

# Relationships and Behaviour Policy

23-24



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## Policy on a page



### ADULT ROUTINES

- Meet and greet learners on arrival/transitions
- Campus countdown strategy
- End the day with a highlight

### PUPIL ROUTINES

- Take-5 learner regulation after lunch
- Legends line-ups
- Heroic helpers

### RECOGNITION AND REWARD

- Recognition board
- SIMS points
- Postcards and phone call home
- Independence passports

### CLASSROOM SUPPORT

- Step 1 - Nudge
- Step 2- Reminder, de-escalation and In-class regulation
- Step 3- Time out to regulate (shortest time possible)
- Step 4- Scripted chat with teacher or TA
- Step 5 - Class team intervention
- Restorative conversation
- Serious concerns/breaches will be triaged by leaders in consultation with class team

# Introduction



At West Lea developing **positive relationships** across our school community and **living our values**, is at the core of our ethos and culture. Positive behaviour results from excellent relationships within a community, as well as a well-planned and delivered curriculum that inspires children to learn. Positive behaviour needs to be taught, modelled, expected and praised.

We aim to create an environment in which everyone feels safe, relationships are based on mutual respect and there is a good understanding of the needs of our learners. By creating a warm atmosphere and by removing any potential barriers to learning, we provide the foundations that enable West Lea learners to flourish. This can only be achieved through a consistent approach to promoting positive behaviour across all Campuses and sites.

The ethos of the school reflects acceptance and respect for others, irrespective of their needs, background or ability. Staff at West Lea recognise that behaviour is a form of communication and appreciate that learners have complex and wide-ranging needs; a child in distress may therefore exhibit behaviours that challenge us as adults. This policy outlines the culture, purpose and management of learner behaviour at West Lea. The fair and consistent implementation of our policy is everyone's responsibility!

## Culture and Aims

At West Lea we approach behaviour from a place of empathy and understanding, taking time to really know members of our school community, their interests, individual needs and the context that our young people are growing up in. This includes their experiences of school, family and community life.

Our culture is built on the following principles and core beliefs:

- Every child can flourish
- Positive relationships are fundamental to positive behaviour
- We maintain high expectations for all to 'Be Ready, Be Safe, Be Kind' however some children may need additional support and reasonable adjustments to meet expectations
- Behaviour is a form of communication and can be an indication of a child in distress
- Knowing our learners is key! Understanding needs, circumstances and causes of the behaviour helps us to act in the fairest way possible for that child
- All children and young people can be supported to change behaviours
- Through quality first teaching and holistic pastoral support we can remove barriers to learning (graduated response)
- Creating a safe and nurturing environment supports resilience and prevents triggers
- Effective recognition systems increase self-esteem and achievement
- Positive reinforcement is more likely to change behaviour than sanctions
- The school values will guide decision making for adults and learners
- Adult behaviours affect children's responses and behaviours.

## WHEN CULTURE CHANGES, EVERYTHING CHANGES



### RIGHTS OF THE CHILD:

As a UNICEF UK Rights Respecting School, we are committed to placing the UN Convention on the Rights of the Child at the heart of our culture and ethos. We firmly believe all learners (and all members of the West Lea community) have a right to;

- feel secure and safe (in an environment which meets their needs).
- feel valued and be treated with dignity, respect, kindness and understanding
- be treated fairly
- be listened to
- be able to learn in a supportive environment
- engage in choices and understand that choices have consequences
- express feelings in an open, honest and polite way
- be happy and build friendships
- be free from violence and abuse.

### AIMS:

Through this policy we aim to:

- build a values-based community
- foster excellent relationships between all members of our community
- ensure a thorough understanding of needs and circumstances
- ensure expectations and strategies are widely known and understood by all
- set high expectations and provide support for learners to achieve these
- calmly and proactively diffuse and de-escalate situations
- implement holistic, integrative and consistent approaches across all sites/campuses
- recognise behaviour that goes over and above
- promote restorative approaches in place of punishments
- ensure awareness of the boundaries and consequences
- ensure learners learn without barriers and limitations
- ensure participation in school life is not restricted by behaviour
- promote equality, equity and celebrate diversity
- help learners develop life skills, encouraging self-confidence, self-regulation and independence
- develop and reinforce the principles of good citizenship, including the fundamentals of British values
- ensure that the use of restrictive physical interventions is only ever used as a last resort and only by trained staff. The school endorses methods taught by "PRICE Training Ltd" as safe and supportive techniques appropriate for the needs of our learners.

# Roles and Responsibilities

The aims of this policy will be met by **everyone** observing our Behaviour Curriculum which is based on 3 agreed rules



## ALL STAFF:

West Lea adults will remember and apply the same principles as the children:

### Be Ready (Plan, Personalise, Engage)

- Meet and greet children on arrival
- Know the learner's interests, needs and associated behaviours
- Plan/support lessons that engage, challenge and promote independence
- Lessons are carefully differentiated, matching expectations of work to learner's ability and developmental stage
- Personalise the learning by making reasonable adjustments where required to meet need
- Careful management of the environment, considering conditions and triggers for behaviours
- Understand behaviours associated with trauma and any SEMH needs

### Be Safe (Pre-empt, Prevent, Redirect, Support)

- Refer to and reinforce 'Be Ready, Be Safe and Be Kind' and explicitly link to the behaviours we expect to see
- Observe individual/class behaviours, modifying the environment and make reasonable adjustments to minimise disruption
- Prevent and de-escalate before applying sanctions
- Be aware of and report behaviours that may have safeguarding implications or cause concern
- Never ignore or walk past learners who are making poor/unsafe choices.
- Follow up every time, retain ownership and engage in reflective/restorative dialogue
- Log behaviours on SIMs

### Be Kind (Consistent, Calm, Listen)

- Model the values and build excellent relationships.
- Listen and give learners a chance to communicate (use ELKLAN strategies- count to 10)
- Encourage and praise positive behaviours using visible recognition
- Admonish the behaviour, not the individual
- Remain mindful of the unique challenge each learner experiences
- Be calm and give take up time
- Collaborate with families and professionals

### LEADERS OF LEARNING/ UPS TEACHERS:

Leaders are not expected to deal with behaviour referrals in isolation; the aim is to empower class teams and create a culture where there is respect for their authority. Leaders are to stand **alongside** colleagues to support, guide, model and show a unified consistency to our learners. They will:

- Model the values of the school at all times
- Meet and greet learners at the beginning of the day
- Be a visible presence
- Support staff with complex situations and to hold restorative conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of recognition systems
- Ensure staff training needs are identified and targeted
- Use and analyse behaviour data to target and assess interventions

### SENIOR LEADERS:

The school ensures sufficient capacity as Senior Leadership level to oversee behaviour and pastoral support. In addition to the schools CEO, who has overarching responsibility, the school has a named Director of Education with strategic responsibility, as well as identified behaviour leaders at each Campus from the Senior Leadership Team. They are supported by a Campus Leader of Learning who have responsibility for Personal Development and Behaviour at a middle leadership level. Senior leaders will:

- Model the values of the school at all times
- Meet and greet learners at the beginning of the day
- Be a visible presence across the school and especially at **transition times**
- Celebrate staff, leaders and learners whose effort goes above and beyond
- Regularly share good practice
- Ensure all staff understand the school's culture, policy and expectations
- Support staff in understanding and meeting the range of needs through training and engagement with relevant experts (support the graduated response)
- Use behaviour data to target and assess school wide behaviour policy and practice
- Ensure a whole school approach and consistency across campuses
- Regularly review provision to ensure it meets learners needs

### GOVERNORS:

Governors are responsible for:

- Reviewing and approving the Relationships and Behaviour Policy in conjunction with the Exec Team/CEO
- Monitoring the policy's effectiveness
- Scrutinising behaviour data and holding leaders to account
- Holding the CEO and exec leaders to account for its implementation

# Behaviour Curriculum

## LEARNER EXPECTATIONS:

Expectations of learners remain consistent, whether **in class, in corridors or offsite**, and across all Campuses in order to create a culture of positive behaviour. Our behaviour curriculum is rooted in three fundamental expectations for learners to 'Be Ready, Be Safe, Be Kind'. These have been agreed in conjunction with the learners and are displayed in every classroom (see poster). Daily routines and consistent adult behaviour will reinforce this curriculum.

## ADULT DAILY ROUTINES

- **Meet and greet** learners at the start of the day and beginning of lesson changes (if with a different teacher).
- Communication with transport, information passed to class teams
- Create an **open-door policy** for informal discussions with parents/ carers
- Be aware of how the child presents (ask how they are)
- Provide **opportunities to regulate if needed** (zones of regulation or relevant strategy)
- Campus **countdown strategy** (shows learners are ready)
- End the day with a **highlight**

## CHILD DAILY ROUTINES

- Take-5 learner regulation after lunch
- Legends line up
- Heroic helpers



## CONSISTENCIES

In implementing this Relationship and Behaviour policy, West Lea acknowledges the need for consistency. It is important that we understand that consistency does not mean a lack of flexibility or personalisation. Equity acknowledges the need to treat people differently, dependent on need, in order to ensure equality.

How we ensure consistency can be defined as follows:

- Consistent culture -everybody living the West Lea values
- Consistent language simple and clear expectations reflected in conversations about behaviour
- Consistent follow up ensuring “certainty” at the classroom and management level.
- Consistent modelling of responsibility and accountability
- Consistent routine for reinforcing, encouraging and celebrating positive behaviours
- Consistent boundaries and consequences defined, agreed and applied at individual or classroom level
- Consistent respect shown by adults- even if difficult situations
- Consistent modelling of emotional control and restraint
- Consistently reinforced routines in classrooms, around the site and in the wider community

**“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies. The key is to develop a consistency that ripples through every interaction on behaviour.” Paul Dix**

# Preventative approach towards behaviour

## WORKING WITH FAMILIES

At West Lea, we believe that learners will only achieve the best possible outcomes when the school and family work closely together; parental support is essential to the school ethos. We will support parents to:

- Ensure their child attends school regularly, so work and behaviour patterns can be established and maintained
- Encourage independence and self – discipline,
- Highlight any concerns with the school and communicate significant changes in family circumstances, health/medical conditions, behaviour at home or any other factors which may impact on behaviour and wellbeing
- Engage in their child's learning and school experiences
- Foster good relationships with the school and support the implementation of this policy
- Be aware of the school rules and reinforce expectations
- Work in partnership to agree strategies ensuring consistency between home and school
- Attend Annual Reviews/meetings so that meaningful discussions take place

Parents/carers will always be informed if their child's behaviour is causing concern. The Parent Support Advisor and staff at West Lea are always willing and available to discuss behaviour and wellbeing with families, and where appropriate, may organise workshops or signpost to access support.

## ESTABLISHING GOOD RELATIONSHIPS

Research has established that a good relationship is a significant factor in promoting positive behaviour. This prevents difficult situations arising in the first place and provides a cushion when challenges do arise. Relationships develop through what is said and not said, and the messages that are given about values and expectations.

Specific actions in developing inclusion and good relationships can be summarised as follows:

- Greeting by name and knowing our learners
- Offering comfort in distress
- Finding positive qualities and strengths of EVERY child
- Giving regular positive feedback that is **specific**, genuine and brief
- Showing belief, trust and support to meet high expectations
- Avoid discussing learner's difficulties or behaviour in front of them (unless part of the intervention)
- Avoid discussing our own difficulties in front of learners
- Show acceptance of the person but not their behaviour
- Model and focus on what should be done as oppose to what shouldn't
- Using 'I' statements rather than 'you' statements which comment on behaviour
- Not labelling – **never referring to a child as naughty, difficult, challenging**
- Giving choices which give the student some control and promote self-efficacy
- Ensuring experiences which guarantee success –however small.
- Ensuring that there is fairness – giving each their turn.
- Framing behaviour in terms of equity rights, e.g. "You are not allowed to hurt another student and other students are not allowed to hurt you"
- Trusting learners by giving responsibility
- Never making unfavourable comparisons or put downs
- Avoiding self-fulfilling prophecies
- Doing everything possible to avoid sanctions that are about removal or exclusion.

- Welcoming students back if they have been absent
- Speaking about the student positively to others

## RECOGNITION AND REWARDS

At West Lea, we prioritise recognition over rewards, as it is more meaningful for the learner and provides an intrinsic motivator which is far more successful than material rewards systems. We recognise learners (and staff) who **go 'over and above' our behaviour standards and core values**. Our staff understand that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships. A quiet word of personal praise can be as effective as public recognition.

Children are encouraged to show initiative by playing an active role in modelling our values rather than passive compliance e.g., learners make real effort to help others, which is more than simply being polite. Our approach is also to work towards being '**peer led**' rather than adult led, where children recognise one another for demonstrating the core values.

We focus on the recognition of effort and positive characteristics in a range of ways outlined in **Appendix 1**, which is predominantly linked to our values and behaviour expectations. There is also guidance around recording positive behaviours ensuring it is purposeful (Appendix 4). When implementing this policy there are some simple do's and don'ts which everybody must consistently adhere to:

Do	Don't
Focus on effort rather than achievement (its more inclusive)	Offer recognition as a bribe for a learner to carry out a specific action
Make sure learners know what behaviour you are looking for – be explicit and link to our 3 rules	Use recognition to make an example of another learner or to publicly highlight negative behaviours
Encourage peer led recognition	Give recognition as a token gesture, it will devalue the process
Persistently look for positive behaviour but ensure praise has context and meaning e.g. you have shown real kindness by helping your classmate to xxx	Hold grudges- each lesson/day is an opportunity to start fresh.
Every adult to issue one phone call home or positive note each week	Take away recognition/rewards as a result of negative behaviour. The two things are separate!

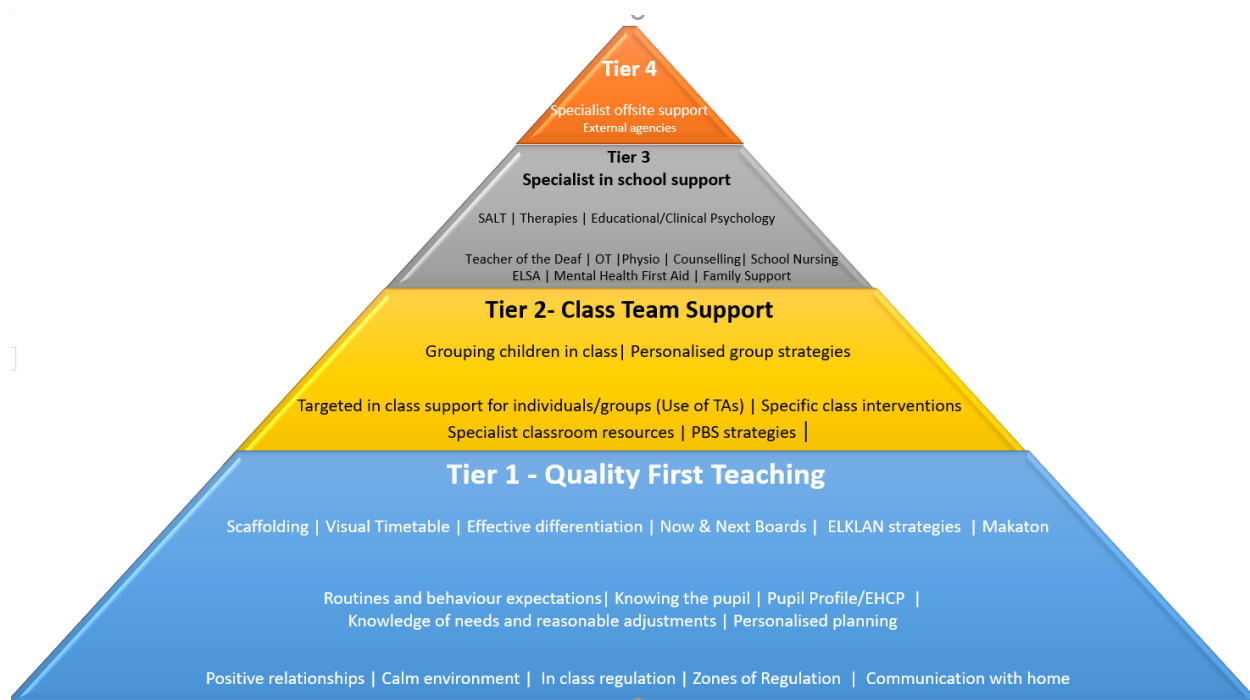
## GRADUATED RESPONSE

High quality teaching, differentiated and personalised for each child or young person is the first step in meeting the needs of our learners (Tier 1). Most learners can make progress and engage in learning if they are taught in this way. More information on our whole school approach can be found in our Teaching Learning Policy (include link).

Where a learner or group of learners' needs cannot be met from within Tier 1, special consideration can be given to more targeted in-class support (Tier 2). This can involve specific grouping of children and in class intervention. This does not mean removing children from wider curriculum subjects to access interventions; this would deny them a valuable part of their curriculum. Many outcomes can be factored into allocated lesson times within personalised planning.

If behaviours and progress give cause for concern, the school can draw on the internal resource by utilising wider pastoral support which also includes provision available through our **Therapeutic Support Team**. Tier 3 provision is provided in school by internal and external specialist staff and spans a range of disciplines, including SALT, Family Support, Educational Psychology, Counselling etc. The school will work in partnership with parents/carers and external agencies (if needed) to ensure children receive the support they need to flourish.

West Lea's graduated response is as follows:



## HOLISTIC PASTORAL SUPPORT

Pastoral leaders and Therapeutic Support Team ensure access to a wide range of holistic in-house support which supports positive behaviour, some of which is delivered by external partners:

- Range of clubs, trips and enrichment
- Family Support
- Worry dolls/boxes promoting the sharing of feelings
- Sports coaching and pupil leadership opportunities
- ELKAN and communication support – Workforce upskilled and supported by SALT TAs and ELKAN champions
- PRICE specialist staff (experts in de-escalation strategies)
- Report it function- online tool for learners who want to report a safeguarding concern
- Displays and assemblies promoting wellbeing and support
- Transition support

Therapies:

- Low level support through wellbeing practitioners
- Support via Mental Health Support Team
- Support via Mental Health First Aiders
- Educational Psychology
- Speech and Language Therapy

- Physio and OT
- Rebound Therapy and Dance and Movement Therapy
- Art and Talking Therapy
- Clinical Psychology (consultations and interventions)

Behaviour is a form of communication and this is often a presenting need for many of our learners. West Lea School therefore has dedicated Speech and Language support for each Campus and all staff are ELKLAN trained to support a whole school approach to ensuring a communication friendly school. The referral mechanism for Therapies is outlined in Appendix 3.

## LEARNING ENVIRONMENT

There are clear expectations that form part of our T and L Policy, which include classroom layout, health and safety, displays and resources.

With regards to promoting positive behaviour some key environmental expectations include:

- Behaviour expectations, school values and British values clearly displayed
- Space to ensure learners are as regulated as possible, and have the opportunity to reflect/self-regulate in class where needed (multipurpose reading corner)
- The classroom is set up to promote responsibility and independence e.g., labelled resources
- Recognition systems visible e.g., recognition board and class tokens
- Visual timetables/now and next boards clearly visible
- Communication strategies/equipment accessible
- Careful seating plans (ensuring visual/hearing needs are being met)
- Displays encouraging pupils to ask for help and stay safe e.g., info on bullying, on-line safety, where to get help etc)
- Displaying learners work to increase confidence and self-belief
- Worry monsters/boxes to support learners to talk about their emotions

The school is also looking at the use of lighting and music to support a climate for learning and consider triggers and sensory needs.

## DE-ESCALATION

The school places a significant emphasis on de-escalation and the importance of primary, secondary and non-restrictive strategies (see Appendix 5). From a person-centred approach, that aims to understand and meet the needs of individuals before difficulties arise, to recognising an individual's early behavioural signs (physical, emotional, communicative). Trained staff will have gained effective skills in preventing situations from escalating.

### Principles

- Strategies include 'communication approaches', 'de-escalation and diffusion' strategies, 'behavioural audits', 'risk assessments' etc.
- Personalised strategies should be recorded on a learners Positive Behaviour Support Plan.
- Primary Prevention Strategies should form the greater part of our approach. Even at the most heightened states of arousal there are still non-restrictive strategies that may work.

# Responsive approach to behaviour

## PROPORTIONATE AND PRODUCTIVE CONSEQUENCES:

Providing support and reinforcing boundaries are not mutually exclusive. Consequences, if applied in the right way, should support a child to better understand the school rules/values as well as British values, and never be about 'punishment'. Staff should consistently praise behaviour they want to see and prevent negative behaviours through our preventative response. For the majority of learners, a gentle reminder is all that is needed. Many 'whole-school' strategies supporting high quality teaching will prevent escalating behaviour.

## CLASSROOM SUPPORT PLAN:

In order to keep a fair and proportionate response to behaviour, staff will follow some simple and predictable steps which should always be gone through with care and consideration, taking individual needs into account. Staff will use the support plan (**Appendix 2**) for low level disruption and to support children to make better choices.

**If a child has identified steps and strategies on their Positive Behaviour Support plan to better meet their needs, then these steps should be consistently followed by the class team instead.**

All learners must be given "take up time" in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

**Staff will always deliver any of the consequences outlined in the support plan calmly and with care.** In considering whether a consequence is reasonable, staff must consider whether it is proportionate in the circumstances of the case and consider any special circumstances including the learner's age, additional needs and any religious requirements affecting them.

Do	Don't
Take a moment for yourself- sometimes adults need take up time	Issue a consequence when upset or angry- it will not encourage proportionately
Approach with empathy and consider needs, context and circumstance	Publicly name or shame learners who are not complying with the rules- it will only escalate a situation.
Be fair and proportionate in your response	Issue consequences which are not inline with the policy or seek to remove learning/enrichment opportunities. This will be only be issued if the child poses a risk and in consultation with SLT.

## REGULATION IN A CALM SPACE/BREAK OUT ROOM:

Engaging with learning is always the primary aim. Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning. Time out to regulate emotions (due to sensory/other needs rather than disciplinary action) may be required. This should be accommodated **within the classroom** wherever possible. Some circumstances may warrant regulation time outside of the class and usually be part of a planned response. This should only be a short time away from the classroom with a member of their class team in a quiet/calm space which will vary from site to site e.g. a separate classroom/intervention space, sensory room or outdoor space. It is time to provide support for the learner by helping them to regulate and reset e.g. movement break, walk and talk, zones of regulation etc.

How long they have a time out should be based on circumstance/needs but communicated to the team and child (using a sand timer if needed). This will be for the **shortest time possible** and not exceed 10mins. This should not be a regular occurrence throughout the day, if a pattern begins to emerge it must be escalated to SLT for Triage and Leadership Support. This will ensure a collaborative approach considering support and strategies to put in place.

Log the behaviour indicating dysregulation and also the action on SIMs app (under action taken).

### **TRIAGE AND LEADERSHIP SUPPORT- SERIOUS CONCERNS OR BREACHES**

If you are concerned about a child behaviour or if a child displays a serious breach, a member of leadership should be notified as soon as possible. Serious breaches can include:

- Bullying or intimidation (including online)
- Verbal aggression towards peer or staff of an extreme nature and not an isolated incident
- Violence towards peer or staff (biting, spitting, pushing, kicking, punching, etc.)
- Stealing
- Racism/prejudice behaviour
- Deliberate damage to school property
- Consistent non-compliance

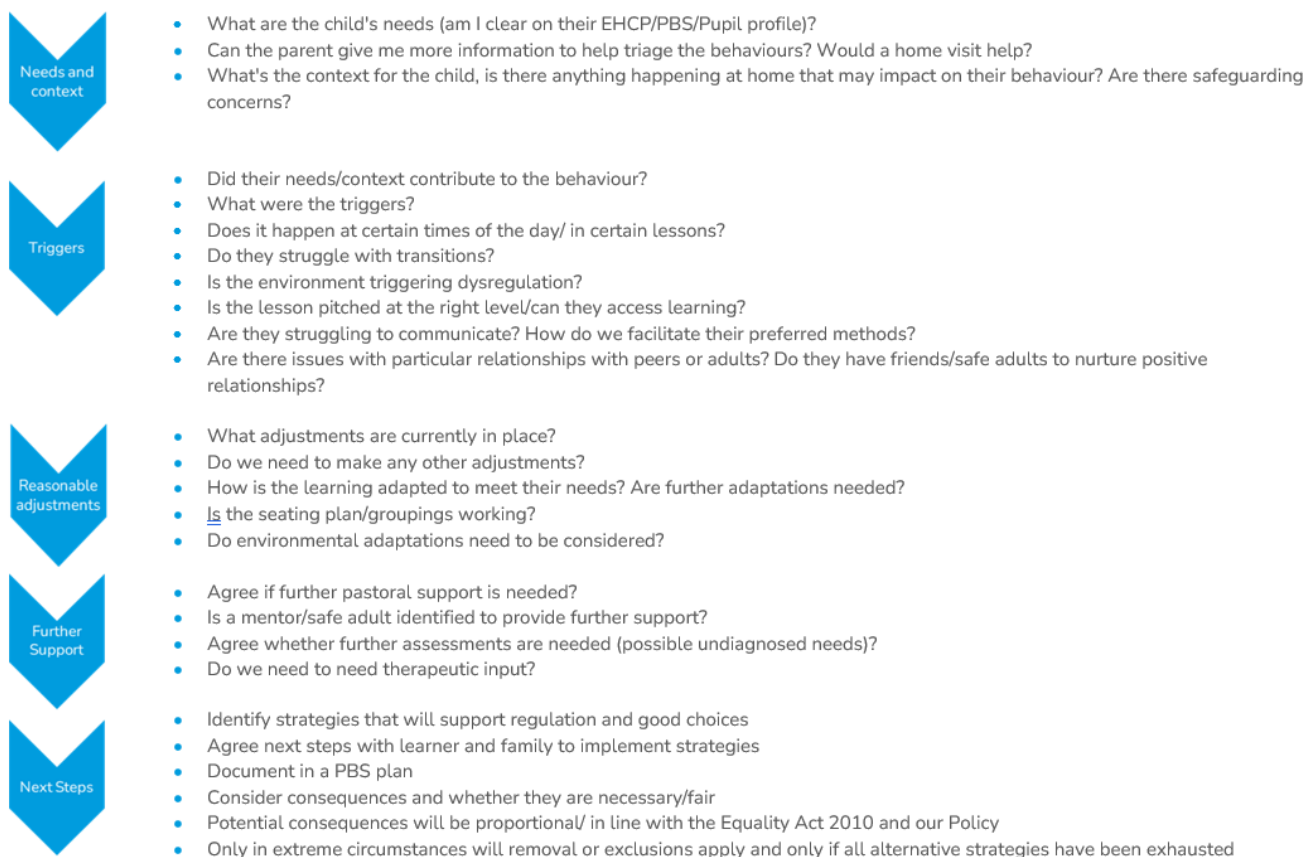
Each situation will be unique and therefore considered on a case-by-case basis as part of a triage process. Leaders (in consultation with class team) will:

- Consider whether the child's needs, understanding and context contributed to the behaviour (seek more information from parents/carers if appropriate)
- Consider triggers and review and amend PBS plan as needed to ensure needs are being met
- Consider our graduated response and whether further reasonable adjustments need to be made to meet needs (assess, plan, do review)
- Consider whether further pastoral support or external referrals may be required
- Consider any undiagnosed needs or any further assessments needed
- Consider whether consequences are fair/lawful having considered the above factors.

**Next steps and potential consequences will be proportional and in line with the Equality Act 2010 and Schools Guidance.**

It is the **responsibility of the leadership team to log serious breaches and actions taken on SIMS**. Only in extreme circumstances will removal or exclusions apply and only if all alternative strategies have been exhausted. Any form of exclusion will be made **only by the CEO or DOE** in their absence.

The following flow chart provides more detailed information around this diagnostic approach.



## REMOVAL FROM CLASS

Removal from class is considered a serious consequence and will **only be used in extreme circumstances to maintain the safety of all learners and to restore stability**. The decision to remove will only be taken by the HOS or executive leadership team. No warnings need to be given for this consequence. This will provide time out for regulation and reflection with a member of staff (preferably from their own class team and who has a well-established relationship with the child) but **was not** directly involved in the incident. Support is provided for the learner by helping them to reset and understand their actions/feelings and expectations, using a restorative approach. The length of time should be based on circumstance/needs but communicated to the team and child. This will be for the **shortest time possible** and not exceed 45mins (one full lesson). In exceptional circumstances where a longer period of removal may be required, it will be by the agreement of the **HOS in partnership with the Exec team**.

Key principles when a child is removed from class:

- No blame environment – use appendix 3 to support reflection and the learners understanding of the incident, their feelings and reinforce expectations
- Time limited (not to exceed one full lesson unless HOS/Exec team deems it necessary)
- Location is suitable for learning
- Opportunity for a reset and for learner to refocus
- Learning should continue
- Reintegrate with kindness (non-judgemental)
- Class teacher to follow up and explain any further next steps

**Any removal needs to be logged on main SIMS by SLT, including length of time and circumstances. Removal data will be carefully monitored by SLT and Behaviour Leaders. Parents must be notified as soon as possible.**

## **SUSPENSION AND EXCLUSION**

The decision to suspend is taken very seriously and only considered where there is a serious/repeated breach of our behaviour policy, all alternative strategies have been exhausted and the behaviour is seriously detrimental to the education/welfare/ health & safety of themselves and others.

Before any consideration of suspension, the school will consider the pupils needs and whether this has impacted on the pupil's behaviour and whether this had impacted on the child's behaviour, making any necessary reasonable adjustments. The school will consider specific strategies relating to SEN, and support learners to regulate their emotions where needed. In line with the Equality Act no learner will be suspended or excluded for a reason related to their disability.

Where there is a serious concern about the behaviour of a learner, or there is a risk of suspension or exclusion, the school will triage the situation in partnership with others (including where relevant, the local authority), considering what additional support may be required and an assessment of the suitability of provision for a pupil's SEN or disability.

In cases where a suspension is issued, the process will be in strict accordance with policies and practice laid down by Enfield Local Authority and DfE guidelines. Adjustments can also be made to the suspensions and exclusions process and to any sanctions imposed. We will provide meaningful and relevant work to learners for the first five days. From the sixth day of a fixed period of exclusion schools are responsible for providing full time education. **Only the CEO (or member of staff with delegated responsibility) can suspend or exclude a learner.**

We will notify parents at the earliest opportunity including the reason for the exclusion in writing within 24 hours. Parents are responsible for a child in the first five days of every exclusion, ensuring they are not present in a public place during school hours. In the case of a fixed-period exclusion which does not bring the learner's total number of days of exclusion to more than five in a term, the governing board must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.

We will also notify the Local Authority and if a learner has a social worker, or if a learner is looked-after, notify the social worker and/or VSH, as applicable.

## **SUPPORT AND REINTEGRATION**

Parents will be requested to attend a meeting to discuss the reintegration programme. Behaviour expectations and next steps will be agreed at the meeting and a review date set. If needed, parents will co-create a positive behaviour support plan with school to ensure consistency of approach. Consideration of undiagnosed additional needs may also be considered and external advice/assessments sought if appropriate.

As outlined in Section 15 leadership will consider support and reintegration as part of our triage process considering support needs and whether potential external referrals or assessments are needed.

## POSITIVE BEHAVIOUR SUPPORT PLAN

We will also consider strategies which will be documented on a PBS plan. These are used to support dysregulated learners and as part of the reintegration process where appropriate. PBS plans may identify a range of strategies to promote positive behaviour and also when an individual's behaviour makes it necessary to consider the use of supportive physical interventions after all de-escalation techniques have been unsuccessful. Parents will be consulted as part of the PBS process, their views incorporated and review meetings will take place. The resulting risk management strategy is compatible with our behaviour policy and the PRICE principals.

We also use behaviour contracts with individual children, where appropriate, outlining the unacceptable and expected behaviour, specific rewards and sanctions if the contract is breached. This is usually carried out with the child and parent, who agree the sanction to ensure consistency at home and at school. They can be very effective if used proportionately and consistently.

## Supporting staff

All staff have the right to be safe and be treated with dignity and respect. Some learners may test and challenge relationships, therefore adults responsible for them require the ability to regulate themselves and sensitively, firmly and confidently manage the adult/learner relationship.

When learners are in distress, behaviours can manifest that are threatening or aggressive, the impact of this will be acknowledged by Senior leaders who will:

- Discuss how staff member is feeling, provide nurture and support
- Provide post incident support, ensuring the immediate physical and emotional wellbeing of all involved. It is not about learning about the incident and how it can be avoided in the future. This kind of learning will be carried out by a member of SLT as part of a debrief at a later stage.
- Allow them time away from the child
- Debrief of the incident to take place at an appropriate time to allow for reflection, identify next steps in order to avoid a repeat
- Explain the next steps for the child and adult so that the member of staff is fully briefed
- SLT to carry out a restorative meeting with child and adult as soon as possible and before any possibility of a repeat incident.
- Ensure the member of staff feels safe to continue with their duties
- Ensure staff are aware of the support systems available

Where there is a risk of violence towards members of staff, leaders will take steps to remove the risk, or where removal of the risk is not possible, reduce the risk by any necessary changes or by introducing appropriate protective or supportive measures. These steps should be addressed via a risk assessment. The risk assessment must be kept under review and updated as necessary. Leaders will continuously monitor the effectiveness of control measures.

## Racial incidents

The Equality Act 2010 says you must not be discriminated against because of your race. In the Equality Act, race can mean your colour, or your nationality (including your citizenship). It can also mean your ethnic or national origins, which may not be the same as your current nationality. This type of discrimination impacts on the individual, but on their families and others perceived to be from that group. At West Lea we promote acceptance and respect and seek to educate learners on the impact of racism and bullying. We support initiatives in our community that promote equity and equality and provide the children with lessons, experiences and information to support this. We consider any form of racist incident to be a serious breach of our rules and take swift action as part of the triage process (section 15).

### STAFF ARE EXPECTED TO:

- Understand and adhere to the Equality and Cohesion Policy, Safeguarding and Child Protection and Anti- Bullying policies and their commitments, procedures and their expectations with regard to staff responsibilities.
- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Attend training and receive information as necessary to enact this policy and keep up to date with equality and cohesion legislation.
- To be models of equal opportunities through their words and actions.

### SPECIFIC STAFF:

- PSHE co-ordinator and teachers will ensure diversity issues are addressed in the implementation of the PSHE and citizenship framework throughout the school.
- Leaders and teaching staff ensure that RE is in line with national guidance and stereotypical views of particular faith groups or beliefs are not perpetuated.
- Visitors (eg parent helpers, contractors) to be aware of and comply with West Lea's Equality and Cohesion Policy
- Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy and make every attempt to uphold the values of the school.

## Child on Child Abuse

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. (KCSIE 22).

West Lea School staff who work with children are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child. Child on child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should recognise that children are capable of abusing their peers. All staff should be aware of safeguarding issues from child-on-child abuse including:

- bullying (including online bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals

#### **THIS ABUSE CAN:**

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences.
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable children and young adults are at particular risk of harm.

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical. School staff, alongside their DSL and/or Deputy DSL, will treat any incident on a case by case using KCSIE and the school's safeguarding and Child Protection Policy and Child on Child Abuse policy guidance to help. Evidence suggests that children who harm others may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have complex needs and issues with their educational development. They may therefore be suffering, or be at risk of suffering, significant harm and be in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must also address their needs.

## **Incidents online or outside of school**

In response to behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, we will follow the Triage and Leadership Support process and assess each situation case by case. We will continue to collaborate with Borough transport if incidents occur. This includes conduct outside the school premises that poses a threat to another learner, or when there could be repercussions or reputational damage for the school. This includes:

- behaviour online
- when taking part in any school-organised or school-related activity;
- travelling to or from school
- when wearing school uniform or when identifiable as a learner at the school;

Any subsequent next steps as part of the Triage process will be made on the school premises or elsewhere if the learner is under the charge of a member of staff of the school. Negative interactions online can have damaging and long-lasting effects on a person, and also damage the school's culture. The same standards of behaviour are expected online as apply offline. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with our policy and approach for offline behaviour, including following the child protection policy and speaking to the DSL (or deputy) when an incident raises a safeguarding concern.

When an incident involves nude or semi-nude images and/or videos, staff should refer the incident to the DSL (or deputy) who will advise on the response by following the principles as set out in Keeping children safe in education and the schools CP policy. For further support the DSL will refer to The UK Council for Internet Safety also provides the following guidance.

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people#sec2>

## Restrictive Physical Intervention

The school has adopted the PRICE model which ensures key staff at every site have the skills needed to use safely use physical intervention in line with the PRICE principles which include five core organisational values;

1. Always practice within a human rights and person-centred framework
2. Have an understanding and awareness of the needs of those being supported
3. Plan and prioritise for the use of primary, secondary and non-restrictive tertiary strategies
4. As a last resort, only use PRICE approved restrictive and non-restrictive techniques
5. Use reflective practice to change culture and reduce the use of restraint

Physical Intervention will only be used when it is in the best interest of the learner in ways which maintain the dignity and safety of all concerned, and when other less intrusive PRICE strategies have been tried and been found to be unsuccessful. It is never punitive. When supporting learners who are distressed there are times when restrictive interventions are required to protect staff, the individual themselves and others within the community. The PRICE approach seeks to minimise the risk of incidents arising that may require the use of force. We recognise that some of our learners may require physical interventions **as a last resort**. The law says that it is acceptable to use restrictive physical interventions to:

- Prevent injury to themselves or others
- Protect people from danger
- Prevent serious damage to property

Physical Intervention should only be considered in the context of promoting positive behaviour and in conjunction with the schools **Physical Interventions Policy** which provides clear guidelines on who is permitted to use physical interventions at the school and when and why they would be expected to do so. The school recognises the importance of parental involvement in this as they are the people who know their child best. The school has robust reporting and recording mechanisms as well as debriefing processes which are outlined in the Physical Intervention Policy (include link).

## Screening and searching

The head of school should oversee the practice of searching on their Campus to ensure that a culture of safe, proportionate and appropriate searching is maintained. The Head Teacher and staff authorised by them will follow the DFE Searching, Screening and Confiscation Advice for schools July 2022 <https://assets.publishing.service.gov.uk/government/uploads>

The Headteacher and staff authorised by them have a statutory power to search learners or their possessions, where they have reasonable grounds for suspecting that the learner may have a prohibited item.

Prohibited items are:

- i. knives or weapons
- ii. alcohol
- iii. illegal drugs
- iv. stolen items
- v. tobacco, cigarette papers, vaping equipment
- vi. fireworks
- vii. pornographic images
- viii. any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, to cause personal injury to, or damage to the property of, any person (including the learner)

### **Confiscation**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

## **Recording Behaviours**

All low level and positive behaviours are logged on SIMS via the use of the class iPad. Any member of the class team can log the behaviour and action taken.

More serious incidents are logged by Middle Leaders or SLT using the full SIMs suite. This includes bullying (of any kind) or intimidation, physical aggression towards peer or staff, racism (or other forms of derogatory behaviour), stealing or damage to property. This includes logging the nature and details of the behaviour incident (in comments), as well as actions taken.

All staff have been trained and are aware of how and what to log with regards to behaviour. Definitions outlined in Appendix 4 will help staff to log accurately. Any incidents of bullying, radicalised behaviour/extreme views and child on child abuse need to also be logged on MyConcern.

Behaviour reports are produced weekly so that behaviour can be analysed objectively by Campus behaviour leaders who will collaborate with class teams to identify issues and consider strategies and support including the use of therapies and interventions. Behaviour Leads will also meet half termly with the DOE to look at data analyses. Analysis of data will also consider type of need (which supports the identification of skill gaps) and patterns relating to learners sharing any of the protected characteristics.

Heads of School provide termly reports to the Executive team detailing behaviour related management information and analysis, including actions taken at Campus Level. The CEO and DOE meet with HOS termly to drill down further and identify any contributing factors and issues with the systems or provision. This information is made available to governors through the Learner Welfare and Development Committee meeting and at Governing Body meetings. This reporting mechanism allows for analyses at a whole school, campus and individual level.

# 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](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)

## Appendix 1 - Recognition and rewards

Focus	Praise Method	Approach
Going Over and Above to Be Ready, Be Safe, Be Kind (Team recognition)  Effort	SIMS Points in line with Be Ready, Be Safe, Be Kind and also for Effort.  Can be represented using tokens (this will be Campus specific)	Each class collectively contributes to a fortnightly total. The class at each campus with the most points has a class celebration (during lunch break).
Going Over and Above to Be Ready, Be Safe, Be Kind (Individual recognition)  Effort	Certificates in assembly  Positive Postcard, Phone call home, text	Individual achievements recognised and celebrated by issuing certificates during Campus assemblies. Class teams/peers can nominate based on effort shown during learning and going over and above to Be Ready, Safe and Kind.  Efforts and positive behaviours can also be recognised through phone calls/text home or by issuing a postcard. The general expectation is one post card or call/text issued by an adult each week to ensure manageability. Class teams will decide how these are handed out dependent on the learner.  Any member of staff can call the parent/carer to celebrate success at any time, especially when improvement over time has been recognised. Visitors can issue post cards if they recognise 'over and above' behaviour.
Specific positive attitude or behaviour	Recognition Board	In classrooms, teams will create recognition boards with a focus on a particular learning attitude specific to that group/class which can be weekly dependent on context.  Children who demonstrate the positive attitude will have their name/picture displayed on the board (it will not be removed for negative behaviour).
Independence	Passports	Children receive stamps in their passports for achieving independence skills (including small steps to recognise varying complexity of need). These translate into certificates and all pupils, at each campus, will attend a yearly Independence graduation ceremony.
Learning, Attitudes, Achievements and Job Employment	Awards Evening	Each class team nominates Yr 11/KS5 learners from each class under a specific category. Certificates and trophies are awarded, as well as public recognition in front of their school community and families. Peers share success stories.
Values and Behaviours  Move to Learner Led	West Lea Ambassadors  Hot chocolate with the Head of School	Peers will collectively agree a termly awards, in the form of a badge and scroll, which recognises learners who go over and above to demonstrate the school's core values/behaviour rules. These will be handed out in the last celebration assembly of each term.  They will also be invited to have a chocolate with the HOS.

Values and Behaviours	Wristbands	<p>Learners agree categories for recognition linked to values e.g., making sure nobody is left out at play time</p> <p>Recognise one another when going above and beyond by passing on wristbands (with values printed). Each class will have a set number of wristbands in circulation.</p>
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## Appendix 2 – Classroom support plan

STEP 1 NUDGE
Redirect the learner to the agreed boundaries for the lesson/task and link to our 3 agreed rules and check for understanding.
STEP 2 REMINDER, DE-ESCALATION AND IN CLASS REGULATION
<p>Follow PBS plan if in place and update with any new information as and when necessary.</p> <ul style="list-style-type: none"> <li>• <b>Reminder of the expectations 'Ready, Safe, Kind'</b> delivered privately wherever possible.</li> <li>• <b>Scaffold the expectations/behaviour</b> they want to see e.g. now and next/task management/visuals.</li> <li>• <b>De-escalate</b> using primary and secondary strategies (appendix 5).</li> <li>• The adult makes learner aware of their behaviour and <b>gives a caution</b>. The learner has a <b>choice to do the right thing</b>. (Give take up time)</li> <li>• <b>Provide opportunity to regulate in class if needed. Make links with the zones of regulation (or equivalent).</b></li> </ul> <p><b>Take the initiative to keep things at this stage.</b> Repeat reminder if reasonable adjustments are necessary. <b>Praise</b> them when they positively change their behaviour, acknowledging the positive change.</p>
STEP 3 TIME OUT FOR REGULATION AND SUPPORT
<p><b>Time out to regulate emotions</b> (due to sensory/other needs) may be required outside of the class and usually be part of a planned response. This is not a disciplinary action. This should:</p> <ul style="list-style-type: none"> <li>• Be for the <b>shortest time possible</b> and not exceed <b>10mins</b> with a member of their class team</li> <li>• Be in a quiet space.</li> <li>• Provide support for the learner by helping them to <b>regulate, reset and re-enter</b> the class</li> <li>• Be <b>logged on SIMS</b> indicating dysregulation (action taken also logged)</li> </ul> <p>How long they have a time out should be based on circumstance/needs but communicated to the team and child (using a sand timer if needed).</p> <p>Repeated time out needs to be escalated to '<b>Triage and Leadership Support</b>'.</p> <p><b>Communication with home to be considered if there are concerns to ensure a joined-up approach</b></p>
STEP 4 SCRIPTED CONVERSATION AFTER LESSON
<p>If low level behaviour persists a conversation to take place with the teacher/TA at the end of the lesson which includes:</p> <ul style="list-style-type: none"> <li>• A <b>clear caution delivered privately</b> (where possible) – consider the child's communication needs to ensure understanding</li> <li>• Making learner aware of their behaviour and clearly <b>outlining the consequences</b> if they continue. Make links to expectations.</li> <li>• The learner has the <b>choice to do the right thing</b>.</li> <li>• Learners will be <b>reminded of previous good behaviour</b> and choices</li> </ul> <p>Scripted approaches at this stage are encouraged. Praise them when they positively change their behaviour.</p>

## STEP 5 CLASS TEAM INTERVENTION

If the behaviour still persists after use of primary & secondary strategies and other whole school/personalised strategies, then the teacher/class team can consider an intervention. When applying an intervention, the class team must consider the following first:

- Whether **the child's needs, understanding and context contributed to the behaviour** (seek more information from parents/carers if appropriate)
- The **underlying causes of behaviour**, whether preventative measures were sufficient and whether additional support/reasonable adjustments are needed
- **Consider whether issuing consequences are fair** having considered the above factors

If a consequence is deemed necessary after considering those factors the class team will ensure:

- The learner is spoken to **privately** to avoid public shaming
- **Boundaries are reset** – child is informed of the consequence which is designed to support better choices (not to punish)
- Learner is **supported to reflect** on the next step and reminded of previous good behaviour.
- Learner is given **opportunity to reengage** with the learning without judgement
- **Parents informed of the consequence (not necessary for informal discussions but good practice)**
- **Class team take responsibility for the consequence**
- **Behaviour, consequence and any other actions taken logged on the SIMS app**

Consequences can include:

- ❖ **Natural consequence**- putting things right e.g. cleaning the mess that was made, fixing what was broken etc.
- ❖ An **informal discussion** with teacher/TA
- ❖ **Sending work home** that has been missed as a result of behaviour in class
- ❖ **Missing part of play time to regulate and reflect** on their choices – Time allocation is age/need appropriate, but staff must always ensure sufficient time to eat and have a comfort break. Class team will oversee this and ensure a short reflection conversation takes place.
- ❖ **Pay it forward**- supporting your class or school community e.g. helping to organise classroom resources, helping in the office etc

\*\* SLT will provide support by standing **alongside** colleagues. This empowers class teams and prevents learners from only responding to a hierarchical process.

## REPARATION CONVERSATION

Adults should hold a reparation conversation for any child who reaches STEP 4. Sometimes it may include other adults/children. Staff will have a script/resources for the restorative conversation. Questions should reflect the level of understanding and differentiated using blanks and other communication strategies.

Questions can include:

1. What happened?
2. How were you feeling at the time?
3. How do you feel now?
4. How did this make the other person feel?
5. What could you do to make this better?
6. What choice could you make going forward?

**STAFF WILL ALWAYS DELIVER ANY OF THE ABOVE STEPS CALMLY AND WITH CARE.**

## Appendix 3 – Referral process for support from the Therapeutic Team (Tiers 3 and 4)

Class teams should implement whole school Tier 1 and PBS strategies to prevent and de-escalate behaviour in the classroom, over a reasonable period of time, logging dysregulated behaviour using the SIMS app. This will help identify patterns, triggers, duration etc. If the concern is of a serious nature (including serious breaches outlined in the policy) speak to a member of SLT for 'Triage and Support'.

If after applying strategies, the behaviours persist or escalate, you could consult the Behaviour Leader in your campus to discuss preventative strategies that could be implemented. Where appropriate, use/update the PBS plan or classroom support plan (as detailed in Appendix 2).

Consider whether the learner will benefit from further support, speak with SLT to agree whether a referral is necessary.

Referral to the Therapeutic Team, discussed and agreed with SLT / HOS in your campus. Use form attached and email referral to Jose ([jnegrin@westleaschool.co.uk](mailto:jnegrin@westleaschool.co.uk)) and cc the HOS.

Referral is considered by the therapeutic team (which includes the behaviour leaders of learning), and actioned in order of priority/urgency/risk.

Possible actions at this point: follow up meeting with class team to get more info, observation of the child, discussion with parents /carers, check if other services are involved, etc.

Outcome agreed and timeframe provided. Key actions will be documented on the next steps of the referral form.

Referrer to liaise with parent/carers and get consent before interventions are put in place (this includes any therapeutic interventions and external referrals to other agencies)

Where necessary a Positive Behaviour Support Plan (incorporated into the child's learner profile) will be devised detailing key PRICE strategies to be used. This document is developed using a holistic approach with the class team, child, parents/carers and any other relevant professionals. The Behaviour Lead will manage this process.

### PLEASE NOTE:

- FOR EMERGENCIES OR SERIOUS CONCERNS, CONTACT CAMPUS SLT WHO WILL INVOLVE THE NECESSARY STAFF (A familiar adult who has a good relationship with the child)
- Each campus has a designated Behaviour & Personal Development Lead who will support class teams
- All staff need to know the Relationships & Behaviour Policy, Physical Intervention Policy, Child on Child Abuse Policy and Anti Bullying Policy

## Appendix 4 – Guidance on Logging Behaviours

SIMS Behaviour Categories		
Incident Type	Examples	Incident Management
<b>Non-Compliance</b>	Not participating in activities Refusal to follow reasonable instructions after reminders	<ul style="list-style-type: none"> <li>To be dealt with by class team initially seeking support if required</li> <li>Record on Sims App</li> <li>To escalate if conduct is persistent</li> </ul>
<b>Aggression Peer</b>	Verbally or physically aggressive behaviour towards another student (isolated incident)	<ul style="list-style-type: none"> <li>To be dealt with by class team initially seeking support if required</li> <li>Record on Sims App</li> <li>Escalate to SLT if conduct is extreme, continues or there are any concerns regarding bullying</li> </ul>
<b>Aggression Staff</b>	Verbally or physically aggressive behaviour towards a member of staff	<ul style="list-style-type: none"> <li>To be dealt with by class team initially seeking support if required</li> <li>Record on Sims App</li> <li>Escalate to SLT if conduct is extreme, continues, or staff are in distress</li> </ul>
<b>Self-injurious Behaviour</b>	Punching the desk when frustrated	<ul style="list-style-type: none"> <li>To be dealt with by class team initially</li> <li><b>Ensure First Aid advice is sought if student is injured</b></li> <li>To be shared with a Safeguarding Officer and recorded on My Concern</li> <li>Record on Sims App</li> <li>To escalate to if conduct is extreme or continues</li> </ul>
Triage and Leadership Support – Leadership logging on main SIMS		
<b>Bullying Verbal</b>	Repeated verbal insults and name calling	<ul style="list-style-type: none"> <li>Incident to be dealt with by SLT in partnership with class team</li> <li>Incident details and follow up actions recorded on main SIMS and My Concern</li> </ul>
<b>Bullying Physical</b>	Repeated punching, kicking and other physical attacks	<ul style="list-style-type: none"> <li><b>Ensure First Aid advice is sought if student is injured</b></li> <li>Incident to be dealt with by SLT in partnership with class team, DSL/ Safeguarding Officer</li> <li>Incident details and follow up actions recorded on main SIMS and My Concern</li> </ul>
<b>Bullying Homophobic/ LBTQ/ Any other protected characteristic</b>	Name calling, spreading rumours, cyberbullying, physical, sexual and emotional abuse about a person's actual or perceived sexuality	<ul style="list-style-type: none"> <li>Incident to be dealt with by SLT in partnership with class team, DSL/ Safeguarding Officer and recorded on My Concern</li> <li>Incident details and follow up actions recorded on main SIMS and My Concern</li> </ul>

<b>Bullying Online</b>	Insults and threats made through social media, text, Whats app, email, gaming sites	<ul style="list-style-type: none"> <li>• Incident to be dealt with by SLT in partnership with class team, DSL/ Safeguarding Officer</li> <li>• Incident details and follow up actions recorded on main SIMS and My Concern</li> </ul>
<b>Bullying Racist</b>	Harassment, racist language about a student's race, ethnicity or culture.	<ul style="list-style-type: none"> <li>• Incident to be dealt with by SLT in partnership with class team</li> <li>• Incident details and follow up actions recorded on main SIMS and My Concern</li> </ul>
<b>Racist Incident</b>	Any incident which is perceived to be racist by the victim, or any other person including harassment or discrimination	<ul style="list-style-type: none"> <li>• Incident to be dealt with by SLT in partnership with class team</li> <li>• Incident details recorded on main SIMS</li> </ul>
<b>Sexual Misconduct</b>	Sexualised behaviour or harassment including sexual comments, sexual touching, up-skirting	<ul style="list-style-type: none"> <li>• Incident to be dealt with by SLT and DSL/ Safeguarding Officer</li> <li>• Incident details recorded on main SIMS and MyConcern</li> </ul>
<b>Substance Related Misconduct</b>	Possessing or using a legal or illegal substance including tobacco or alcohol	<ul style="list-style-type: none"> <li>• Incident to be dealt with by SLT and DSL/ Safeguarding Officer</li> <li>• Incident details recorded on main SIMS and MyConcern</li> </ul>
<b>Theft</b>	Stealing another student's property	<ul style="list-style-type: none"> <li>• Incident to be dealt with by SLT in partnership with class team</li> <li>• Incident details recorded on main SIMS</li> </ul>
<b>Aggression Property</b>	Damage to school property e.g. breaking a window or damage to another student's property	<ul style="list-style-type: none"> <li>• Incident to be dealt with by SLT in partnership with class team</li> <li>• Incident details recorded on main SIMS</li> </ul>
<b>Other</b>	For any other incidents which does not fall into the above categories	<ul style="list-style-type: none"> <li>• To be dealt with by class team initially seeking support if required</li> <li>• Incident details recorded on main SIMS</li> </ul>
<b>Please note that if any restrictive physical intervention is used (in line with policy guidance) SLT must record on main SIMS and red book</b>		

## SIMS Categories

Recognition for:	Examples
Effort	Trying your best, improvements made Producing a piece of work to a high standard (relevant to that child's ability/needs) Effort within a specific area of learning e.g. reading
Be Ready	Demonstrating readiness to learn and good listening skills Trying hard to take part in class/activities Getting ready for school- trying hard to develop routines at home
Be Safe	Actively keeping their environment safe- picking up litter etc During play times following instructions and modelling good listening and safe behaviour Excellent lining up
Be Kind	Demonstrating an act of kindness to another person e.g. helping a peer who might be struggling (Links to school values of Inclusion and kindness) Volunteering, charity fundraising, helping their school or local community (Links to school value Community) Helping others and taking on responsibility e.g. School Council Rep, taking message to the office, litter picking, clearing tables in the lunch hall.
Other	Going above and beyond or showing excellent effort in an area not listed above

## Appendix 5 - de-escalation

Primary Strategies	Secondary Strategies
<ul style="list-style-type: none"> <li>• Reading EHCPs and Pupil Profiles</li> <li>• Aware of home situation and information gained from parents/carers</li> <li>• Visual Timetable (Large in size)</li> <li>• Now and Next board</li> <li>• Zones of Regulation (Adapted if needed for the learner)</li> <li>• Seating Plan</li> <li>• Calm classroom environment that avoids triggers</li> <li>• In class regulation space</li> <li>• Sensory/Fidget Toys</li> <li>• 1:1 chat with a safe adult (member of the team who has a good relationship with child)</li> <li>• Resources ready and available</li> <li>• Learning fully accessible- pitched at the right level</li> <li>• Learning adjustments made if needed (reasonable adjustments)</li> <li>• Take 5/Breathing exercises</li> <li>• Music/Calming before the start of the lesson</li> <li>• Movement breaks</li> <li>• Morning check in to assess pupils mood-meet and greet and how are you</li> <li>• Ensuring the learner has what they need to learn, are they hungry, thirsty, tired, warm?</li> <li>• Mentoring</li> <li>• 5 minutes reading/colouring</li> <li>• Laughing – joke of the day</li> </ul>	<ul style="list-style-type: none"> <li>• Praise/Rewards</li> <li>• Structuring</li> <li>• Active Listening</li> <li>• Relating</li> <li>• Redirection Diversion</li> <li>• Hurdle Heap</li> <li>• Directing</li> <li>• Teaching</li> <li>• Humour</li> <li>• Affection Praise</li> <li>• Appeal</li> <li>• Prompting/Signalling</li> <li>• Proximity/Touch</li> <li>• Boundary setting</li> <li>• Flooding</li> <li>• Remove Audience</li> <li>• Reflection Time</li> <li>• Leave it option</li> <li>• Stimulus change</li> <li>• Interrupt chain</li> <li>• Silence</li> <li>• Distraction</li> <li>• Strategic Capitulation</li> <li>• Consequences</li> </ul>

## Incident De-escalation

### **ALERT**

Be alert to students becoming agitated



### **DISTRACT & INTERVENE**

Try to distract or intervene before a situation escalates



### **REMOVE AUDIENCE**

Remove the audience, send students away and call for a colleague to assist



### **REMAIN CALM**

Keep calm, use a soft tone of voice and keep instructions brief e.g. "sit here"



### **BODY LANGUAGE**

Be mindful of your body language and avoid invading the student's personal space



### **IGNORE**

Ignore any provocation from student such as swearing or threats and repeat instructions calmly e.g. sit here



### **AVOID RESTRAINT**

Do not use restraint or prevent a child from leaving the room




### **KEEPING SAFE**

If you feel in danger remove yourself from the situation




Appendix 6 – Reparation conversaton


Date: \_\_\_\_\_ Learner name: \_\_\_\_\_




Where




Who




what




happened




first?




What




happened




next?




How




do




I




feel?




What




can



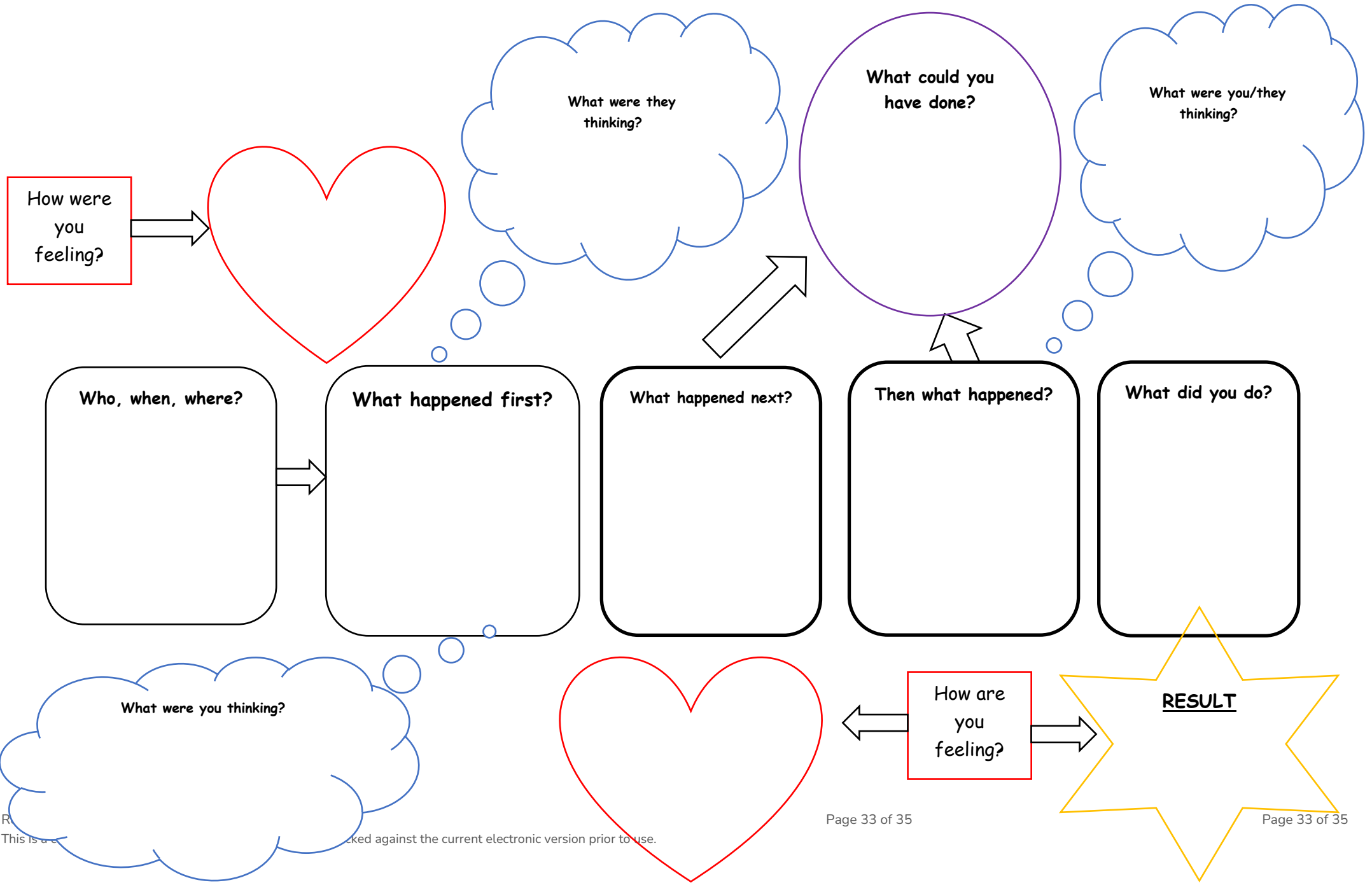
I



do



now?



## Appendix 7 – Expectations posters

# WHAT TO EXPECT FROM ADULTS IN OUR SCHOOL



**I will be ready  
for my learners**



**Know my learners**  
(needs, interests, context and  
circumstances)



**Plan/support  
personalised lessons**



**Support communication  
and remove barriers**



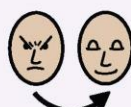
**Create calm environment,  
preventing triggers**



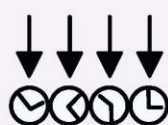
**I will ensure a safe  
community**



**Explicitly model and  
teach expectations**



**Prevent and  
de-escalate**



**Follow up  
every time**



**Log behaviours/actions  
on SIMS**



**I will be kind**



**Model the  
values**



**Develop excellent  
relationships**



**Recognise and praise  
positive behaviours**



**Listen, stay calm, give  
take up time**



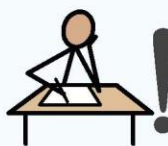
Uniform Resources



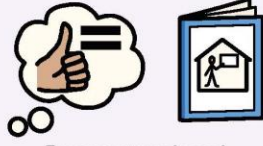
Good choices



Friendly and polite



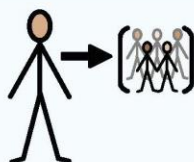
Work hard



Respect school property



Take turns and listen



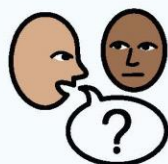
Take part



Listen and follow instructions



Show respect to others



Ask for help



Tell an adult if you feel unsafe or worried



Help others



community  
**kindness**  
**learning for life**  
innovation **inclusion**