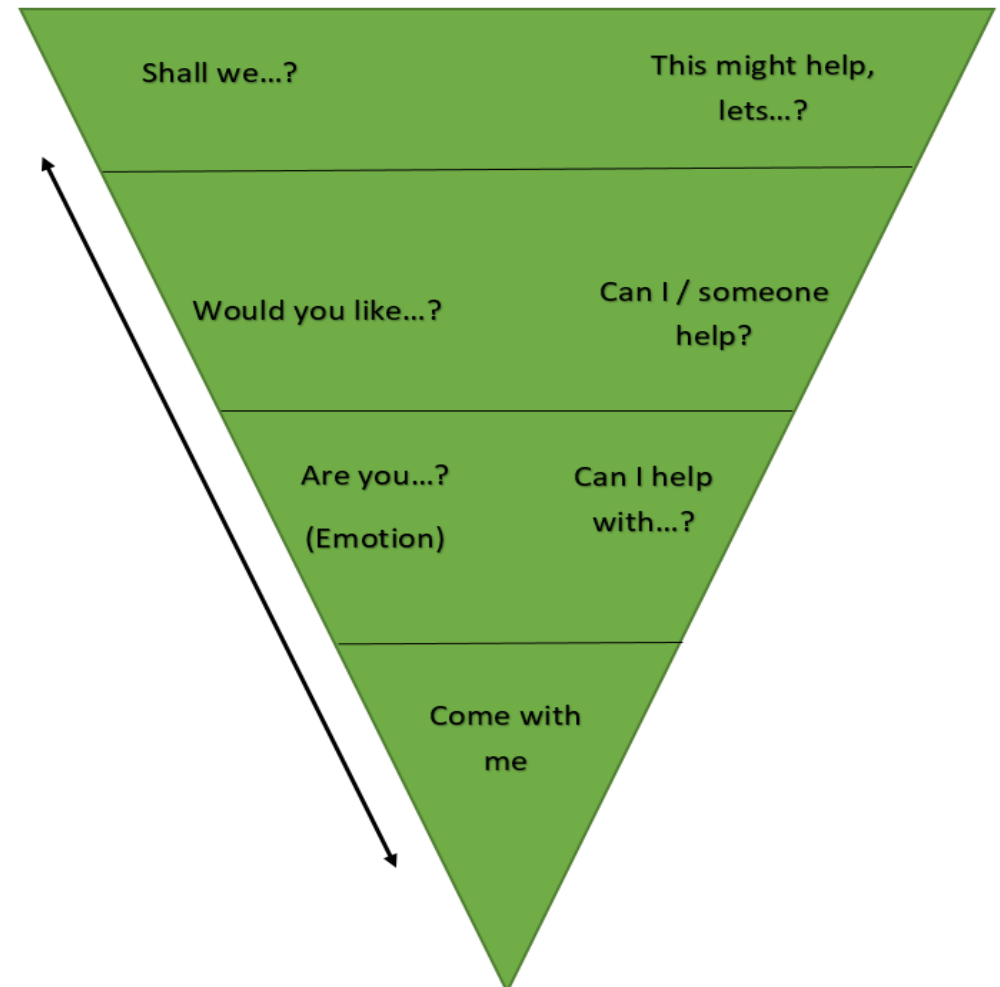**Are you...?** Using emotion chart- identify how you think they may be feeling
Can I help with... Work/situational?

Regulate 1-
No options

Shall we…?

This might help, lets…?

Would you like…?

Can I / someone help?

Are you…? (Emotion)

Can I help with…?

Come with me

Trip Tokens

1. Personal weekly points target met

2. Personal tutor target met

3. Wearing correct uniform

4. More positives than negatives by the end

of the week

5. No Missed Totals or Missed Learning

Trip tokens to be added to Sleuth by form tutors during Friday PM tutor time

The more trip tokens you earn, the higher up the list you are for choosing your end of term trip or onsite activity.

Good Luck! ☺

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

Graduates	**Seniors**
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.

Appendix 5

Leaving Lessons Script

For pupils leaving lessons:

''I've noticed you need to take 5/are taking 5/regulating - Remember to return for points''

Note: Where possible a member of staff will leave lesson and maintain supervision in the event that this is not possible 'On Call' will be informed via the radio to locate and supervise the pupil while regulating.

For pupils out of lessons:

''I've noticed you have taken 5/you are taking 5/regulating - Remember to return to lesson for points''

''Let's go now or it could lead to a missed total or missed learning''

Poor Language Scripts

Conversational poor Language will be challenged by:

- Using script below
- By rephrasing the sentence or repeating the sentence without the use of poor language(to support SCLN need)
- By following individuals Pupil Profile Risk Assessment (PPRA) which may result in tactically ignoring to prevent escalation.

"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?''

Personally abusive language will be challenged by:

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

Racist/Homophobic/Discriminatory Language will be challenged by:

"That is offensive please be kind".

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

If poor language continues then:

''If there is nothing we can help you with we are now going to ignore you and log it within Sleuth which may result in a consequence or impact on rewards ''

Angry/Emotional language

Angry/Emotional language is addressed using CPI de-escalation strategies and tools or our 'Regulation/Help Script' where necessary. Poor Language may not be addressed as a priority at this point of escalation/dysregulation

Ramsdens four R's

5. We are **Respectful**.
6. We are **Resilient**.
7. We **Reflect**.
8. We **Repair**.

Level	Example Behaviours (not exhaustive)	Staff Responsibility	Expectation.
Anxiety	Phone misuse. Kicking doors. Poor language. Misusing a strategy. Classroom disruption. Racist language. Joint enterprise. Misuse of equipment. Derogatory language. Non-verbal. Hood up/jacket on. IT misuse. Uniform/Jewellery.	Person in charge of group (Teacher/HLTA/LSA/Care officer **Reflect/Repair** Tutor Team. Pupil team Classroom Teacher.	Classroom Points Lottery slips Sensory Toys Pupil team support Limited options (simple language) Calm talking Limited options " This or That" Asked to take 5 No communication for 5 Regulation inside the classroom. **Reflect/Repair** Reflective conversation in tutors. Catch up with pastoral team. 121 support discussed.

Defensive	Persistent Poor language aimed at members of the school community. Poor engagement in restoratives. Persistent disruption in the classroom. Failure to engage with the learning. Smoking/Vaping. Increase in anti-social behaviour. Violent to a school community member. Potentially dangerous item. Sexualised language. Verbal abuse of an academy member.	Pupil team/Key stage leads/Pastoral team	All or some of the above Calm but firm voice. Asked to take 5(second time of asking) Clear limited expectations given
		Reflect/Repair As above. Key stage lead. Behaviour Lead. Pastoral Lead.	**Reflect/Repair** Restorative conversation Look at PPRA Revisit pupil team Look at the dangers of smoking. Reflect with the member of the school community
Risk	Serious Damage. Vandalism. Stealing of items. Sexual harassment. On the roof. Offsite.	Pastoral team/ Class teacher/Senior care officer/Assistant Headteachers / Pastoral lead	Removal from the Classroom. Parents will be involved in a phone call or meeting. Exclusion from the classroom (but not work) Completion of required information on Sleuth.

	Serious vandalism or theft.	**Reflect/Repair**	**Reflect/Repair**
		Head teacher.	Liaison with other agencies as required Referral to the pastoral team Restorative conversations or conferences.
	Drugs related activity.	Police.	
	Illegal activity.		
	Racism.		Planned and specific interventions/reparation activities.
	Cruelty to animals.		
			Meeting with a member SLT Team.
			Involvement of parents/carers Formal meetings to discuss effective strategies and updates to the self-regulation plan.

Ramsdens NON-Negotiables

Behaviour	Action
Climbing on the Roof	Risk of going home Early and suspension (Expectations meeting and agreement)
Intentional Assault on staff	Risk of going home Early and suspension (Expectations meeting and agreement)
Unprovoked Assault of Peer	Risk of going home Early and suspension (Expectations meeting and agreement)
Vandalising Cars	Risk of going home Early and suspension (Expectations meeting and agreement)
Intentional significant Damage	Risk of going home Early and suspension (Expectations meeting and agreement)
Out of bounds (Putting self at Risk)	Risk of going home Early and suspension (Expectations meeting and agreement)