



Heritage Park School

Behaviour Policy

2024-2026

Written by Jake Bower: July 2024

Reviewed by governors: July 2024

To be reviewed: July 2026

Approved by	Governing Body
Last reviewed	July 2024
Next review due by	June 2026
List of Associated Policies	Anti-Bullying Policy Suspension and Exclusion Policy Child Protection Policy Attendance Policy Trips and Visits Policy

Version History

Version	Date	Detail	Author
1	September 2022	Original document	Jake Bower
2	January 2024	Adapted the banned items list – to include new banned items and update sections on jewellery and nail modifications.	Jake Bower
3	July 2024	New policy to support the school’s behaviour journey – this policy is to sit alongside the new behaviour statement that outlines our strategy, approach and culture. A summary of changes document has been produced to outline any significant changes.	Jake Bower

Contents

Introduction	5
Vision and Values	6
Positive Behaviour Support	7
Relational Approach.....	8
Unconditional Positive Regard.....	9
Nurture.....	9
Restorative Approach	9
Trauma Aware.....	10
Social Discipline Window (SDW).....	10
Window of Tolerance.....	10
Zones of Regulation	11
Emotion Coaching	11
De-escalation and Non-Confrontational Approach	11
Strategies to Support Loss of Control, Socially Unacceptable Behaviour & Negative Feelings	14
Use of Touch	16
Roles and Responsibilities	16
Legislation, statutory requirements and statutory guidance	19
Screening, Searches and Confiscation	20
Student Code of Conduct	23
Recognition and Celebration	25
Missed learning	25
Student Review	25
Suspension and Exclusion	26
Approach to Harmful Sexual Behaviour	26
Approach to Peer on Peer Abuse & Bullying	27
Approach to Harmful Language	28
Graduated Response for Behaviour	29
Offsite Behaviour	29
Staff Wellbeing	29
Allegations	30
Malicious Allegations	30
Monitoring Arrangements	31
Appendix 1 – Pupil Profile Risk Assessment (PPRA)	32
Appendix 2 - Seclusion	34

Appendix 3 – Post Incident Learning for Students	36
Appendix 4 – Post incident Learning for Staff	37
Appendix 5 – Pupil Review Prompt Sheet	38
Appendix 6 – Bullying Flowchart	39
Appendix 7 – Hate/Harmful Language Flowchart	40
Appendix 8 – Assault Flowchart	41
Appendix 9 – Damage Flowchart	42
Appendix 10 – Drink & Drugs Flowchart	43
Appendix 11 – Prohibited Items Flowchart	44
Appendix 12 – Uniform	45
Appendix 13 – Climbing	46

Introduction

This policy has been written in consultation with staff, school advisors, and is research driven.

This policy is relational, it works within our school's approach to promoting a positive environment for our students and staff and fits with the school's vision and values. The 2024-26 Behaviour Policy is the next step in developing the right culture for the students and defines Heritage Park's approach to supporting students with Social Emotional and Mental Health needs.

The policy works with the schools behaviour statement. The behaviour statement outlines our behaviour strategy, approach and culture. The model below produced by Devon and Babcock provides a useful model for encompassing key aspects of our relational approach.



This policy is for staff, students, parents and the wider school community to understand our approaches and the role they play in promoting and modelling the positive culture we strive for.

Vision and Values

At Heritage Park School we strive to create a nurturing environment built on positive and effective relationships which will instil in our students the belief that they are deserving of care, respect and love.

This will empower them to demonstrate acceptance of themselves so that they can show kindness, tolerance and understanding.

Students will learn and grow so they can achieve their aspirations and make a positive contribution to society.



Acceptance

Individuals are accepted at their own academic, behavioural, social and emotional level. We are committed to enabling others to see themselves, their relationships and the world more positively. We help the child to feel that they belong and understand socially unacceptable behaviour as a communication of unmet need or as an adapted, defensive stress response. We believe that children who feel valued are much less likely to present with socially unacceptable behaviours and we will demonstrate acceptance by accepting others as they are and treating them with respect and dignity.

Tolerance

Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own on others. This value promotes stronger relationships among students and between students and staff by teaching them to appreciate diversity. Promoting and teaching tolerance prepares students become positive citizens in society.

Learning

Learning is fundamental to a pupil flourishing. Learning helps support students with their educational opportunities, it encourages students to better themselves. We actively encourage learning, learning from one another and learning challenges. It supports students in pursuing their personal goals, gives them the ability to apply themselves to tasks and promotes self-confidence. It is one of the key values that supports self-actualisation.

Kindness

Kindness is being selfless, caring, compassionate and unconditionally kind. Kindness takes practice to understand and feel it. We can share kindness through kind acts such as a smile, a nice word or an unexpected deed.

Respect

Being respectful means you act in a way that shows care for how your actions may impact on others. We can show respect for people, places and things.

Achievement

Achievement is a core value that guides our decisions and behaviours. It helps students believe they can do something, it enables students to construct a sense of themselves as a success and encourages determination to reach a goal.

To create a culture of positivity we:

- have a relational approach.
- promote unconditional positive regard.
- are trauma aware.
- utilise the social discipline window (purposely working 'with' students).
- offer a nurturing environment.
- use a restorative approach.

This policy and the school aim to:

- provide a consistent approach to behaviour management.
- create a positive culture that promotes socially acceptable behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment.
- define what we consider to be socially unacceptable behaviour, including bullying and discrimination.
- outline how students are expected to conduct themselves.
- establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- outline the school's approach to rewards and sanctions.

This policy aims to promote an environment where everyone in our community feels happy, secure and safe to learn within an ethos of mutual respect and without discrimination.

As a school we aim to:

- Develop a safe and secure climate of mutual respect, within which staff and students feel secure and valued.
- Create a framework within which staff and students can develop positive relationships.
- Maintain a calm and purposeful environment in which staff can support and assist students in the management of their lives.
- Enable students to develop self-worth, respect and a tolerance of others.
- Promote and maintain positive behaviour in a safe environment to enable effective learning.
- Turn socially unacceptable behaviours into self-reflective behaviours that are socially acceptable. This is to support our students in developing positive relationships with peers, employers and the environment.

Positive Behaviour Support

The Behaviour Policy combines the school's vision and values with the approach to behaviour through adopting theories that support students with a positive approach, and aligns with a relational approach. Having a positive relational approach to behaviour enables staff to build effective relationships that help promote the development of our students Social, Emotional and Mental Health needs.

At Heritage Park School we aim to meet the diverse needs of our students through:

- recognising our students experience a range of different physiological and psychological challenges.
- creating a trauma aware culture that encompasses learning from neuroscience and neurophysiology.
- the provision of a predictable and safe environment, explicitly founded on nurture and attachment principles, that promotes security through consistent routines and clear boundaries.
- an unrelenting focus on celebrating, promoting and positively reinforcing good behaviour.
- the application of Carl Roger's Unconditional Positive Regard for all students.
- acknowledging and addressing any socially unacceptable behaviours which may arise.

Heritage Park School has adopted the following theories that guide the school in how we interact with each other:

Relational Approach

At Heritage Park School we have a relational approach. Humans are wired to connect and to seek support in their social surroundings and relationships. Relationships are the central beliefs through which to influence, shape and build wellbeing. All young people wish to, and have a right to, belong, achieve and contribute to their school community. Young people need nurture, and empathetic relationships alongside containment and structure in order to feel safe.

All behaviours are understood to be communicative of an individual need. A curious approach to understanding behaviour is essential. Needs must be understood and met in a compassionate and informed way, rather than seeking to manage and contain behaviours alone. Respect for individual context, circumstances and needs mean responding to individuals in a differentiated manner. Consistency is about consistent commitment to seeking a positive outcome for each individual, not about treating everyone the same.

Our relational approach values the essential nature of relationships in enabling individuals to develop, learn, adapt and thrive. The approach shapes all levels of our school, including ethos, policy, procedure and everyday interactions. It provides the practical tools for staff to adapt to the emotional and developmental needs of all students, including those who are most in need.

We understand the importance of connection and positive, safe, effective relationships in supporting emotional, social and academic outcomes for our students.

Relationships and interactions are a vehicle through which we can:

- develop openness and trust.
- build a sense of security, belonging and connection.
- teach and embed skills to manage and regulate difficult emotions.
- develop awareness of ourselves and the emotional needs and perspective of others.
- resolve conflict.
- repair and restore relationships following conflict.
- support an understanding of students' neuro-diversity.
- be curious and look beneath the behaviour.



Image from WholeHearted School Counselling

In summary the relational approach places emphasis on relationships, respect, responsibility and restoration, which have been shown to be more effective in addressing issues of discipline and conflict than traditional behavioural approaches, where systems rely on the use of rewards and sanctions to encourage compliance. Such approaches are understood to harvest short term compliance and have the potential to be shaming and to have adverse effects on students, in particular those with vulnerabilities as a result of earlier/current life experiences. The approach provides an emotionally safe way to support behaviour and development, rather than a system to manage it. It views behaviour as telling us something about the needs and regulatory systems of an individual, rather than viewing behaviour as a choice or an intention.

Regardless of individual need; all socially unacceptable behaviours can be termed as self-destructive behaviours. The aim of the school is to turn those socially unacceptable behaviours into self-reflective behaviours that are socially acceptable. This is to support our students in developing positive relationships with peers, employers and their environment.

Unconditional Positive Regard

Unconditional Positive Regard emphasises a student's personal worth and allows students to develop and grow through understanding their physiological needs, understanding of safety, have a sense of belonging, promote their self-esteem and achieve self-actualisation.

Carl Rogers believed that for a person to 'grow', they need an environment that provides them with genuineness (openness and self-disclosure), acceptance (being seen with unconditional positive regard), and empathy (being listened to and understood). Without these, relationships and healthy personalities will not develop as they should, much like a tree will not grow without sunlight and water.

Nurture

We use the six principles of nurture to give a framework of support for children to develop safe and secure relationships that help them to manage their behaviour. They are:

1. Children's learning is understood developmentally.
2. The classroom/school offers a safe base.
3. Nurture is important for the development of self-esteem.
4. Language is understood as a vital means of communication.
5. All behaviour is communication.
6. Transitions are significant in the lives of children.

Restorative Approach

When people make mistakes, we expect them to manage this positively, with support. Staff are trained in helping children to positively resolve situations. Restorative conversations happen throughout the day. Restorative practice may also take place in the form of a meeting between the involved parties. This will happen when all parties are emotionally regulated and agreeable to be involved in the process. A positive greeting and environment for the child on returning to learning and at key points throughout the day are important in supporting the student's needs. As part of this support we ask:

- What happened?
- How did you feel?
- How do you think it made others feel?
- What could you do differently the next time you feel that way?

Trauma Aware

We use the Protect, Relate, Regulate and Reflect model to support children who are struggling to manage their emotions. The significance of an emotionally available adult is understood as a protective factor in enabling children to do this, as well as a carefully managed environment. Building relationships, learning strategies to regulate and reflecting on the links between emotions and behaviour lead to an increased ability for students to regulate themselves.

Social Discipline Window (SDW)

The SDW is at the core of everything we do, it highlights how we work with others. It structures our thinking, our approach and our language. We aim to work within the 'with' box although sometimes we have to work in the 'to' and 'from' box.

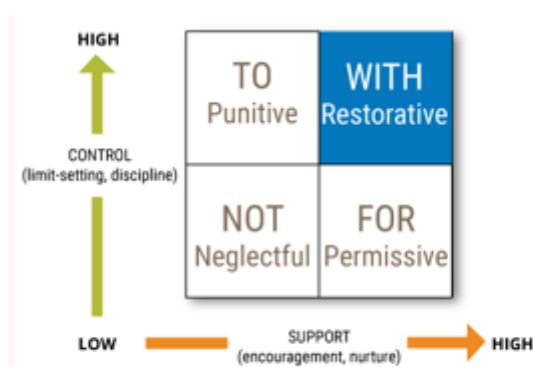


Image from Paul McCold and Ted Wachtel

Window of Tolerance

We use the window of tolerance to understand how to get the best out of students. We use the theory to identify when a student is ready to learn, when they need a calming regulation activity to bring them down from hyper arousal and when they need heart raising activity to bring them up from hypo arousal. We also know that the work we do with students over time stretches the window and allows the staff in school give more input into their education.

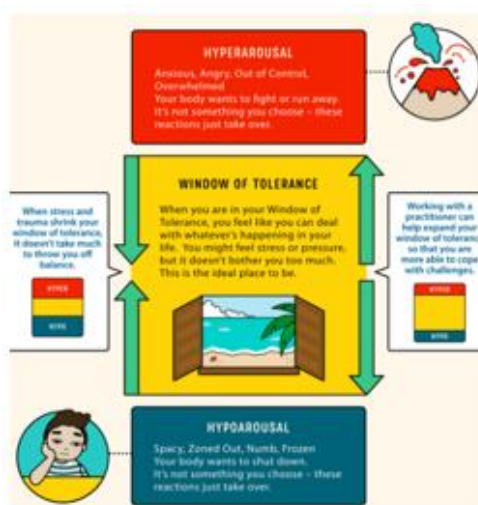


Image from NICABM

Zones of Regulation

Zones of Regulation are a vehicle to support the students in identifying an emotion, their feelings and energy. This looks different across the school with different classes uses different visual and support aids. By applying this model, we aim to support our students to regulate their zones so they can achieve their goals and aspirations, engage with learning, and support their emotional health and wellbeing.

Emotion Coaching

We use emotion coaching to help students work through problems linked to emotions and feelings. There are four steps to this approach.

1. Notice and empathise – notice any reactions and judgements the students' behaviour cause in you. Imagine a similar situation for an adult.
2. Label and validate – help the student to name what they're experiencing in the moment.
3. Set limits – emotion coaching accepts the emotion but not the socially unacceptable behaviour.

'I understand you're feeling sad but hitting your friend is not okay'.

4. Problem solving – when the child is calm, find solutions with the child. When possible, follow their lead in picking a solution.



Image from Relate to Educate – Educational Psychology Service

De-escalation and Non-Confrontational Approach

The best chance of successfully implementing strategies to modify behaviour is to build excellent working relationships between staff and students. The philosophy of using non-confrontational approaches when communicating with others is central to the school's mission, key principles to ensure our students can become self-regulators. A summary of the non-confrontational de-escalation techniques can be found below.

All staff at Heritage Park School, through regular Team-Teach and Advanced Team-Teach training are trained in the rationale for and implementation of these strategies. The aim of the Team-Teach approach is to emphasise the use of verbal and non-verbal de-escalation techniques to defuse potential instances of conflict or aggressive behaviour and reduce the instance of students reaching crisis point where they are no longer in total control of their behaviour and/or emotions. If there is an incident heading towards a physical intervention, staff should look to use 95% de-escalation.

For further information The Team-Teach website provides a full explanation of this approach - http://www.teamteach.co.uk/introduction_Aims.html

Addressing situations in their infancy can be invaluable in managing potentially extreme behaviours. In line with the DoH. DfES RPI Guidance, secondary preventative strategies are applied when 'primary prevention has not been effective'.

(Further information on the most effective de-escalation techniques for individual students can be found on individual students' pupil profile risk assessment (PPRA) – see appendix 1 for the proforma.

The table below is not exhaustive but outlines some of the strategies staff at Heritage Park School use.

Communication/Verbal Advise and Support	Early intervention needs to be clear, positive and non-confrontational. If students are spoken to in a way in which they perceive something to be threatening this will evoke a negative response which is likely to be fight, flight or freeze. Awareness of tone of voice, body posture and eye contact is important as communication needs to be non-threatening, calm and assured. Staff should seek to support a student when they are showing signs of agitation/distress/anger and support/advise them according to the situation.
Belonging	For students whose behaviour is rooted in their insecurity, it is important that they feel accepted and respected as individuals. Reject the behaviour not the person by separating the behaviour from the individual showing that you care despite the difficulties.
Distraction/re-direction	Divert the student's attention from a potentially inflammatory situation to something in which they may have an interest in.
Reassurance	Support, comfort and encourage a student in a situation in which they might be feeling helpless, vulnerable, possibly defenceless and exposed to a risky environment.
Planned Ignoring	At times, highly provocative and attention seeking behaviour can be ignored to good effect. The skill is knowing when to ignore and when to intervene. Good practice is based upon Risk Assessment and individual needs.
Time Out	Rooms have been made available to allow student 'space' 1:1; to move to a different environment with time to calm down and consider their actions. The student is more likely to calm down without the attention of an audience. Outside space can also be utilised e.g. school field.
Withdrawal	Involves removing the student from the situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. This could

	<p>be an available calming room or an outside space. Often it is key to offer a student an honourable out.</p> <p>What is an 'honourable out'?</p> <p>It is giving students a non-shameful exit strategy from a social situation. Think about your delivery of the message, your tone, posture and the language you use.</p>
Humour	Although self-explanatory, staff should make sure the humour is used in the right context for the particular student.
Calm Talking Stance	Staff should endeavour to maintain a calm, confident and objective approach in conflict situations.
Negotiation/Being Objective	The ability to listen and talk to students and come to an agreement by setting limits and offering options/choices to the student.
Transfer Adult	If there is an incident where the adult present is seen to be aggravating the situation, it should be assessed as to whether moving the adult out of the situation may diffuse the issue. This should be done leaving enough staff to control the situation. Please refer to student PPRA for key members of staff.
Success Reminder	Remind the student of a previous occasion when they successfully managed a volatile situation of a similar nature. If they are feeling particularly low, look to remind them of something they did in the past that made them happy/proud/feel good.
Support Daily Routine	A bored student is more likely to present with negative behaviours and therefore a strong daily routine of active engagement in the classroom and in social times, reduces their need to act out inappropriate behaviours.
Physical Intervention	<p>Students will occasionally make choices that compromise the safety of themselves and others or cause significant damage to the school building or public/private property. At such time it may be necessary to use Team-Teach positive handling techniques. These are the only techniques that will be used and should be used as a last resort when all of the above strategies have been exhausted, or a situation has developed rapidly which demands immediate physical intervention. Staff members will judge when this is a necessary intervention and will be responded to using a method that is appropriate, reasonable and proportionate whilst limiting the risks to those concerned. Each episode will have one of the following features:</p> <ul style="list-style-type: none"> • The student concerned will be at risk of harm or of harming others. • The student is causing extreme disruption or making it impossible for the school to operate effectively. • Staff deem that the student's behaviour is likely to escalate to a point where they and others may be at risk of harm. • The student is likely to commit a criminal offence.

If a student has been involved in a physical intervention then parents/carers must be notified on the same day in which the incident took place.

The aim of all staff at Heritage Park School is to provide an environment that is safe and secure and through a 'whole school approach' to behaviour, be able to minimise the need for Positive Handling. Physical Intervention data is recorded and stored on Behaviour Watch. The school's Pastoral Leaders regularly review physical intervention data throughout the academic year to actively develop strategies/interventions to reduce all physical interventions. Ground physical intervention data is reported to Team Teach (half-termly) by the Pastoral Leaders.

Following a physical intervention, the student involved will have a de-brief with staff to ensure they are safe enough to return to their current offer of education. Any relevant changes will also be made to the student's PPRA.

If a student is involved in repeated incidents on one day which require physical intervention then parents/carers will be notified and school might deem it necessary for the student to go home due to the risks involved and the mental health of the student.

Any student that has been involved in repeated incidents of physical restraint will be risk assessed by SLT. This will inform the next steps and how their education will be delivered following the incidents.

If a student is involved in two or more Front Ground Recovery restraints within 24 hours, the student will go home to support their mental health and give school time to plan for their safe return.

Team Teach requires schools to have the following statement within policy:

'Team Teach techniques seek to avoid injury to the service user (student), but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent 'side effect' of ensuring that the service user remains safe'.

George Matthews – Founder of Team Teach

Strategies to Support Loss of Control, Socially Unacceptable Behaviour & Negative Feelings

Heritage Park School acknowledges that children may at times display socially unacceptable behaviour and a loss of control. Staff intervention would be consistently flexible and based upon students' level of development, needs and circumstances. Therefore, any consequences that address socially unacceptable behaviours are designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time.

Stage 1 - Anxiety		Stage 2 - Defensive		Stage 3 – Loss of Control	Stage 4 - Recovery	Stage 5 - Depression	6 – Follow Up
<p>Low level behaviours occur due to an unmet need. A child may be trying to communicate boredom, work frustration, stress, feeling unsafe, sensory needs, basic needs not being met, negative thinking, low self-esteem, self-preservation.</p>		<p>Defensive behaviours occur due to a breakdown in communication. A child may be trying to communicate further frustrations with not being understood, revenge, too much challenge, not enough support Defensive behaviours can tip into crisis quickly.</p>		<p>Loss of control behaviours occur when the child's amygdala has detected a threat, the main priority here is survival. The outputs driven by threat detection alter information processing in the brain. A child is not able to think rationally if the child perceives a threat, they are likely to respond with fight, flight or freeze.</p>	<p>Post loss of control, the child will need to be supported through 2 more stages before they can be emotionally regulated and return to learning. Stages 4 and 5 are vital for meeting the child's safety and security needs.</p>		
Displayed Behaviour (Not an exhaustive list)							
<p>Rocking Tapping Swinging on chair Head on desk Sullen Calling out</p>	<p>Finding it hard to cooperate Inappropriate comments Failure to complete work Disrespect</p>	<p>Teasing Pushing Arguing Destroying work Running indoors Disrupting</p>	<p>Use of inappropriate language Damaging school equipment Not following instructions Leaving the classroom</p>	<p>Displays higher tension, could be abusive, making personal and offensive remarks or swearing, talking louder, higher, quicker, adopting aggressive postures, changes in eye contact, pacing around, breaking school rules, low level destruction, picking up objects which could be used as weapons, challenges; 'No I won't...', 'Go away' etc. May try to run/escape.</p> <p>Shouting and screaming, crying, spitting, biting, head banging, scratching pulling hair damaging property, picking up objects which can be used as weapons, hurting self, grabbing or threatening others, hurting others, kicking, slapping, punching.</p>	<p>May cry, go into a confined space, curl up into a ball. Can be easily confused with anxiety stage. People may sit quietly; the difference is they can revert to extreme violence without the build-up associated with the normal escalation in stage 2</p>		
<p>After a serious incident people can become depressed, they may not want to interact, but also plan to report and communicate, to avoid similar events in the future.</p>							
Strategies (Not an exhaustive list)							
<p>Distraction. Offer a change of scenery or a job to do. Read the body language and the behaviour, intervene early, communicate, display calm body language, talk low, slow and quietly, offer reassurance, including positive physical prompts, assess the situation, divert and distract introducing another activity or topic. Success reminder.</p>		<p>Continue to use level one strategies + state desired behaviours clearly, offer alternatives and options, offer clear but limited choices – A or B, give an honorary out, assess the situation and consider making the environment safer and getting help, guide towards. Give him/her space. Remove audience.</p>		<p>Continue to use level 1 and 2 de-escalation responses and make the environment safer, reduce your use of language, move furniture and remove weapon objects, guide, hold or restrain if absolutely necessary, ensure face, voice and posture are supportive, not aggressive, use fresh face if needed. Ensure privacy. No unnecessary people present.</p>	<p>Support and monitor, this may not be a good time to touch as it may provoke a reversion to crisis, give space, look for signs that the person is ready to talk.</p>	<p>Support and monitor, respond to any signs that the person may want to communicate, show concern and care but do not attempt to resolve issues at this stage.</p>	<p>Listen to the child's views What can be learned from this? Keep appropriate record of incident on Behaviour Watch, update PPRA and contact parents/carers. Appropriate professionals meet to discuss plan/update PPRA</p>

Use of Touch

Touch is essential in order for us to provide quality care and trust for our students. Touch must always be used in an age appropriate manner and staff should always risk assess the situation when using physical touch. Used in context and with empathy and compassion, touch supports the development of interactions and communication. Other necessary functions of touch are:

- Reinforcing, supporting, guiding
- Interaction
- Physical prompts
- Intensive interaction
- Play
- Therapy (massage, sensory integration, rebound therapy)
- Emotional support
- Personal care (medical care)
- Intimate care (changing, toileting)
- Protection
- Safety
- Curriculum support (PE, Dance, Drama)

Touch should always be consensual. Staff should be sensitive to any verbal or non-verbal form of communication that might indicate the child does not want to be touched. Staff should also be sensitive to responses that may require less touch or withdraw touch, such as over-excitement by the child.

Where possible, staff should minimise touch to allow students to complete tasks independently with over reliance, this may mean allowing sufficient time for a student to complete a task or follow an instruction on their own.

It is never appropriate for staff to touch any student on their intimate areas unless as part of the intimate care or medical care.

Roles and Responsibilities

- The **Governing Body** is responsible for reviewing and approving the statement of behaviour principles set out in this document. The Governing Body will also review this Behaviour Policy in conjunction with the Principal and monitor the policy's effectiveness, holding the Principal to account for its implementation.
- The **Principal** is responsible for approving this policy and reviewing it in conjunction with the Governing Body. The Principal will ensure that the school environment encourages positive behaviour and that staff effectively manage pupil who are dysregulated, including monitoring how staff implement this policy.

In addition to the above, it is the responsibility of the Principal to:

- set the standards of behaviour.
- implement the policy consistently throughout the school, and to report to the governing body, when requested, on its effectiveness.
- ensure staff prioritise the health, safety and welfare of all children in school.
- ensure all records of reported incidents of behaviour and physical interventions are accurately maintained.
- issue fixed term suspensions for serious and/or repeated incidents which impact upon the school community.
- issue permanent exclusions for extreme and/or repeated serious acts after notifying the relevant parties.

The Deputy Principal is responsible for:

- ensuring that the school environment encourages positive behaviour.
- ensuring that staff deal effectively with challenging behaviour.
- monitoring that the policy is implemented by staff consistently with all groups of students.
- ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully.
- offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it so they can fulfil their duties set out in this policy.
- ensuring this policy works alongside the Safeguarding Policy to offer students support when necessary.
- ensuring that the data from the behaviour log is reviewed regularly to make sure that no groups of students are being disproportionately impacted by this policy.
- Ensuring that the data from Behaviour Watch is reported on effectively to relevant stakeholders of the school.
- ensuring that an academic yearly report is written in line with the school's data and in line with this policy.
- strategically planning next steps in line with developing the culture around behaviour through action planning in line with this policy.

Pastoral Leaders are responsible for:

- ensuring that the school environment encourages positive behaviour.
- ensuring that staff deal effectively with challenging behaviour.
- monitoring the policy to ensure it is implemented by staff consistently with all groups of students.
- ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully.
- offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so, they can fulfil their duties set out in this policy.
- completing interventions linked to supporting students managing their behaviour. Some of these interventions will be planned, others will be through everyday interactions.
- ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy.
- ensuring that the data from the behaviour log is reviewed regularly, to make sure that trends, patterns, hotspots and individual students are planned for within this policy.
- quality assuring incident reports and monitoring (PPRAs) and giving feedback to staff that require it.

Pastoral Team Members are responsible for:

- supporting staff in responding to behaviour incidents.
- supporting staff in developing the school environment to encourage positive behaviour.
- supporting staff in dealing effectively with challenging behaviour.
- monitoring that the policy is implemented by staff consistently with all groups of students.
- supporting staff to understand the behavioural expectations and the importance of maintaining them.
- supporting training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it so they can fulfil their duties set out in this policy.
- completing interventions linked to supporting students to manage their behaviour. Some of these interventions will be planned, others will be through everyday interactions.
- supporting the quality assurance of incident reports.
- supporting staff in writing Pupil Risk Assessments (PPRAs).

All staff are responsible for implementing the Behaviour Policy, modelling positive behaviour, providing a personalised approach to the specific behavioural needs of particular students and recording behaviour incidents.

All staff are to operate using a relational approach by adopting the theories set out in the Behaviour Policy and Behaviour Strategy. **Punitive/behaviourist approaches will not be permitted at Heritage Park School.**

The **Senior Leadership Team and Pastoral Team Leaders** will support staff in responding to behaviour incidents.

All staff are trained the same through behaviour theories, positive behaviour management and, as a minimum, have Level 2 Intermediate Team Teach.

Teachers & Teaching Assistants are responsible for:

- creating a safe, calm and purposeful environment for students.
- making sure classroom non-negotiables are in place.
- making sure school timings and routines are followed.
- establishing and maintaining clear boundaries of acceptable pupil behaviour.
- implementing the Behaviour Policy consistently.
- communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students.
- modelling expected behaviour and positive relationships.
- providing a personalised approach to the specific behavioural needs of particular students.
- considering the impact of their own behaviour on the school culture, and how they can uphold school rules and expectations.
- recording behaviour incidents promptly.
- challenging students to meet the school's expectations.

Parents and Carers will:

- support their child in adhering to the Code of Conduct.
- inform the school of any changes in circumstances that may affect their child's behaviour.
- discuss any behavioural concerns with the class teacher promptly.
- take part in any pastoral work following serious or significant incidents.
- raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- take part in the life of the school and celebrate the success of students at home.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues. At Heritage Park School, staff are expected to communicate with **“every family, every week” (minimum)**.

Students will be made aware of the following during transition into school and reminded throughout the school year of:

- the expectations for all students in school.
- the school's key rules and routines
- how they will receive recognition for positive behaviour and how this will be celebrated.
- the pastoral support that is available to help them manage their feelings and behaviours in school.

- their involvement in developing their Pupil Profile Risk Assessment (PPRA) so they know what strategies staff will use to help de-escalate incidents effectively.
- support to develop an understanding of the school's expectations through the use of visuals and consistent scripts by staff.
- an expectation to give feedback on their experience of school to support the evaluation, improvement and implementation of the Behaviour Policy.
- extra support and induction for students who are in year admissions.

Legislation, statutory requirements and statutory guidance

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

Behaviour in schools: advice for headteachers and school staff 2022

Searching, screening and confiscation: advice for schools 2022 (use from 1 September 2022)

Equality Act 2010: advice for schools

Keeping children safe in education 2023

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - from September 2023

Use of reasonable force in schools

Supporting pupils at school with medical conditions

Special educational needs and disability code of practice: 0 to 25 years

In addition, this policy is based on:

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

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of negative behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of negative behaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of negative behaviour will be made on a case-by-case basis.

When dealing with negative behaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the Behaviour Policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010).
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014).
- All students have an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies. The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the

local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

- As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of negative behaviour, and put in place support to prevent these from occurring.
- Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

Screening, Searches and Confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Screening

Each morning all students in KS3 and KS4 and highlighted students in KS2 are screened on entry to the school.

This includes the use of a hand-held metal detector which is looking for prohibited items which maybe concealed by a pupil. If students leave site, they will be screened again on their return to school.

Confiscation

Any prohibited items (listed in banned items section of policy) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

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

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the Principal, or by the Principal.

The authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

If a member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Principal/SLT, Designated Safeguarding Lead (or Deputy) or Pastoral Leaders who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- assess whether there is an urgent need for a search.
- assess whether doing the search would put other students or staff at risk.
- consider whether the search would pose a safeguarding risk to the student.
- explain to the student why they are being searched.
- explain to the student what a search entails, e.g. 'I will ask you to turn out your pockets and remove your scarf'.
- explain how and where the search will be carried out.

- give the student the opportunity to ask questions.
- seek the student's co-operation.

If the student refuses to agree to a search, a further plan needs to be made. The student will need to be supervised away from the main body of students.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

- The authorised member of staff can use reasonable force to search for any prohibited items identified in the banned items section below, but not to search for items that are only identified in the school rules.
- The authorised member of staff may use a metal detector to assist with the search.
- The authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt).
- hats, scarves, gloves, shoes, boots.

Searching students' possessions:

Possessions means any items that the pupil has or appears to have control of e.g. a bag.

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in banned items section) and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Designated Safeguarding Lead (DSL):

The staff member who carried out the search should inform the DSL without delay

- of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in banned items section .
- if they believe that a search has revealed a safeguarding risk.

All searches for prohibited items that are not part of the morning routine, including incidents where no items were found, will be recorded on CPOMS.

Informing parents:

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- what happened.

- what was found, if anything.
- what has been confiscated, if anything.
- what action the school has taken, including any sanctions that have been applied to their child.

Support after a search:

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's Child Protection Policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Banned Items:

Banned items and offensive weapons (this is not an exhaustive list. Any items that are potentially harmful to any member of the school community should not be brought to school. If there are any doubts about an item, students or parents/carers can check with the Pastoral Team or SLT.

- Weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco Smoking or drugs paraphernalia
- E-Cigarettes / Vapes
- Fireworks
- Pornographic images
- Phones, gaming or recording devices
- Steel toe cap boots
- Sliders, flip flops and crocs (footwear needs to be practical for a pupil to access their school day including PE and play times)
- Aerosols
- Energy drinks, including 'Prime'
- Glass bottles (including perfume bottles)
- Jewellery (see below)
- Permanent marker pens
- Unnecessary money
- Fireworks or 'snaps' containing gunpowder
- Any items which are illegal to possess or carry, or inappropriate for the age of the child or the school environment.
- Nuts
- Modified fingernails (including false, lengthy, painted or coloured nails)
- Jewellery on health and safety grounds is banned. Large or 'hoop' earrings, nose rings and other facial or muscle jewellery, including tongue piercings, is not permitted. We advise that all piercings should be carried out at the very beginning of the summer holiday to allow time for healing and safe removal at the start of the new academic year.

The only jewellery that is permitted is:

- one pair of stud earrings totalling one in each ear.
- a sensible wristwatch (not a smartwatch).

Jewellery is the responsibility of the student and not the school. Lost or damaged items will not be refunded. All jewellery must be removed before the start of the school day.

In addition to this list, any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or used to cause personal injury, or used to cause damage to the property of any person (including the pupil) are banned.

Any prohibited items found in a student's possession will be confiscated. These items will not be returned to students. Any item which is harmful or detrimental to school safety will be confiscated.

These items may be returned to students as they leave, after discussion with senior leaders and parents, if appropriate, or may be disposed of.

We reserve the right to search and screen students if we suspect that they may be in possession of a prohibited item.

Student Code of Conduct

When working with a relational approach it is important that students understand the boundaries and expectations of the school. To be curious and look for the reason for the behaviour we need to create a safe environment for students and staff to belong.

In consultation with staff at Heritage Park School we have identified three words to link our boundaries and expectations of students to when interacting with the students in school. The words have been chosen as a way of informing students how to be successful on a daily basis. They are:

Safe

- Follow staff instruction.
- Calmly move around school.
- Always keep hands and feet to ourselves.
- Be kind to others.

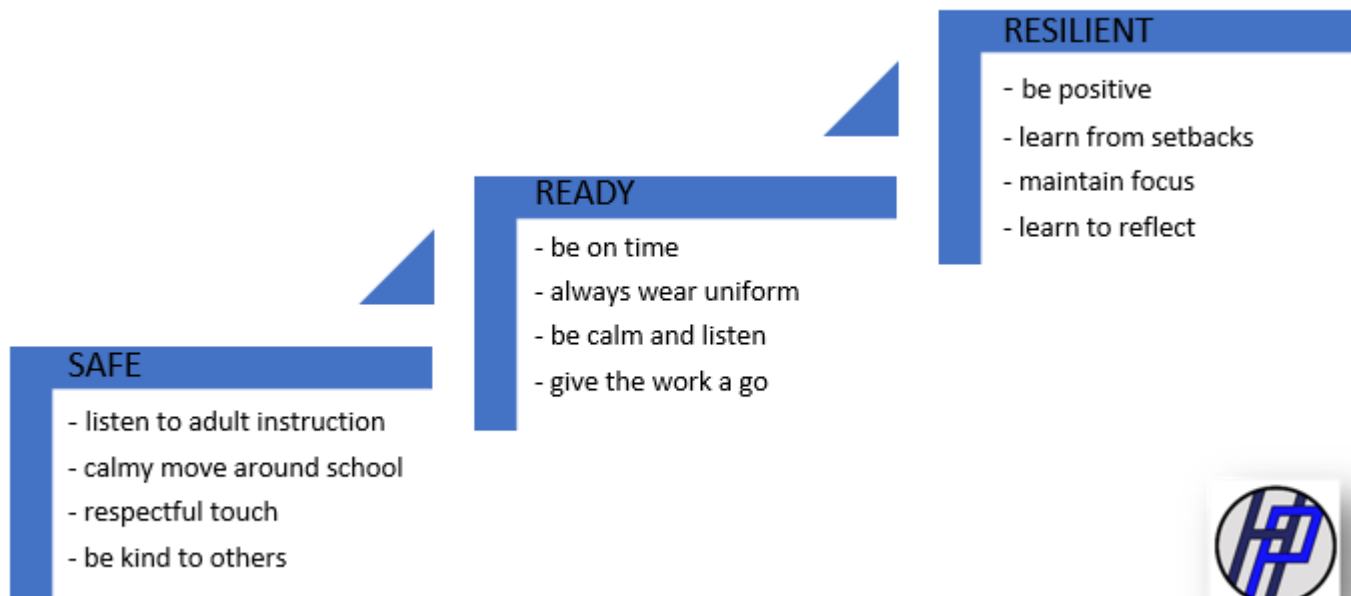
Ready

- Always wear uniform.
- Be on time.
- Calmly sit in seat.
- Start work straight away and try your best in lessons.

Resilient

- Be positive.
- Learn from setbacks.
- Maintain focus.
- Learn to reflect.

The three words Safe, Ready and Resilient allow staff to articulate boundaries and expectations, link the words to the approach we have, and link behaviours to language that students can adopt and understand.



Reflection Time

At the end of the school day between 2pm and 2:20pm, students are supported to reflect and review their own school day experiences. The staff and students base the conversation around being safe, being ready and showing resilience to review the strengths and positives of their own day.

Post Incident Learning for Students

Post Incident Learning should take place following an incident in school. Students should be supported to make connections between their actions, thoughts and feelings. Staff should use the post incident scripts (below) or the post incident student proforma to help students make these connections and reflect on what different actions they could take in future.

- What happened?
- How did you feel?
- What could you do differently the next time you feel that way?

See Appendix 3 for post incident learning for students.

Post Incident Learning for Staff (PILS)

For some incidents it is important the staff team who were involved in the incident come together to reflect. It is the chance to learn from the incident and develop a plan if it were to happen again. An SLT or Pastoral Team Member will trigger a PILS if a student has been involved in a Front Ground Recovery physical intervention or if the emergency services have had to be called to support any incident. Ideally a PILS will take place on the same (time allowing) if not a suitable time will be found in that week to complete it.

See Appendix 4 for post incident learning for staff.

Recognition and Celebration

At Heritage Park School we want to recognise and celebrate the socially acceptable behaviour we see. Our end point is for students to self-actualise. We want students to do something not for an external reward but to do it for the good feeling (dopamine release) you get when something goes well.

It is important that children know when they have done well. We strive to recognise their achievements in managing their day-to-day school life and highlight the steps taken to get there as well as to go on and achieve more.

Recognition of student achievement can be done both formally and informally during school time and during contact with parents or carers.

Missed learning

Heritage Park School recognises the importance of providing an outstanding educational offer thus supporting academic progress and students' social and emotional development. Work missed should be recorded as 'work refusal' on Behaviour Watch by class staff.

The class staff must ensure the missed learning is followed up with post event learning in the form of one of the following:

- Reflective conversation exploring the reason for the missed learning to allow for the removal of any barriers to learning to support engagement (student voice).
- Students given the opportunity to complete the work later on that day (between 2pm and 2:20pm).
- Students given the opportunity to complete work at home.

If there is a pattern of a student repeatedly missing learning/disengagement from a lesson then Lead Teachers will ensure this is followed up with intervention, strategies that support engagement or a parent/carer meeting.

Student Review

At Heritage Park School each Key Stage meets at the end of every day. The staff team talk about each student in the key stage. This should be attended by all class staff and pastoral staff.

Staff teams meet to discuss the day, focusing on attendance, individual pupil's needs, monitoring plans of support and suggesting necessary changes to meet need. Staff should use this opportunity to reflect on their own actions and any post incident reflection on what actions they may take in the future to help prevent or effectively de-escalate incidents in the future. It should be clear in the Pupil Review who is responsible for recording incidents and communicating with parents/carers.

The meeting is about recognising both positive and negative situations from the day. During the meeting the staff team decide on actions such as:

- Who is reporting the issues raised onto the school systems.
- What communication is needed, to who and by whom.
- Solutions are given to any issue raised (solution focused approach).
- Plans are made for the following day.

In addition to this the Lead Teacher may need to address some issues further and speak with a Pastoral Leader or a Senior Leader.

Also, in this meeting each Key Stage can discuss any upcoming events, trips or key dates.

The Lead Teacher will share any key information with the staff team and address any Key Stage issues or jobs that need to be completed.

See Appendix 5 for Pupil Review support sheet.

Suspension and Exclusion

Where possible students will be managed within the school setting and suspension and permanent exclusion will only be considered as a last resort. On occasion, after an assessment of risk, a child's emotional state will be deemed too dysregulated for the environment that they are currently in.

Suspensions or exclusions will be issued for incidents or actions that are deemed to be extreme, and if all school-based provision and intervention has been explored. This will be at the discretion of the Principal.

A reintegration meeting will always take place following a suspension. This is to reinforce the school rules, re-set expectations and seek assurances of future behaviour. Parents or carers are required to attend reintegration meetings. When the Principal is not available, a member of SLT or the MLT will conduct the meeting. A subsequent restorative meeting may take place if deemed necessary.

We have a supportive culture where suspension is seen as an absolute final resort and where best endeavour is used by all our leaders to avoid permanent exclusion from school.

Suspension should be viewed, not as a sanction, but as a mechanism to provide support, plan interventions and plan a safe return to school for students. We seek alternatives to for suspension with an understanding that its use is sometimes unavoidable.

The school's policy on suspension and permanent exclusion is in line with current guidance set out in:

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - from September 2023

Further information about the suspension and permanent exclusion process at Heritage Park School can be found in the Suspension and Exclusion Policy.

Approach to Harmful Sexual Behaviour

Heritage Park School will ensure all incidents of sexual harassment and sexual violence are met with a suitable response and in line with guidance. Students are encouraged to report anything that makes them feel uncomfortable, no matter how 'small' they feel it might be. The school's response is proportionate, considered, supportive and decided on by a case by case basis.

We have procedures in place to respond to any allegations or concerns regarding a child's safety or well-being. These include clear processes for responding to a report, carrying out risk assessments and where to refer.

All incidents linked to Harmful Sexual Behaviour are recorded on Behaviour Watch and CPOMs. For more information about our policy, procedure and process see the Child Protection policy pages 47 onwards.

Approach to Peer on Peer Abuse & Bullying

All incidents of Peer on Peer Abuse are recorded on Behaviour Watch and CPOMs. For more information about our policy, procedure and process see the Child Protection Policy page 47 onwards, and the school's Anti-Bullying Policy.

Definition of Bullying

There are many definitions of bullying.

We accept: Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

(Preventing and Tackling Bullying, DFE, 2017)

The three elements of bullying:

1. Bullying is deliberate or intentional.
2. It is usually repeated and over a period of time.
3. There is an imbalance of power between perpetrator and target.

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending malicious text messages, social exclusion.
- Indirect - Can include the exploitation of individuals.



Heritage Park School's graduated response to bullying is:

Step 1 – Preventative

Staff create a classroom culture of kindness, tolerance and respect for each other. This is taught through the curriculum, modelled in our daily interactions between staff and students and between colleagues. There are clear rules and boundaries. Staff use language of empathy with boundaries. Students are seated appropriately in the classroom via seating plan which makes all students feel comfortable and safe.

All incidents of peer conflict are managed by class staff. Individual incidents are reported and students are offered restorative justice conversations to proactively resolve any issues between peers. Parents are informed by phone.

Step 2– Proactive

Peer conflict persists and Pastoral Leaders support class staff. A formal letter is sent to both families informing them that despite our best efforts, incidents have continued and we are now recording as 'bullying'.

Parents (both) are invited into school to discuss the evidence of bullying.

An action plan is put in place which sets out the interventions which the student must engage with and a clear end point in which staff can confidently say the issues have been resolved. The plan is shared with both families and monitored daily. Upload to CPOMS.

Step 3– Reactive

The action plan is in place. Timely review points are agreed which reflect the seriousness and urgency of the situation. Student persists with behaviours which are intentionally harmful. A referral to the Safeguarding Team is made and external agency support is explored, including police action. Multiple suspensions for bullying will result in an emergency annual review.

Please note: All staff need to be mindful to still be curious and look for the root cause of the bullying. Remembering that bullying is the output behaviour (top of the iceberg). The best intervention for bullying is education.

See Appendix 6 for Bullying flowchart.

Approach to Harmful Language

Harmful Language is defined as "language that expresses or incites hatred toward people on the basis of some aspect of their identity". This includes any language which seeks to discriminate against others: Racism, Homophobic, biphobia, transphobic, (HBT) sexist, misogynistic, disability discrimination. Offensive language and swearing is not acceptable in school. Students should not swear directly at staff or peers.

Graduated response:

- **Hear it** – we accept what we choose to ignore. If you hear it, you must respond.
- **Challenge it** -all harmful language must be challenged immediately by staff.

(Give students an alternate word to use or repeat the sentence without the harmful language to model a socially acceptable behaviour)

- **Record it** – all incidents should be recorded on Behaviour Watch. Parents/carers should be informed via phone.
- **Respond** – students who persistently use harmful language will require additional intention from staff. Harmful language used to target individual students, staff should follow anti-bullying procedures.

See Appendix 7 for Hate/Harmful Language flowchart.

Graduated Response for Behaviour

At Heritage Park School we need identify the issue, develop a plan, inform relevant stakeholders and review the progress.

When dealing with behaviours it is important to ensure:

- Facts are gathered to identify intent and repetition.
- Involvement of parents.
- After care, relationships and restorative practice.
- Preventative strategies.
- Monitoring, evaluation and review (impact of interventions).

The flowcharts in the appendices support staff in working through an issue/incident alongside identifying, planning, informing and reviewing the issue/incident.

See Appendix for flowcharts for - 8 for Assault, 9 for Damage, 10 Drink & Drugs, 11 Prohibited Items, 12 Uniform and 13 Climbing

Offsite Behaviour

If a student has behaved in an inappropriate way when representing the school off-site, for example on a school trip or travelling to and from school, school staff will manage these situations in accordance with this policy and the Child Protection Policy.

Staff Wellbeing

Sometimes the things in place to support staff wellbeing are not directly linked to staff but the processes and facilities in place for students help support staff wellbeing. At Heritage Park School the following areas are considered and in place when supporting staff wellbeing:

STRUCTURE	Physical environment	<ul style="list-style-type: none"> • Supervised space available for students at lunchtimes. • A calming physical environment (green space). • Staff room is a restful space.
	Clarity of staff roles	<ul style="list-style-type: none"> • Staff are clear about their role and the boundary of the role. • Staff know who to contact should they concerned about a particular student. • Staff know how to use school systems to report concerns, learn more about a student or ask for help.
	Behaviour approach	<ul style="list-style-type: none"> • An up to date Behaviour Policy and Behaviour Strategy is in place. • The focus is on supporting students relationally rather than sanctioning and punishing them. • Staff are trained with multiple behaviour theories and Team Teach.

	Leadership	<ul style="list-style-type: none"> • SLT champion mental health and this is a clear objective on the school development plan. • SLT model taking care of their own emotional wellbeing. • Systems in place to ensure staff team feel contained (checking in, modelling).
	Targeted support	<ul style="list-style-type: none"> • Internal referral systems for students are clear and effective. • Systems in place for understanding the specific needs and strengths of all students. • Surveys are offered to help identify need: staff, students and parents.
	Student voice	<ul style="list-style-type: none"> • Students have the chance to influence decisions. • Routine restorative conversations are in place to address issues. • Students have opportunities to express views.
	Working effectively	<ul style="list-style-type: none"> • Time made for student review. • Opportunities available to share good practice. • A reflective culture is in place.
	Policy	<ul style="list-style-type: none"> • Policies are clear, meaningful and realistic. • Policy is reflective of practice on the whole.
	Staff wellbeing	<ul style="list-style-type: none"> • We have a strong ethos of compassionate leadership. • Meetings are focussed, effective and efficient. • Time is protected for extra tasks requested. • Deadlines and expectations are communicated clearly and within a reasonable time frame.
ATTUNEMENT/RELATIONSHIPS	Welcoming and friendly school	<ul style="list-style-type: none"> • The first contact of the school day sets the tone. • Students are welcomed to the classroom. • All students, staff, parents and visitors are made to feel welcome.
	Good relationships between students	<ul style="list-style-type: none"> • Transitions are considered and carefully planned. • Groups of students and staff are brought together through similar interests. • Students are taught about friendships, social skills, problem solving and emotional literacy.
	Good relationships across the school team	<ul style="list-style-type: none"> • Opportunities to come together and reflect are in place. • Staff recognition is routine. • Staff consulted about change.
	Good relationships between staff and students	<ul style="list-style-type: none"> • Opportunities available to build effective relationships. • Clear levels of support offered to students. • Staff are able to have sensitive/difficult conversations with students.
	Good relationships between school and parents	<ul style="list-style-type: none"> • Opportunities are available each week for staff to speak with parents. • Clear minimum communication plan is in place. • Staff are supported if more difficult conversations with parents are in place.
	All staff know the specific needs and strengths of individual students	<ul style="list-style-type: none"> • Behaviour understood as a communication need. • There is curiosity of the causes of challenging behaviour. • Impact of trauma is understood.

Allegations

Please refer to our Child Protection Policy for how allegations against staff are dealt with.

Malicious Allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will take appropriate action with regard to the student. The Principal will also consider the pastoral needs of staff accused of misconduct.

Monitoring Arrangements

This Behaviour Policy will be reviewed by the Principal and the Governing Body every year. At each review, the policy will be approved by the Principal.

Appendix 1 – Pupil Profile Risk Assessment (PPRA)

Team Teach Support Required: Intermediate/Ground/FGR

Highlight the term box in GREEN when you have updated the document, if the document is updated in between the review dates add a number date to the correct term box.		
Autumn 2	Spring 2	Summer 1

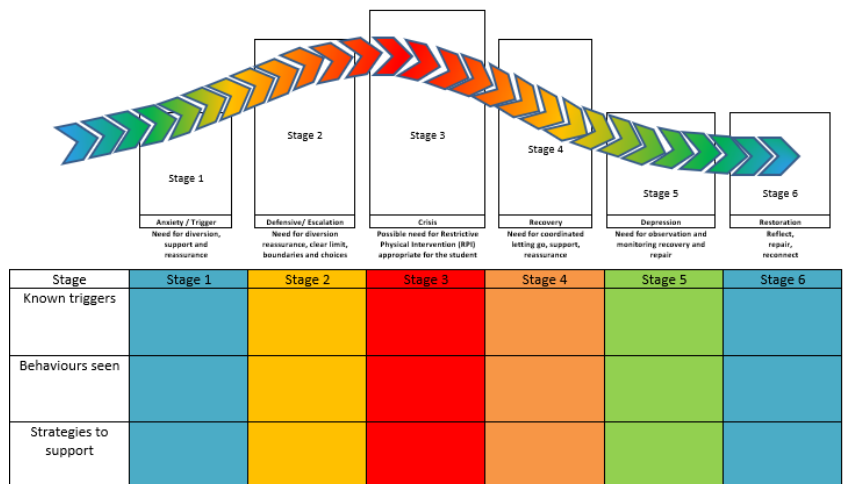
Pupil Profile

<table border="1"> <caption>Resources and Specialist Guidance</caption> <tr> <th>Communication and Interaction</th> <th>Cognition and Learning</th> <th>SEN/OT</th> <th>Physical and sensory</th> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> <p>Student needs Primary Need: Secondary Need:</p> <p>Diagnoses: Medication: External Professionals Involved:</p>	Communication and Interaction	Cognition and Learning	SEN/OT	Physical and sensory					Picture Name: EAA: Safe Space:	<table border="1"> <tr> <th>Subject</th> <th>Maths</th> <th>English</th> <th>Science</th> </tr> <tr> <td>Start of Year</td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>Baseline</td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>End of Year</td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>Target</td> <td> </td> <td> </td> <td> </td> </tr> </table>	Subject	Maths	English	Science	Start of Year				Baseline				End of Year				Target			
	Communication and Interaction	Cognition and Learning	SEN/OT	Physical and sensory																										
Subject	Maths	English	Science																											
Start of Year																														
Baseline																														
End of Year																														
Target																														
All About Me Likes... <ul style="list-style-type: none"> Dislikes... <ul style="list-style-type: none"> 	What doesn't help me: What's important to me:	Reduction strategies & interventions that work for me: What helps me do well: What I need from adults:																												

Team Teach Support Required: Intermediate/Ground/FGR

You can support my engagement by - You can support my independence by -		
I communicate using - You can support me to communicate by -		
Health needs Health needs What you might see How can we help?		
Physical needs Physical needs What you might see How can we help?		
Sensory needs What you might see How can we help?		

Team Teach Support Required: Intermediate/Ground/FGR



Student Risk Assessment

Guidance to Support Risk Assessment Completion

Only highlight the hazards that are applicable to the student. Once the hazard is highlighted complete the entire row of the hazard by highlighting the parts that apply and adding information to columns 1, 2, 3 and 4 – if you don't highlight a hazard you don't need complete the row.

1. LIST HAZARDS HERE (add detail to make more specific to student)	2. RISK	3. LIST GROUPS OF PEOPLE WHO ARE ESPECIALLY AT RISK FROM THE HAZARDS	4. LIST EXISTING CONTROLS MEASURES HERE OR NOTE WHERE THE INFORMATION IS KEPT (please detail the control measures in place – use the control measure suggestions glossary document to ignite your thinking)	5. THE POTENTIAL CONSEQUENCE/IMPACT IS (SEVERITY)	6. THE LIKELIHOOD OF THIS IS
Abandoning from school	Getting lost Exposure to the environment Abduction Injury/death	Students Adults		INSIGNIFICANT MINOR SIGNIFICANT MAJOR SEVERE	RARELY UNLIKELY MODERATE LIKELY ALMOST CERTAIN
Assaulting students	Injury Death Criminalisation	Students		INSIGNIFICANT MINOR SIGNIFICANT MAJOR SEVERE	RARELY UNLIKELY MODERATE LIKELY ALMOST CERTAIN
Front Ground Recovery					
Attendance					
Transport					
Assaulting adults	Injury Death Criminalisation	Adults		INSIGNIFICANT MINOR SIGNIFICANT MAJOR SEVERE	RARELY UNLIKELY MODERATE LIKELY ALMOST CERTAIN
Control and coercive behaviour	Exploitation Exposure to other hazards	Students Adults		INSIGNIFICANT MINOR SIGNIFICANT MAJOR	RARELY UNLIKELY MODERATE LIKELY

Team Teach Support Required. Intermediate/Ground/FGR

For MLT/MLT use only:

Context and Formative Information – information regarding specific unsafe incidents or a stand-alone serious incident

Impact score	Likelihood	Context/Formative	Total Score
Risk rating – Impact/Severity descriptor	Risk Rating – Likelihood descriptor	Risk Rating – Resilience and protective factors descriptor	
5 It is very high risk to the student, other students, adults or school environment (severe)	5 It is expected to happen in most circumstances (almost certain)	5 Very High levels of behavioural challenges/life challenges/minimal engagement in professional services	
4 It is a high risk to the student, other students, adults or school environment (major)	4 Will probably occur at some time, or in most circumstances (likely)	4 High levels of behavioural challenges/life challenges/low engagement in professional services	
3 It is a medium risk to the student, other students, adults or school environment (moderate)	3 Fairly likely to occur at some time, or in some circumstances (moderate)	3 Moderate levels of behavioural challenges/life challenges/moderate engagement in professional services	
2 It is a low risk to the student, other students, adults or school environment (low)	2 It is unlikely to, but could, occur at some point (unlikely)	2 Low levels of behavioural challenges/life challenges/high engagement in professional services	
1 It is an extremely low risk to the student, other students, adults or school environment (minimal)	1 May only occur in exceptional circumstances (rarely)	1 Very low level of behavioural challenges/life challenges/very high engagement in professional services	

RISK RATING	ACTION REQUIRED		SCORE PARAMETRES
Unacceptable	Stop	Stop activity and take immediate action	14 - 15
High	Urgent action	Take immediate action, stop activity if necessary, maintain existing controls rigorously.	12 - 13
Medium	Action required	Improve within a specified timescale	8 - 11
Low	Monitor	Seek to improve at the next review or if there is a significant change	4 - 7
Trivial	No action	No further action, but ensure controls are maintained and reviewed	0 - 3

Appendix 2 - Seclusion

Seclusion is the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. This includes situations where a door is locked as well as where the door is blocked by other objects or held by staff.

Any time a student is involuntarily alone in a room or learning area and prevented from leaving should be considered seclusion regardless of the intended purpose or the name applied to this procedure or the name of the place where the student is secluded.

Seclusion can only be used in exceptional circumstances, where a child is placing themselves or others in a high-risk situation. The SEN Code of Practice (2015) advises that it would not be fair, for example, to isolate a child with ADHD or other special needs because they were not able to sit still when required to do so. **As placing a child in seclusion is illegal, staff members must have a strong case as to why seclusion was necessary.** This will be reflected on the incident report on behaviour watch.

Seclusion ***will only ever be used in exceptional circumstances where the risks involved with its use are outweighed by the risks that are presented.*** These risks include both physical and psychological harm.

As there is no legal definition of exceptional circumstances, so if staff feel that they have no choice but to seclude, they should be prepared to defend their actions either verbally or in written form either within the school or to external agencies.

If exceptional circumstances arise and a child/young person is placed in the room against their will, staff must:

- 1 Ensure that the child/young person is continually supervised / monitored at all times.
- 2 The time spent in seclusion is the minimum possible
- 3 Support the child/young person to de-escalate the situation as quickly as possible.

Use of seclusion will never be used as a punishment for children/young people.

In the exceptional circumstances when seclusion is used, it must be recorded on appropriate systems.

Other areas:

There may be occasions when children/young people are placed in other areas of the school where they do not wish to be and cannot easily leave. For example, an enclosed playground area may be used as a large, safe, secure outdoor space for a child/young person to calm down. When other areas are used in this way, ***this constitutes seclusion,*** must be recorded as such ***and should only be used in exceptional circumstances.***

Examples:

- If the child is in a calming room alone and you are on the other side of the door preventing them from leaving, **this is seclusion.**

Why? The child is alone and wants to get out

- If you are in the calming room with the door shut and you are preventing a child from leaving, **this is not seclusion.**

Why? The child is not alone.

- If the child is in the calming room and wants to be alone with the door shut, **this is not seclusion.**

Why? You are not preventing the child from leaving.

- If you are at an open door in a calming room and you are preventing a child from leaving, **this is not seclusion.**

Why? The child is not alone.

If staff are in doubt as to how to appropriately record an incident, they should speak to their line manager and ask for guidance before completing paperwork

Appendix 3 – Post Incident Learning for Students

1 What happened? Write or draw what happened

2 What were you thinking about at the time? Write our thoughts in the think-

3 What were you feeling? Write in the speech bubble.

4 Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.

5 What needs to happen next/ now? Write in the speech bubble.

L30 Relational Systems

Appendix 4 – Post incident Learning for Staff

Example of a Referral for the learner Engagement Meeting/Debrief:

	Class staff thoughts	Solution based ideas
Behaviour incidents to date	<p>Student A swears and makes inappropriate remarks constantly throughout the day which his peers find very disruptive. He will encourage his class group to join in with negative behaviours such as being violent to staff, absconding and climbing on class furniture.</p> <p>Student A will choose areas where his peers are most vulnerable to maximise distress. When he is questioned about this, he refuses to take responsibility and will continue to target his peers in these areas. Student A also encourages his peers to target others or demonstrate a sense of pride when others go into crisis.</p> <p>Student A will damage property on a daily basis, for example, snapping pencils, kicking and assaulting staff and smashing chairs and tables within the classroom.</p>	<p>Student A requires a now/next approach to all activities throughout the day. Student A will often become violent or aggressive if he is not aware of the next activity.</p>
What's worked	<p>Student A responds well to activities that are centred around his interests such as animals, basketball and ODE. He engages well in discussion-based activities, despite always having to go first.</p> <p>Student A has started to engage in after school boxing sessions and takes pride in being involved in this extra-curricular activity.</p>	<p>Student An will work with a peer in some sessions where he will verbalise his ideas and a peer will write. He will then draw pictures to accompany the work produced.</p>
What's not worked	<p>Student A is unable to complete written activities on a regular basis even if given 1 to 1 support, Due to it not being a member of staff he hasn't got a relationship with or familiar with. The most recent independent write involved him writing a fairy tale to which he refused to do so unless it could be about drugs or violence, Student A becomes fixated on inappropriate subjects and will apply this to all lessons and disrupt the learning of the other pupil's in the class.</p>	<p>Student A is given regular sensory breaks in the gym and the pod where he is encouraged to engage in practical sessions. Student A struggles to re-regulate from these activities for him to complete written tasks.</p>
Understanding behaviour and outcomes for Student A supporting him to develop healthy and appropriate relationships, and understand his own thoughts and feelings, and how they can affect others	<p>Student A does not understand how his behaviour has an impact on others, despite him being able to reflect well on incidents with staff on a 1 to 1 basis who he has a positive relationship with. He is unable to put the reflection into practice.</p>	<p>Familiar member of staff to speak to Student A whether this is in a quiet place or go for a walk and talk.</p>

After every serious incident OR a number of incidents.

Can run alongside pupil review at the end of the day or, meet with staff after pupil review the staff which have been involved in the incident and class staff Teacher and TA.

If not, Friday Afternoons discuss with relevant staff involved with Pastoral Leader of the Phase.

Appendix 5 – Pupil Review Prompt Sheet



Student Review – Solution Focused Approach

Attended by all class staff

What can we do now for tomorrow?

Focus on solving issues from the day

Attendance

Connection with class staff

Phone call each day

Positive call home

Thursday phone call

Positive calls home at least once a week



Structure of meeting

- Open → Arrive with a solution
- Content of meeting → Plan for tomorrow
- Attendance → Organize phone calls
- End → Positives for the day

Trauma Informed Practices

PROTECT

RELATE

REGULATE

REFLECT

Physical Intervention – who is recording these? Make sure they are done! Class staff to inform parents/carers

- REPAIR/Restorative conversations – support fresh starts

Record what's happened

Behaviour Watch



CPOMS



Talk



No Phones
No Marking

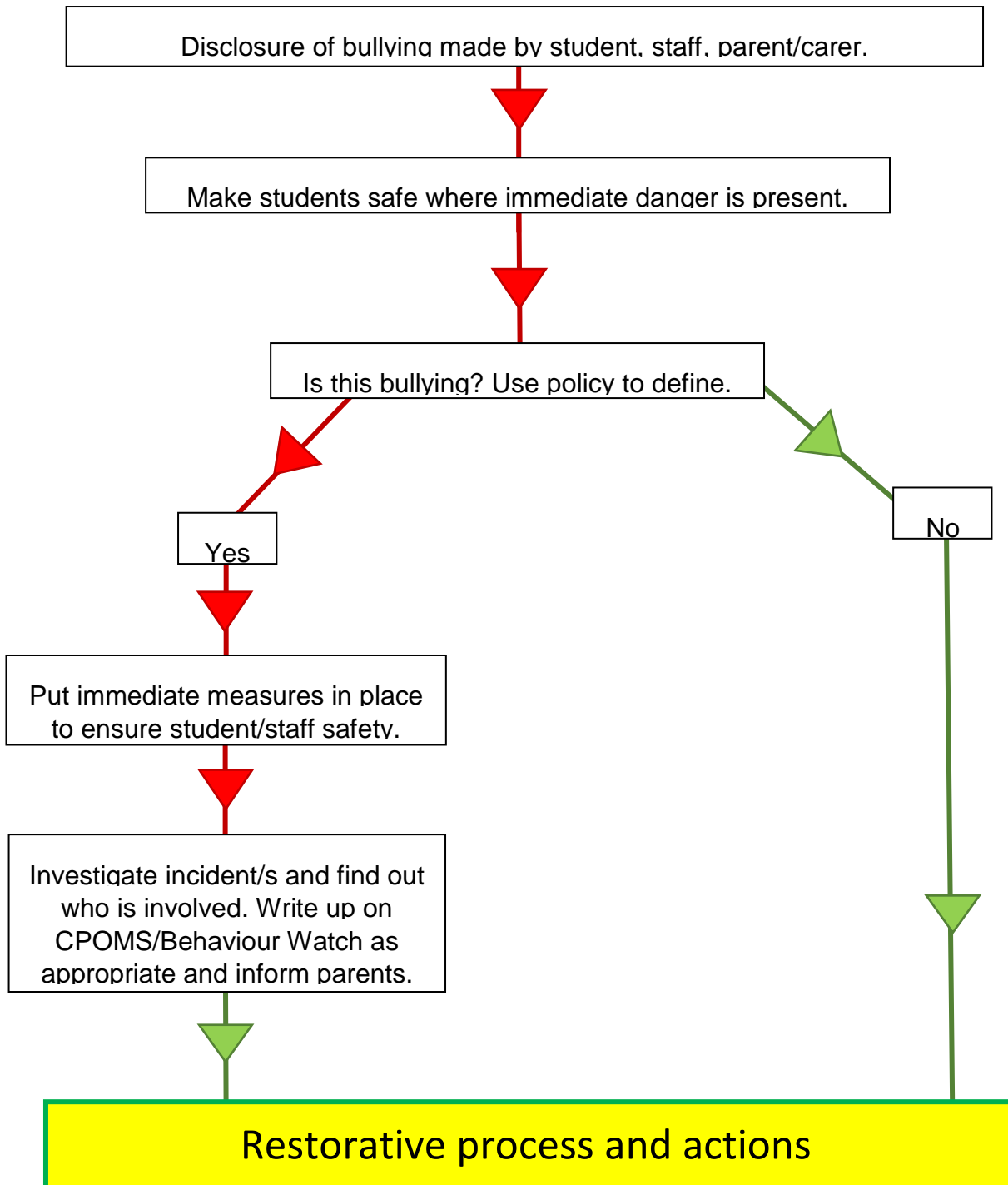
Who and When?



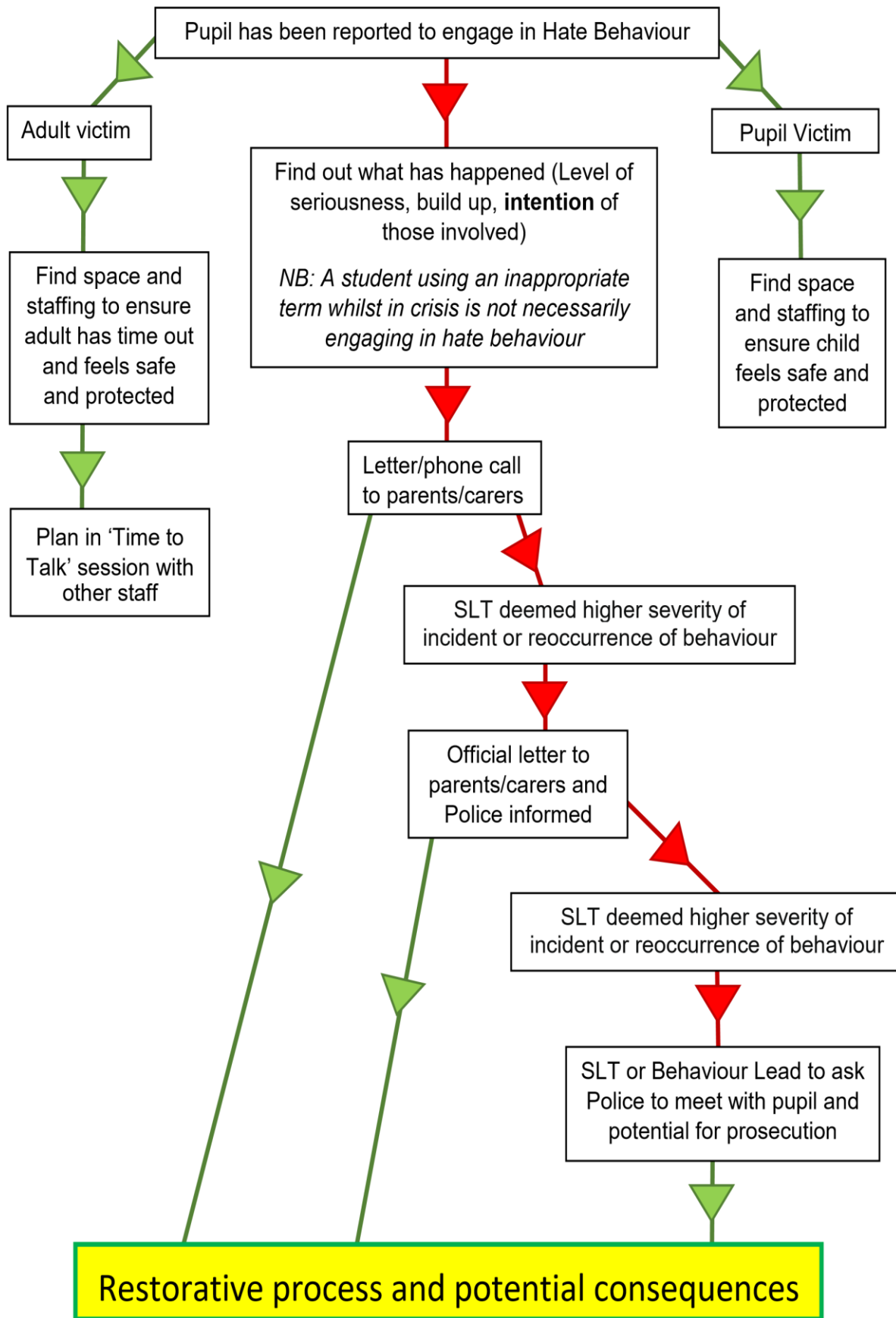
What needs to happen?

- Staff responsibility
- Fresh start or still needs a solution
- Positive supportive language
- Come with an idea

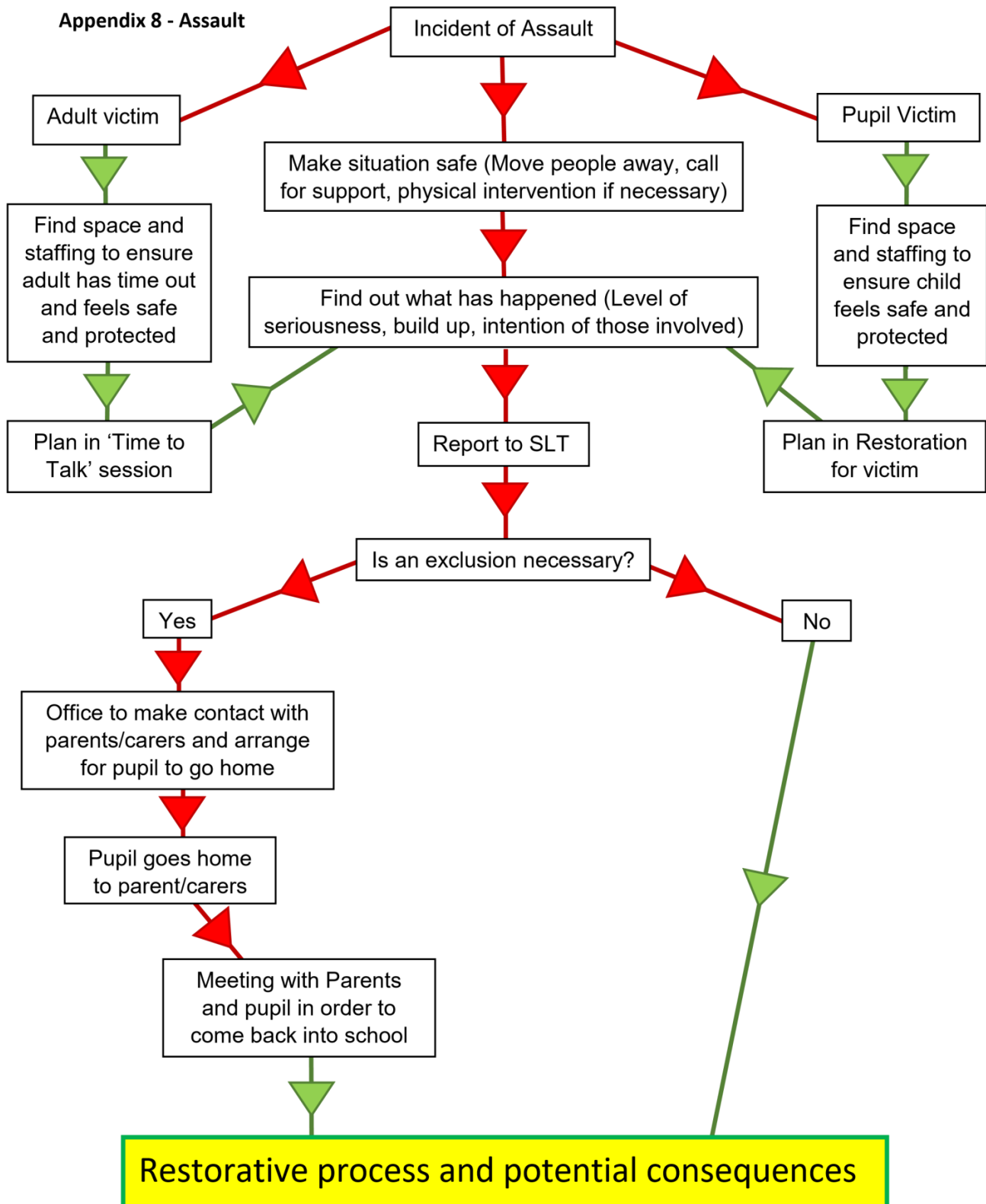
Appendix 6 – Bullying Flowchart



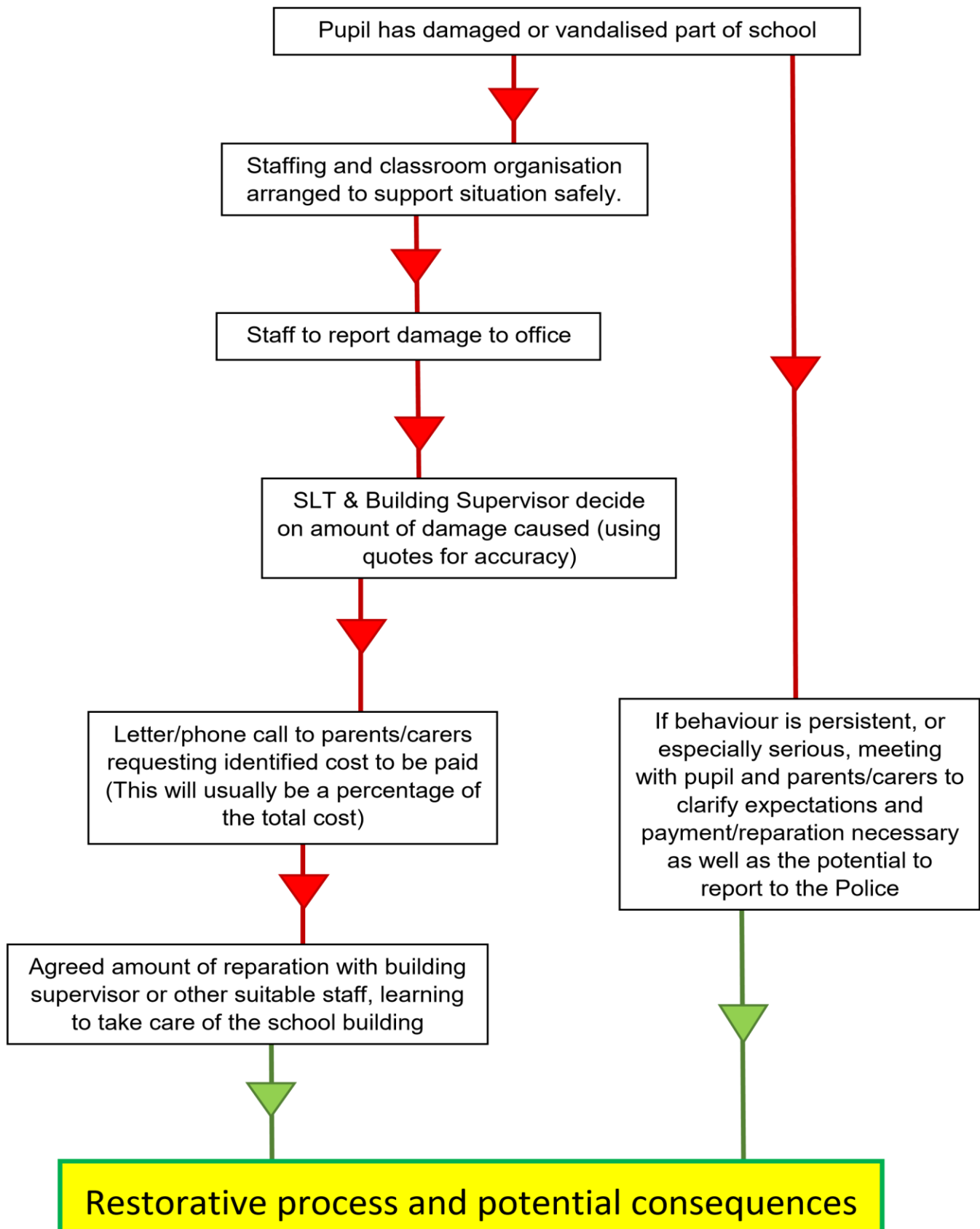
Appendix 7 – Hate/Harmful Language Flowchart



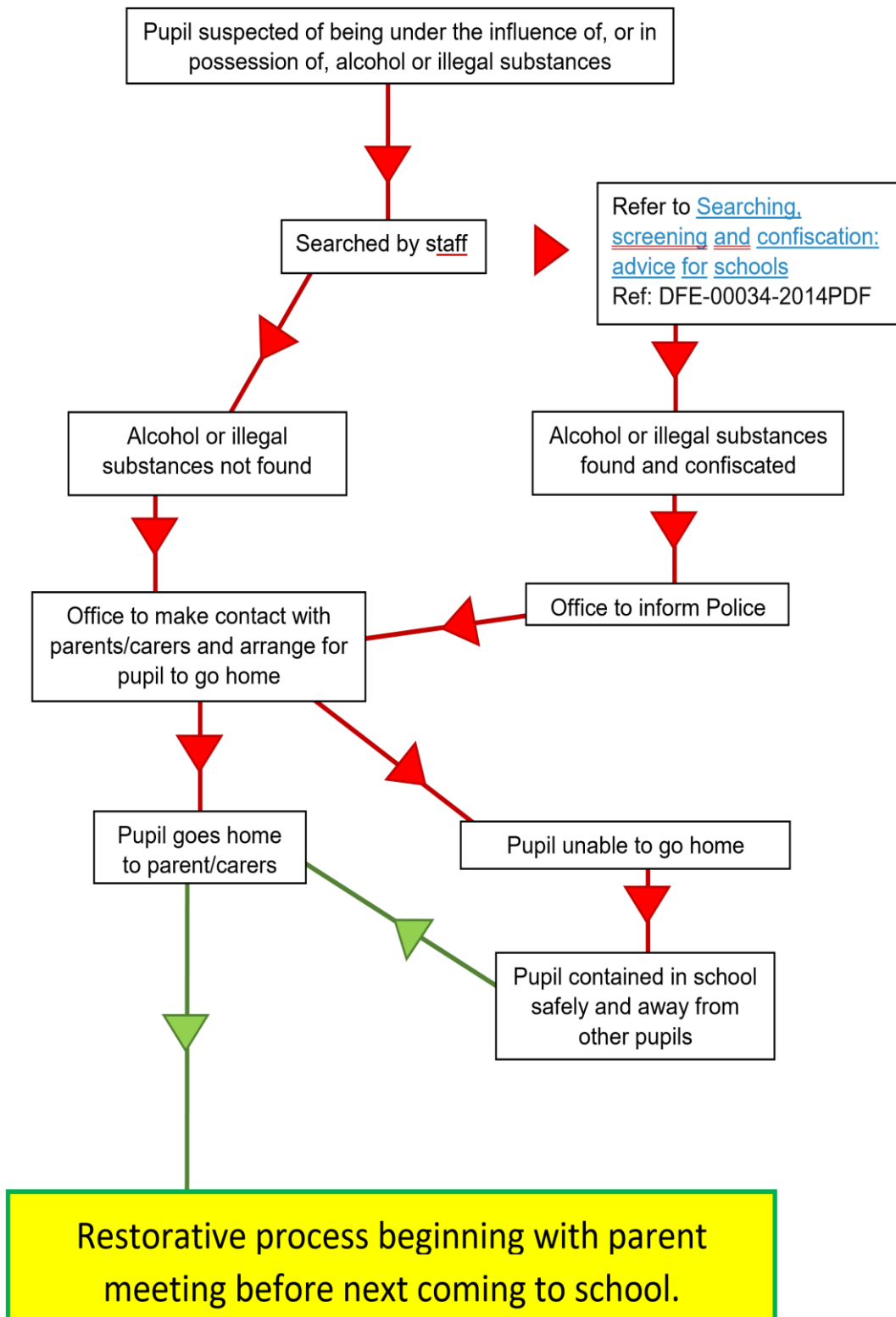
Appendix 8 – Assault Flowchart



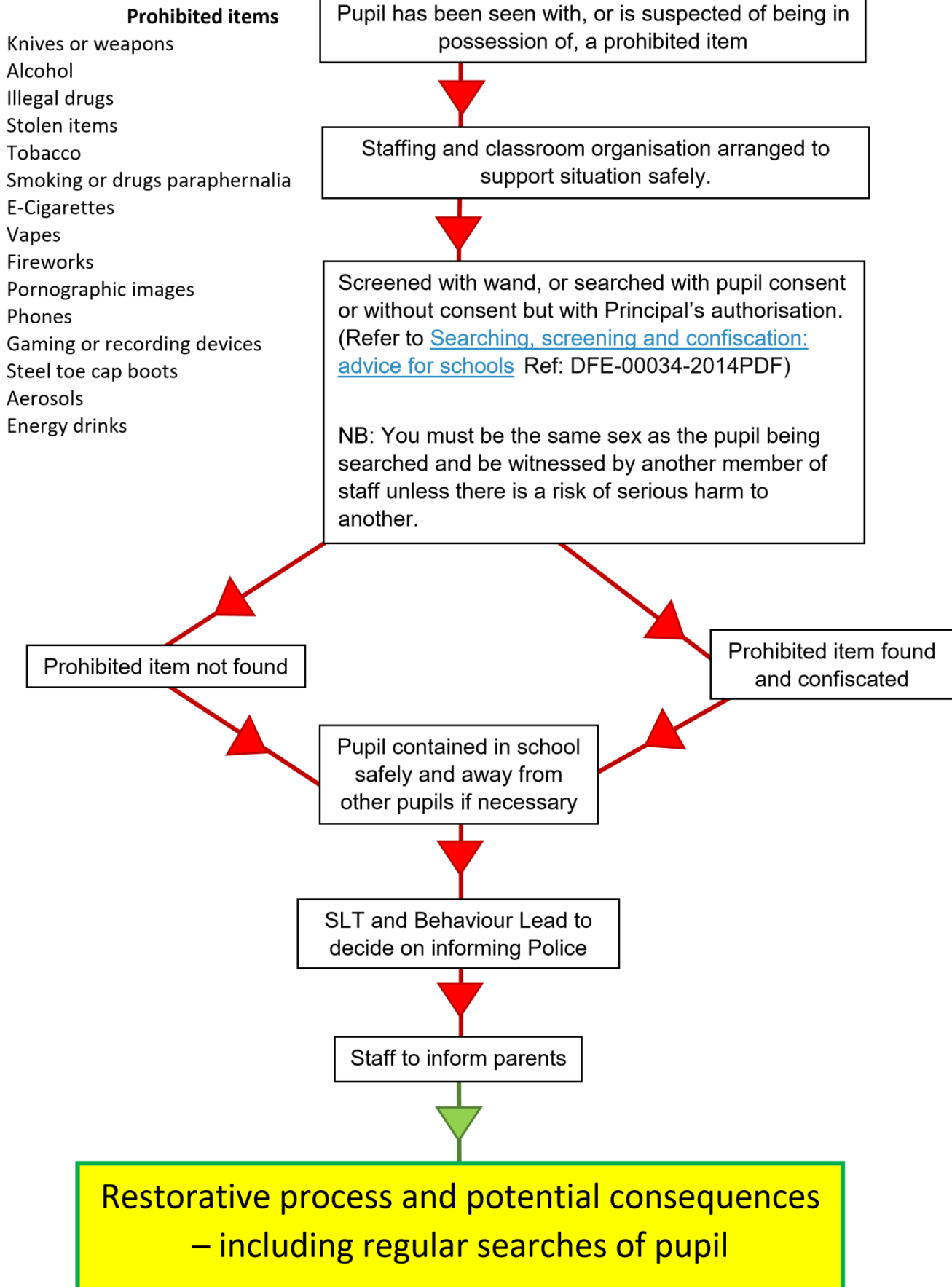
Appendix 9 – Damage Flowchart



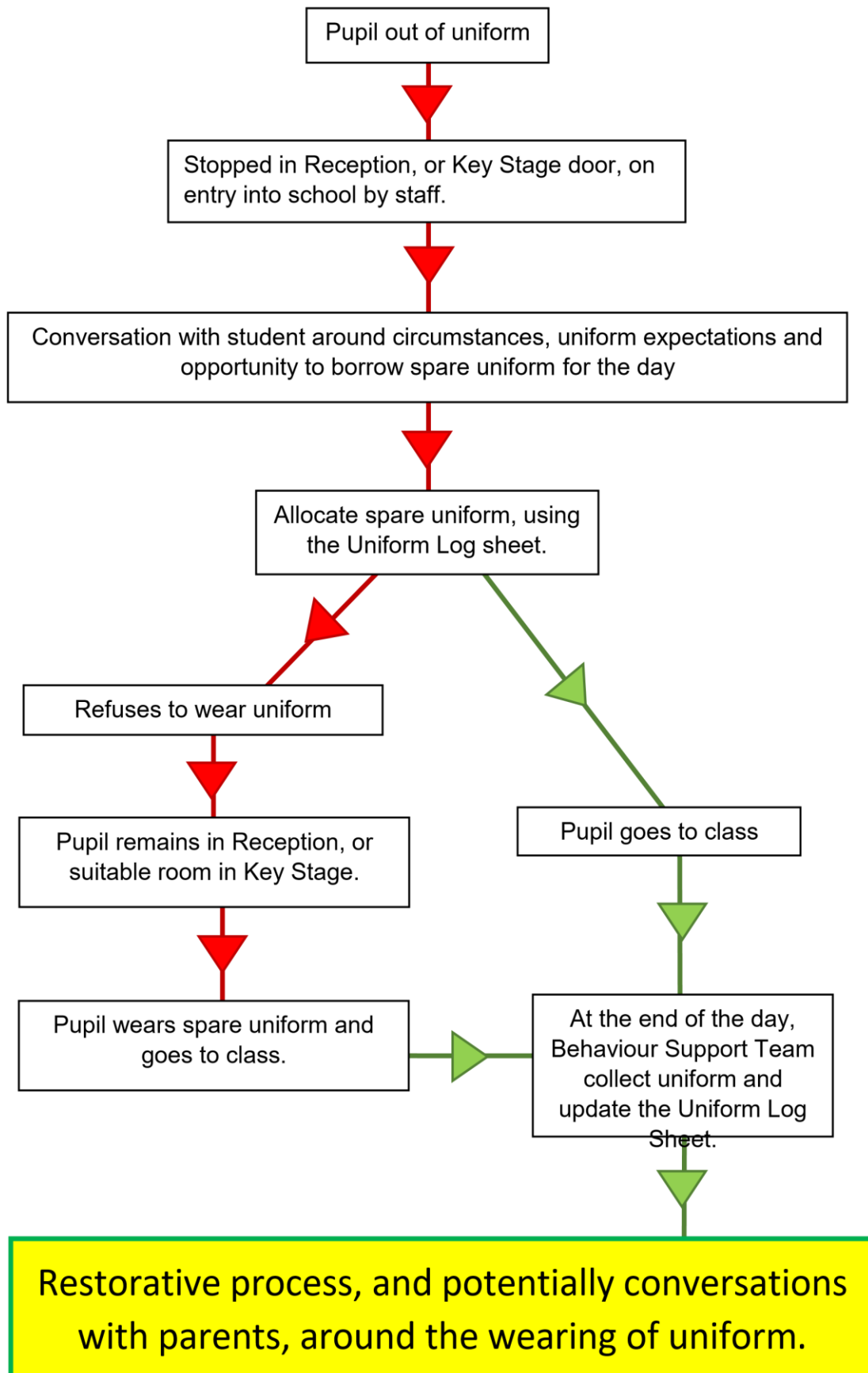
Appendix 10 – Drink & Drugs Flowchart



Appendix 11 – Prohibited Items Flowchart



Appendix 12 – Uniform



Appendix 13 – Climbing

Staff to ask students to come down due to wanting to keep all students safe.

Staff do not climb up onto any objects to bring students down.

Staff do not physically reach and bring down students from objects.

As a school, we aim to provide opportunities for students to climb in safe environments such as, climbing walls, climbing frames and play equipment.