



*Total Education Services - Total Tuition Alternative Provision - Rosewood Independent School
Subsidiaries of JWA Holdings Limited*

Policy for a Consistent Approach to Behaviour

This policy should be read in conjunction with the following:

Personal, Social, Health and Economic Education Policy
Serious Behaviour Incident Procedure
Positive Handling Policy
Anti Bullying Policy
Keeping Children Safe in Education (KCSiE 2023)
Mobile Phones in School Policy
Behaviour in schools, DfE July 2022

Scope of this Policy

This policy exists:

- To prevent risk of injury or harm to pupils.
- To prevent risk of injury or harm to staff.
- To provide guidance for staff, parents, Executive Board, and other stakeholders on how we keep children and young people safe.
- To provide a framework for our collective beliefs around human behaviour as it relates to children and young people.
- To provide an inclusive model for our understanding of behavioural needs.
- To underpin our beliefs with evidence-based practice and current research.

Definitions / Abbreviations

Behaviour	The way in which someone acts or conducts themselves, especially towards others.
Challenging behaviour	Conduct or actions that are demanding, provocative, testing and not recognised as the norm, that may cause harm, injury or distress.
Sanctions	Actions which involve a penalty or removal of a privilege, aimed at encouraging more acceptable behaviour.

Reparations	Actions that repair damage or ease distress caused by challenging behaviour.
Restraint	The positive application of sufficient force to ensure, by physical means alone, that a child or young person does no injury to himself, others or property.

Mission Statement

We believe in educating the whole child and preparing them to take an active role as a local, national and global citizen. To achieve this, our values: **‘Resilience, Empathy, Self-awareness, Positivity, Excellence, Communication, Teamwork (RESPECT)’** are explored and embedded in all aspects of centre life.

In our setting, we promote a positive, safe environment where swearing, bullying, physical threats, intimidation, abuse, and violence are not tolerated. We promote a setting where students feel safe and everyone is treated respectfully, and where any incidents or use of derogatory language are dealt with quickly and appropriately.

We recognise the importance of building connections and positive relationships and how this promotes and supports positive behaviour. We reference this throughout our settings as, ‘building connection before correction’. We promote working with our children to improve behaviour through **Collaborative Problem Solving**.

Our Principles for Promoting Good Behaviour

**Prioritise collaboration - Set expectation - model good behaviour -
Remain consistent - Acknowledge good behaviour - Evaluate**

The purpose of our Principles, and the Policy they support, is to promote working **with** the child to **identify and improve** behaviours, to promote **positive** and **creative** attitudes to learning, and to help to develop our children as **motivated, independent** learners with **resilience, self-belief, aspiration,** and **attainment**.

Expectations and boundaries are widely shared to promote understanding. Our Policy strives to ensure **fair, honest** and **consistent** treatment for all members of our community, and takes into account the specific needs of individual children, including vulnerable pupils. It supports the centre’s commitment to improving outcomes for all pupils, and promotes **integrity** and **equality** of opportunity throughout the centre.

All members of our community have the right to work, learn, and play in a **safe, stress-free,** and **caring** environment. Pupils are encouraged consistently, to have **respect** for themselves, their peers and adults, for the **rights** of others and for the centre environment, and to take **responsibility** for their own behaviour. All adults should demonstrate genuine **care** and **respect** for every child, **modelling** the quality of relationships and standards of behaviour they expect from the children and **celebrating success** in all forms. Positive reward and praise are the norm rather than the exception, but, where necessary, sanctions are clear and are applied fairly and consistently.

The Policy demonstrates our commitment to appropriate behaviours and to our centre values. Pupils, parents, homeschool, and all centre staff will cooperate in its implementation. We consider this Policy a dynamic document, **reviewing and updating** as required depending on the needs of our students, with a minimum of annual reviews.

The aim of this Policy is to reduce the fear of harsh sanctions and promote a fair and appropriate response to behaviour management, taking into account our knowledge and experience of each individual student and their needs. We do this through Promoting Positive Relationships and Collaborative Problem Solving.

What is Collaborative Problem Solving?

Collaborative Problem Solving is trauma informed practice which prioritises reframing behaviour and recognising what is misbehaviour and what is behaviour due to lagging skills.

Collaborative Problem Solving is based on responding to behaviour with the following 3-step approach:

EMPATHY (being socially engaged and reflective listening, considering and identifying concerns)

ADULT CONCERN (considering another person's perspective, and expressing what the adult concerns are in relation to the behaviour)

INVITATION (working together to generate alternative solutions, thinking of solutions that work for both parties, resolving disagreements without conflict)

Our focus is to respond to behaviour as far as possible through preventative measures, rather than crisis management.

Introduction

We welcome a diverse demographic of students, many of whom have underlying issues which result in presentation of challenging behaviours and learning difficulties.

It is the duty of all staff members to ensure that a high standard of provision and control is maintained at all times.

Students and staff are entitled to learn and work in a safe environment without the fear of the action of others. A consistent approach to behaviour management is essential in providing a safe environment.

We believe that:

- Connection before correction is a priority
- Involving the student in their behaviour plans is paramount to success. To support this, we use a Collaborative Problem Solving approach
- There is a reason for all behaviour, and it is our responsibility to approach behaviour with this understanding
- Children want to behave well
- Behaviour is a form of communication, and it is our responsibility to ensure that pupils feel supported and safe so that they can develop communication skills and therefore communicate their needs safely
- Our pupils are at different developmental stages, and that the more important approach to provision is through stage, not age
- All adults can learn ways in which to support pupils to improve their behaviour

Continually dealing with behaviour negatively can affect not only the wellbeing of students, but also of staff, and may become a reason for staff to leave the profession. Staff should collectively embody the school culture, upholding the behaviour policy, and respond to behaviour consistently and fairly.

Students should be taught what good behaviour looks like, and this may need to be modelled or additional support provided to reach this. Where possible, this should be identified and put into place as soon as possible.

Our Policy for a Consistent Approach to Behaviour will support our setting to:

- Promote connection before correction, ensuring quality relationships between children, staff, and each other.
- Promote Collaborative Problem Solving to reflect on and improve behaviour
- Ensure staff have an understanding of needs and a knowledge of why behaviour may present so that it can be managed fairly and appropriately
- Understand our students on an individual basis to ensure the behaviour Policy is applied according to the particular needs of the child
- Monitor performance effectively to ensure that our provision and interventions are well informed

Our Behaviour Curriculum

A behaviour curriculum defines expected behaviours, rather than a list of prohibited behaviours. We recognise that our Behaviour Curriculum may need to be adjusted due to a Special Educational Need or Disability, or in case of an exceptional circumstance in the life of the child. Our Behaviour Curriculum represents the key habits and routines required in the school.

Our habits are shared under three headings; Be Respectful, Be Responsible, and Be Safe.

Be Respectful:

- Say please and thank you, or say good morning to adults
- Use a calm tone of voice without any derogatory language
- Value the differences in others
- Follow instruction from staff

Be Responsible:

- Look after equipment in school
- Wear school uniform
- Tidy your own workspace
- Accept responsibility for mistakes and apologise if it is needed

Be Safe:

- Use calm and respectful tones when we communicate
- Walk or move between spaces sensibly without causing damage to property or harming others
- Asking to visit a reset space or walking away from a situation if feeling overwhelmed

Our routines are shared under three headings: Arrival and Departure, Lesson time, Break times.

Arrival and Departure:

- Arrive and leave on time, going straight to/ from the classroom to my transport
- Sign in and out and hand in my mobile phone if I have one
- Enter my learning space and take part in an activity or ask a teacher if I need some space or time to talk

Lesson Time:

- Engage in the lesson and if I am feeling unsure or need some reset time, let my teacher know
- Communicate sensibly with my peers and be mindful not to be too loud or distracting in their lessons
- If I am feeling overwhelmed, ask for some reset time
- Use correct equipment

Break Times:

- Be mindful not to get too physical
- If I am feeling overwhelmed, ask for some reset time
- Ensure I come in from break time when I have been asked

The structure we put in place:

It is important that achievement and good behaviour are praised and rewarded. We believe the consistent and regular use of praise and rewards to be a very important feature of our centre and of good behaviour management. Our experience shows that this positive approach reduces the need for sanctions. Across both sites, we encourage children to understand and regulate their own emotions.

Children across the school are rewarded with positive praise and encouragement. They are provided with stickers, letters home, and certificates to indicate how delighted teachers are along with verbal praise and sharing experiences with parents and carers.

All staff are provided the opportunity to engage in formal training in Positive Handling, Understanding Challenging Behaviour, ACES (Adverse Childhood Experiences), Child Trauma, and De-escalation. This training programme supports the goal of becoming a fully Trauma-Informed Provision.

The things we do to support our children to manage their own behaviour successfully are key to a positive ethos and environment.

Rules support positive behaviour and should be:

1. Few in number,
2. Agreed with pupils, as far as possible.
3. Communicated in an appropriate way; e.g. through visual cues, signs, symbols etc.
4. Positive – things we are going to do, DO statements rather than DO NOT statements
5. Regularly referred to by everyone.
6. Appropriate to the setting, activity and developmental level of the pupils involved.

Routines also support children and should be:

1. Explicitly taught in all situations.
2. Consistently applied.

Language used by staff is part of helping children to take responsibility for their behaviour. It can help them to choose the right thing to do and, if appropriate, explain the consequences of their actions. Descriptive praise gives positive feedback, increases self-esteem and supports behaviour for learning.

1. Language is always linked to action and consequences are always linked to choices.
2. Descriptive praise is used when children and young people are seen to make a good choice. Adults must be vigilant and never miss an opportunity for this to happen. Examples include, *'I liked the way you lined up as soon as I asked'*, *'Thank you for putting your scissors back straight away'*.
3. Positive and consistent communication will increase pupil's sense of responsibility and remove the struggle for power.

Praise should be used regularly, ideally on a 10:1 ratio (negative:praise) High levels of praise are especially important when establishing routines and expectations. Intermittent praise is valuable in maintaining them. Praise is a simple strategy which is extremely effective providing the adult applies it consistently, giving explicit, rather than general, praise that is genuinely deserved.

We believe the purpose of praise and encouragement to be:

- Valuing and accepting children as they are, not putting conditions on acceptance;
- Pointing out the positive aspects of behaviour;
- Showing faith in children so that they can come to believe in themselves, thereby raising their self - esteem and confidence;
- Recognising effort and improvement as well as achievement;
- Showing appreciation for contributions.

By praising not only our pupils but also one another, we encourage an atmosphere in which all members of the Community give and receive praise and encouragement, and feel valued.

We promote giving children the autonomy to express when they are feeling overwhelmed and have 'reset spaces' around our setting. This includes stickers on desks indicating a student requires reset time. The purpose of these spaces are for children to verbally or nonverbally request a few moments outside of their current situation to regulate themselves using mindfulness activities or sensory items. Staff are advised not to intervene until the student has had a minute or two to regulate themselves, unless they feel it is necessary to do so. When they do intervene, it is in a supportive manner and includes praise to the student for choosing to self-regulate.

Rewards and Consequences/ Sanctions:

Rewards must be able to be delivered and focus on positive choices and the behaviours we wish to encourage. They may include:

1. Descriptive and specific praise.
2. Symbolic rewards (stars, stickers, etc.)
3. Communication with others to inform them of the behaviour or achievement.
4. Special responsibilities or privileges.
5. Preferred activities which are beyond the scheduled classroom timetable; e.g. preferred activities, computer time, outdoor play outside of usual break times.

Sanctions or consequences must also be able to be delivered and must be appropriate but not harsh or removed from the behaviour that we wish to decrease. They may include:

1. Having a break from the situation, supported by an adult to reflect on behaviour.
2. Having a learning break linked to a sensory need that may be triggering the behaviour.
3. Losing a preferred activity or privilege.

Depending on the nature of the incident the following sanctions may also be used:

- RESET Days (internal suspension)
- Loss of free time
- Managed time out of class
- Managed time in class
- Sent to senior member of staff
- Where appropriate, the child may be asked not to attend special events, in consultation with homeschool and/or parents/carers
- Working in isolation (with tutor support/monitoring)

Note: ratios are adhered to at all times

- In case of a serious incident, there will be consultation with the homeschool and/or local authority, and the child may be asked to leave the school.
- In some cases, where the child has become significantly dysregulated and poses a risk of harm to self, others, or significant damage to property, we may, in consultation with parents/carers, send the child home to enable them to regulate and be ready to start afresh. Where this is for half a day or more, this would be recorded as a Suspension. All efforts will be made to address the behaviour with the student upon return to school with a Collaborative Problem Solving approach. This may be in consultation with a Wellbeing Mentor.

In the event of vandalism or deliberate damage to equipment or property, we are entitled to ask the homeschool or parent to seek compensation to pay for the damage.

We recognise the importance of a positive and productive relationship with the parents/guardians of children in our centre. We will regularly update the homeschool/ local authority/ and/or parents/guardians as necessary of both achievements and any concerns that may arise.

Adults should reflect on the incident that has led to a sanction or consequence and consider if something could have been done differently to support the child or young person.

Following a sanction:

Following a sanction, the following should occur:

- A solution focused behaviour plan should be put in place and monitored for any persistent behaviour or following any Suspension
- A phone call should be made to parent/carer and with the child's social worker for Children in Care where applicable
- Inquiries into the pupil's conduct should be made with teaching staff and/ or support staff
- Inquiries into the pupil's circumstances outside of school including at home, carried out by the DSL or a Deputy
- Consideration of whether the support for behaviour management remains appropriate

All actions taken by staff should be logged on CPOMS.

Reparations:

We believe that children should be given the opportunity to repair relationships following a behavioural incident and that they want to do this. Punishment is not a concept that we feel is positive as it focuses the child's mind on the punishment rather than what led to it. This can lead to them feeling angry and resentful about the punishment rather than thinking about the effect of their behaviour on themselves and others.

Where appropriate, we support children to take responsibility for what they have done and repair it with other people affected.

We should not make assumptions about what children are feeling. Unresolved difficulties can make them very anxious and lead to further behavioural or habitual behavioural problems.

We have a Collaborative Problem Solving Approach to Behaviour Plan which is available to staff to use to support a restorative meeting, and which is also to be used for children who are placed on Behaviour Report.

When a child returns from a Suspension or any time at home, support is provided to the child to ensure they are aware they are starting anew and where possible, a restorative approach can be used.

Behaviour Report

To support students with taking responsibility for their own behaviour, Behaviour Report can be used following incidents of **persistent** disruptive behaviour, using rude or inappropriate language, refusing to follow instruction, acting intimidating or threatening, or leaving the site/teaching areas without permission or supervision.

A Behaviour Report form is given to the student. During the period of report, any Y10 or Y11 student with permission to leave the site for lunch will be unable to do so.

The child will be invited to a meeting within the first 24 hours of being put on Report, to create a Collaborative Problem Solving Plan. This will cover the incident, triggers, and ways in which staff can support the child to move forward to prevent repeat behaviours.

A child must receive a minimum of 4 x Green (positive) reports from their sessions to release them from Behaviour Report, and the Report continues following any period of absence. A child can stay on Behaviour Report as long as required to reach 4x Green reports.

If a child is on Behaviour Report for a total of more than 16 sessions (or 4 days), a formal Behaviour Meeting will be requested with the student, their parent/carer, and their referring party (homeschool or inclusion team). This meeting may consider the long-term suitability of the placement.

Our Positive Behaviour Plan

All children are given positive feedback and any rewards at the end of every individual session.

Across our school we use a colour-coded approach to the escalation of behaviour which is attached to this policy. All children in our school are able to visualise this chart at all times around the setting. The chart shows a green arrow which means, "Well done, you're doing great!", an amber arrow which indicates, "There's time to turn it around..." and a red arrow indicating, "5 minutes penalty time".

When a child receives a 'green', this is recorded and contributes towards an end of term reward.

When a child receives a 'red', (5 minutes' penalty), this is recorded onto a shared Drive spreadsheet and will be taken from the child's next available break time. The child will be asked to remain indoors and complete PSHE/ SMSC/ mindfulness focused activities during this time.

To ensure consistency, staff discuss any afternoon 'reds' at their end of day briefing, to ensure that the sanction can be followed through.

Staff remain consistent and clear in their warnings and provide opportunities for children to turn their behaviour around at all stages. Staff do not apply this penalty when the child is in a period of emotional distress or dysregulation, and instead invite the child to engage in a Collaborative Problem Solving meeting with a staff member to discuss behaviour and sanctions when behaviour has been regulated.

If a child has 10 reds on their daily chart across the week, they are placed on Behaviour Report and must earn 4 consecutive green marks to be released from the report. Parents/carers are involved in this and school/home communication is encouraged.

Letters informing parents/carers of exemplary behaviour or expected behaviour are sent home by members of the Exec Board on a regular basis.

A shared record between staff allows staff to record 'greens' and 'reds' and use them consistently and appropriately to reward and sanction behaviour.

Tangible Rewards

We believe in providing tangible rewards on both a short and long term basis. Our short term rewards include the use of daily rewards; this includes a daily use marble reward jar which rewards the children on the day with 10 minutes of educational-based activities at the end of the day. Our longer term rewards include a weekly raffle, where children are presented with a raffle ticket for consistently good behaviour and can win weekly prizes. We also offer termly out of school visits. The opportunity to engage in this visit is based on a combination of 'green' tokens, hitting short term targets, and teacher assessment, due to the diverse needs of our children.

Pupils with exceptional behavioural needs:

The majority of children in school will respond positively when staff work within the guidelines detailed above; however, some of our pupils present with significant levels of challenging behaviour, which are deeply embedded and require additional support to diminish.

This is done by:

1. Ensuring that the general principles within this policy are adhered to at all times.
2. Putting in place additional scaffolding and support, which is tailored to the specific needs of each child.
3. Drafting a comprehensive Collaborative Problem Solving Plan and/or Positive Handling Plan to ensure that all support and strategies are clearly documented. To create Risk Assessment and Individual Support Plan to ensure staff know how to manage each situation as it arises. Pupils should be involved in these plans wherever possible.

4. Working closely with parents to support them to implement strategies and changes of approach.
5. Putting in place additional staff training where needed.
6. Prompt involvement of external agencies such as Children's and Young People's Services (CYPS) teams, mental health practitioners, and psychology and psychiatry teams.
7. Involving family and/or medical services to ensure that there is no underlying illness or unresolved pain.

Some children and young people may require very specific and detailed planning. This could include a shortened school day, off-site education, additional one-to-one support or a period of home-based learning. When such significant adaptations are required these will be planned jointly with all involved agencies.

Physical Intervention and Restraint:

All staff working with pupils who present with significantly challenging behaviour will be trained at the appropriate level. The following rules apply:

1. Physical intervention and restraint should rarely be used and only after all other interventions have been exhausted. Staff who are trained in Positive Handling L2 must be prioritised to manage an incident in which physical intervention is required. All staff are trained within 6 months of commencing employment and yearly refreshers are offered.
2. It should only be used if the child is putting himself or others in danger and where failure to intervene would result in harm and constitute neglect.
3. Any physical intervention should be as a last resort and should be proportionate, reasonable and necessary.
4. If used it must be logged (see below) and parents and families informed before the child arrives home from school, whenever possible.
5. An individual Positive Handling Plan and risk assessment must be in place or, in the event of physical intervention needing to be used for the first time, updated within the next two days.
6. Positive Handling Plans, Individual Support Plans, Risk Assessments, and Solution-Focused Behaviour Plans must be regularly reviewed, updated and shared with all who need to know. They must be dated, and previous versions removed from circulation.
7. Staff must reflect on the incident once it is over to determine if anything could have been done to manage it differently and to plan for the future.

Any 'Hands On' (including breakaway/supportive holds) used by any staff member must be recorded as such on CPOMs reports. Any Positive Handling used must be necessary and proportionate.

Deprivation of Liberty (DoL):

Within school, children must **never** be:

1. Locked in a room alone without support or supervision.
2. Deprived of food or drink.
3. Denied access to a toilet.
4. Restrained using a harness or other equipment where this has not been agreed by all involved, risk assessed and clearly documented.

In exceptional circumstances, a pupil may be secluded in a safe space to reduce the risk to themselves or others. There must always be two adults present, either inside the room if safe or outside the door with visibility if not. A senior member of staff must be notified immediately.

Seclusion must be documented as part of the student's Individual Support Plan and agreed as a strategy by all involved. It must be regularly reviewed, and plans made as soon as possible to move on to other strategies as appropriate.

Any incidences of seclusion must be logged using the schools' recording system (CPOMS).

Touch:

Corporal punishment is illegal and will never be used within school.

Contingent touch may be used appropriately in the appropriate context; e.g. a hug or a pat on the arm or shoulder for reassurance (as appropriate to the child's age and stage of development) but staff must know how the child is likely to react as some may misinterpret this.

Children and young people with complex sensory needs may require more direct physical touch and contact e.g. squeezing or deep pressure. This will be documented in Individual Support Plans if applicable.

Any 'Hands On' (including breakaway/supportive holds) used by any staff member must be recorded as such on CPOMS reports. Any Positive Handling used must be necessary and proportionate.

Suspensions

Suspensions are not the most effective way to support children and young people with SEND. We will always try to adapt and personalise our provision in order to ensure that all can access education.

In exceptional circumstances it may be necessary to suspend a pupil for a fixed time, but this would always be considered very carefully. These circumstances may include:

1. Incidents where the safety of the pupil or student or that of others is seriously compromised and the occurrence is frequent or increasing in frequency and intensity.
2. Incidents of knife crime or use of other weapons.

3. Incidents of a sexual nature or sexual violence.
4. Incidents of significant damage to property.

Decisions to suspend children are made on an individual basis and will always be a reasonable, measured and considered response which will have an impact and be a learning opportunity for them.

Suspensions may be managed internally, and the child may be removed from class for a fixed period of time. We call this RESET time.

In the event that our setting cannot meet the needs of an individual child, we will work with families and the Local Authority to help identify a suitable placement for a managed transition.

Reporting and Recording Incidents:

Any behavioural incident must be recorded on CPOMS. This must include antecedents to the incident, the behaviour displayed by the pupil, the intervention used and the pupil's response to the intervention. Any injury to pupil, staff or property must also be included.

If a physical intervention was required, staff and pupils must be debriefed. Any staff involved in the use of a restraint must complete a React UK Positive Handling report form. SLT will then complete a record of all incidents to identify trends where necessary. Parents must be informed of any physical intervention necessary. The pupil's Risk Assessment and/or Positive Handling Plan will be amended as necessary.

Monitoring and Compliance

Overall responsibility for the operation of the policy lies with the Executive Headteacher. The effectiveness of the policy will be formally reviewed and monitored as a minimum on an annual basis to ensure that it continues to meet the requirements of the school and that it reflects best practice and statutory legislation as appropriate. All consistent approach plans will be shared with the member of SLT responsible for Behaviour and attitudes.

Further information

- Mobile phones are not permitted on the school premises. Any mobile phones brought to the school site must be left in the school office - both sites.
- Chewing gum is not permitted.
- "Sliders" and pyjamas are not appropriate clothing/footwear for school and must not be worn.
- Staff must be addressed as Mrs, Miss, Ms, Mr with surname of staff member following.
- Outdoor coats must be removed when indoors
- Sweets, pop and chocolate bars cannot be consumed in the classroom areas.
- Vaping is not permitted in either building.
- Uniform must be worn.

- A bill will be issued home for any damages to school property.

Created by: Jennifer Wood

9th May 2021 (As update to Behaviour Policy)

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Amended April 2023 by Janice Woods

Reviewed: August 2022, Janice Woods and Jennifer Abraham

Reviewed: May 2023, Janice Woods and Jennifer Abraham

Reviewed: **IN PROGRESS** 30 August 2023, Jennifer Abraham

PREVENTION AND RESPONSE TO BEHAVIOUR

As a trauma-informed provision we aim to prevent challenging behaviour wherever possible. However, we also understand that on occasion this may not be possible and in that case, our response to the behaviour is of paramount importance.

PREVENTION

Before commencing a placement, all students must have in their student folder:

- **EHCP** if applicable

During the first 2-4 weeks of a placement, students will be provided with:

- Individualised **risk assessment** (behaviours)
- **Individual Support Plan** (social and emotional)

Within the first 8 weeks of commencing a placement, students will be provided with:

- **Curriculum plan** (academic)

Tutors must familiarise themselves with the Folder of their student/s and regularly check for updates.

Training opportunities for new staff

- **Adverse Childhood Experiences** (compulsory)
- **Trauma-informed teaching** (Introduction)
- **De-escalation** (Introduction)
- **Positive Handling L2** (Including Understanding and Managing Challenging Behaviour) *(to complete within 6 months of commencing employment if required)*

Additional training offered

- **L2-4 SEND Diploma**
- **Behaviour Management**

Further training on specific SEND is available on request or offered to individual tutors through performance management.

RESPONSE

STAGE 1: LOW LEVEL BEHAVIOURS

To be managed in line with Rewards and Consequences / Sanctions as detailed above.

STAGE 2: BEHAVIOUR REPORT

When all other attempts to de-escalate or prevent behaviour have been exhausted, a child can go on report for **persistent** low-level behaviour or a more serious behaviour incident. Students on Report will be monitored on a lesson-by-lesson basis and are 'released' from Report for a period of positive lessons.

When a child is on Report:

A meeting must be held with the teacher and student (and parent if applicable) as soon as possible to complete a 'Solution Focused Behaviour Plan' as a restorative approach to behaviour. It is preferable that this is carried out during the first day on Report so that the student understands what is needed to be 'released' from Report.

If there is a risk of violent behaviour: (Eg. Use of regular Breakaway/ Supportive Holds)

A Positive Handling Plan can be created prior to commencing or during placement at any time. This will be regularly reviewed.

If a restraint has been used: (Restraint: Double Hand or Secure Cup)

The child may be given a FTE. Following the first incident of a restraint being required, a meeting must be held with teacher, parent/carer, and child to create a Positive Handling Plan. This will consider triggers and use of holds. This will be regularly reviewed. A meeting will then be held with the child and their teacher upon return to school to complete a 'Solution Focused Behaviour Plan' as a restorative approach. This may or may not be in addition to the child being on report (which is at the discretion of the Headteacher or Primary/Secondary Lead).