

Engagement for Learning Policy

Policy Updated: September 2020	Written by Rob Holbeche
Ratified on September 2020	Review: September 2021
Signed:	

Covid-19

Our Engagement and Behaviour Policy sets out the responsibilities, requirements and best practice expected from our staff and pupils and families.

COVID-19 has not altered our ethos and values concerning 'Engagement and Behaviour Policy'.

Please refer to the latest guidelines set out in our Academy Covid-19 Risk Assessment (This is available on the website). This document outlines the guidelines staff, pupils and visitors are advised to follow whilst onsite.

In situations where a pupil is behaving in a way that puts themselves or others at risk, we follow our de-escalation procedures as outlined in this document.

To reduce the risk posed by a pupil's behaviour in relation to Covid-19, after an incident an engagement meeting will be held with parents/carers and the young person. Their PSP / Risk Assessment will be updated. This meeting will inform the best actions for the pupil and the Academy to move forward safely.

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Rationale

Students attending Lansdown Park Academy will have experienced many difficulties in meeting the demands of mainstream education.

At Lansdown Park Academy we aim to concentrate on rewarding positive behaviour and celebrate the journey that all of our students have been on.

Acceptable behaviour is a way of life and therefore extends beyond lessons and the academy boundaries. This includes punctuality in arriving at and leaving the academy, wearing school uniform and behaving appropriately in the neighbourhood at the start and end of the school day.

Lansdown Park Academy understands the inherent challenges of working with our students and recognises that at times attitudes and behaviour may be linked to home circumstances and contexts, diagnosed or undiagnosed medical conditions or learning difficulties. We place a great emphasis on the building of quality relationships in order to create a culture of positive well-being and self-regulation.

We do not measure positive behaviour merely by compliance. Students in Alternative Provision are invariably caught in negative cycles of reactive behaviour. It is important for students to find an authentic voice of their own and to feel they can express themselves with confidence and honesty. The role of the Academy is to promote appropriateness and empower students to develop independence, emotional maturity and to take responsibility for developing positive cycles of behaviour.

Lansdown Park Academy recognises that responsibility for the promotion of positive behaviour is the job of everyone within the Academy.

Roles and Responsibilities

The Principal and the Academy Council are responsible for the consistent and fair operation of this Policy.

In implementing this Policy, staff will be responsible for:

- creating an environment of trust, mutual respect and aspiration
- ensuring that teaching and learning is interesting, challenging, relevant and personalised to match the needs of students
- leading by example as positive role models, wanting to find solutions for students
- setting good habits and model positive behaviour in order to help students establish regular punctual attendance and good behaviour
- providing early intervention with prompt but calm, solution-focused action where there is poor behaviour or unexplained absence
- rewarding achievements daily through positive recognition of individual student achievements, excellent attendance and behaviour, and through formal awarding of certificates or prizes
- identifying underlying causes to negative behaviour, appreciating the need to solve these issues in partnership with students and their families/carers
- promoting positive literacy habits across all areas of the students' experiences at Lansdown Park Academy
- Utilising the expertise from within the staff team and other external agencies to ensure positive and effective approaches to supporting complex needs of students who find themselves in Alternative Provision.
- Ensuring that everyday routines are in place (See Appendix 4).

In support of the Policy, parents/carers will be encouraged to:

- Promote good attendance and participation through reinforcing the expectations outlined in the Home/School Agreement. Parents/Carers will be actively encouraged to participate in the day to day life of the School and will be encouraged to offer their views through the 'Parent/Carer Voice' initiatives.

In support of the Policy, students will be encouraged to:

- Involve themselves fully in the life and culture of the academy and contribute ideas through student voice events. These events will allow for consultation opportunities and group discussions
- engage with relevant staff and therapists
- take responsibility for their own behaviour
- respect themselves, others and their environment
- learn from mistakes

- commit fully to the principles of the Code of Conduct
- Understand their responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Referral and Induction

On referral to Lansdown Park Academy, we will work with a range of agencies and prior schools to gather as much contextual information as possible in order to determine the best support plan for the young person. On entry, pupils and parents will meet with a Learning Mentor to discuss the Engagement policy and arrange the induction process. Pupils will normally work 1:1 or in small groups with the Learning Mentor to complete baseline assessments prior to joining a class group. This information is designed to help assess the needs and support required for the pupil as part of their Education and PSP plan.

The Curriculum and Learning

We believe that an appropriately structured curriculum with suitable activities and effective teaching contribute to positive engagement. Thorough planning for the needs of individuals and groups is key. The active involvement of young people in their own learning with or without the support of staff coupled with structured feedback all aid a young person in positively engaging with their education.

It follows that lessons should have clear objectives, understood by the young people, and differentiated appropriately. Marking and record keeping can be used both as a supportive activity, providing feedback to the young people on their progress and achievements, and as a signal that their efforts and progress are valued.

Positive Classroom Management

The classroom environment dictates the level of quality of engagement. A structured nurturing environment where there is little clutter and clear objectives and goals will aid the young people in class.

Persistent 'Low-level' disruptive behaviour (shouting out/non-compliance/tapping etc.) can have a major negative impact on the learning environment.

It is important that this is tackled quickly and effectively, allowing the lesson to flow. Often, verbal reminders of expectation, classroom re-organisation or diversionary strategies will prove effective. The following points are all considered important and should be remembered by both teaching and non-teaching staff:

- Positive attitudes on the part of all staff are essential – remember PRAISE FIRST.
- Wherever possible, procedures should be adopted which avoid confrontation. E.G. ignore, distract, send on a (supervised) errand, give extra attention, involve other persons or alleviate the tension through a joke or non-demeaning light-hearted comment.
- Negotiate, not impose, wherever possible, although minimum standards are not negotiable.
- Where confrontation is unavoidable be calm, assertive and positive.
- Always come back to the primary behaviour/Ignore secondary behaviour.
- Criticise the behaviour, not the student.
- Use persuasive scripts
- Reward wherever possible.
- Refer to Behaviour Management Support plan/Code of Conduct/and zones of regulation
- Reminder of IEP/PSP targets
- Warning of having to catch up with worked missed
- Remind student they can 'put things right', name to come off the board if student engages.

Academy Expectations

Standpoints

From our core values of 'Include, Respect, Nurture, Promote, Innovative' our staff and pupils focus upon three main standpoints.

Be Respectful, Be Ready to Learn, and Be Safe.

- **Be Respectful**

Talking to people	Respect others space
Listen to staff	Listen to others
Play nicely	Be kind to others
Use kind language	of other cultures
Be on time	Of property
Be clean and tidy	Help and support others

- **Be Ready to Learn**

Good listening	Good sitting
Good thinking	Correct uniform
Kind looking	On time
Try your best	Correct equipment
Helpful	Attend everyday
Helping thers to learn	Looking, listening, sitting
Phones away	Classroom voice
Be in class	Ask for help
Take turns	

- **Be Safe**

Make the right choices	Use equipment appropriately
Think first	e-safety
Protect yourself and others	Right place right time
Good hands and feet	Feet on the floor
Keep hands and feet to yourself	Ignore negative engagement
Listen to staff	Stay safe
	Keep banned items out of the Academy

Rewards and Sanctions

It is extremely important for the Academy to promote an ethos of reward and celebration rather than sanction and punishment. Staff are supported to avoid following reactionary cycles that have previously failed students who find themselves in Alternative Provision. While students are expected to take responsibility for their actions, staff must be aware of their own responsibility to act according to precedent, context and well considered professional judgement.

Training and development will be provided to emphasise the importance of a shared understanding of how ALL staff are behaviour managers and positive role models. On a day to day basis the Assistant Head will support staff to promote productive learning behaviours in the classroom. Various members of the staff team are also be available to offer support outside the classroom as required.

Positive Behaviour and Achievement

It is important that students are recognised when behaving and achieving well. Consistency and high expectations are paramount. In addition to the above, the following will be used as positive responses by ALL staff:

- oral praise, personal recognition
- written comments on individual pieces of work
- formal weekly recognition in assemblies from all staff
- informal daily recognition from all staff including members of SLT
- Recognising and praising 'micro skills' such as being helpful, active listening or sharing, which although common in many young people, may be much more difficult for our students.

As an Academy we have moved away from attributing points towards expected or positive behaviours to focus more on learning conversations around behaviours exhibited and unpicking what the child is communicating to us with their behaviours both negative and positive.

Give students responsibility for their behaviour:

- All students are actively involved in setting targets for their own behaviour and learning
- Support cards are used when individual students need support to focus on specific parts of the Code of Conduct and standpoints. This is not seen or delivered as a punishment

- When an incident of poor behaviour occurs, it may be necessary for students to complete an incident form. This requires them to reflect on their behaviour and learn to develop more appropriate responses/coping strategies

Students will be involved in the development of the Code of Conduct which will contribute to their ownership of it. All students will be expected to sign up to it. It will be displayed around the Academy so that all are familiar with it.

Counterproductive/Disruptive/Negative Behaviour

The students at Lansdown Park Academy would have encountered negative cycles of sanctions. In that context, sanctions are only effective if used very rarely, proportionately and consistently. Confrontation is never a way to solve a problem in Alternative Provision.

All staff are expected to deal with these types of issues in the first instance:

- poor attendance and punctuality to lessons
- a lack of application and a negative attitude to learning
- poor personal organisation
- eating in class
- poor manners and/or rudeness
- abuse of the environment (including litter)
- disrespectful/inappropriate language.

Staff should make every effort to solve any day-to-day behavioural issues as they arise. In an Alternative Provision context, behavioural issues are likely to occur frequently. In certain circumstances, support may be required when behaviour is significantly defiant and counterproductive and another student learning is impeded. Staff should not hesitate to ask for guidance and assistance from more experienced colleagues if they feel it will improve student well-being and/or behaviour. An informal referral of this nature is generally a much more positive action than a formal approach.

The safety of students and staff is of paramount importance to the well-being of the Academy. Staff should take care not to put themselves in a position of physical danger. Physical intervention training and support is made available to all staff.

At Lansdown Park we will make direct reference to the importance of self-regulation and students taking ownership on their behaviours both positive and negative. We recognise that self-regulation is sometimes a skill which needs to be taught and practised. Across the Academy we will refer to this through the zones of regulation.

See Appendix 2 for further information on 'The Zones'.

Addressing and Challenging Poor Behaviour

Responses to Negative Behaviour

Negative behaviour will be dealt with by the following stepped procedure.

Level 1 - Low Level

Dealt with by staff within lesson or present at the point of incident (As outlined in 'Positive Classroom Management' section above).

Completion of CPOMs log under relevant headings.

May include allowing student a monitored time-out.

Level 2 - Mid Level

Student may be asked to leave lesson and be asked to work with SAs or support staff.

Completion of CPOMs log under relevant headings.

If a new behaviour shares incident as part of staff daily debrief at end of school day.

Will incur phone call/text home if appropriate?

If ongoing will necessitate meeting with member of SLT

If behaviour still continues Home/School meeting to be arranged.

Level 3 - High Level

FT Exclusion to be determined by SLT

Return to school meeting and Restorative Justice Meeting with concerned parties and member of SLT.

Sanctions

Although rewards are central to the encouragement of positive engagement, realistically there is a need for sanctions to register the disapproval of negative engagement and to protect the security and stability of the Academy community. Sanctions are a last resort with the modelling of expected behaviour being the best cause of action.

The use of sanctions should be characterised by certain features: -

- It must be clear why the sanction is being applied.
- It must be made clear what changes in engagement are required to avoid future sanctions.
- Group sanctions will be avoided as they lead to resentment.

Sanctions can range from time to remedy the misdemeanour, withdrawal of privileges, referral to the Senior Leadership Team, letters to guardians, re-integration meetings, ultimately and in the last resort, exclusion.

Tutors follow a range of strategies to manage negative engagement including the use of verbal Persuasive Scripts with a Team Teach approach.

The tutor needs to inform the pupil's guardians of any concerns and what the next steps are. A meeting to review a PSP or provision may be required.

Unfortunately, a tutor/class teacher may reach the stage where having tried a variety of strategies and ideas they have recorded little or no improvement.

In these circumstances they will involve the Leadership Team. Together they can review the situation and other strategies could be built into the PSP action. The guardians will be invited to an "engagement meeting" and we expect their interaction and work together to aid a positive outcome for the young person.

Further concerns or very serious incidents need the involvement of the Senior Leadership Team. No situations should reach this stage without the young person's guardians already having been informed and involved in the build up to this point. Unless it is a very serious, first time offence.

In circumstances of a pupil committing a very serious offence (e.g. violent assault, bullying or racial abuse) the Senior Leadership Team will become involved. It will be the responsibility of the Senior Leadership Team to ensure the correct action is taken. An "engagement meeting" with guardians will be held informing them of what action has been taken and why.

All Tutors maintain a file of current PSP's in the classroom for reference during teaching time.

Note: For racial abuse or bullying incidents, please refer to the Equal Opportunities policy.

Note: If Child Protection concerns are raised, staff use the CPOMS system and with serious concerns, they are passed directly to the Designated Safeguarding Team. Please refer to the Child Protection policy.

In some cases, persistent and serious cases of engagement may result in a young person accessing a "bespoke provision". This will be implemented with collaboration of guardians, staff, Senior Leadership Team and other agencies.

Exclusions

Only the Head can authorise exclusion. In the Head's absence the Deputy Head and Assistant Heads will authorise any fixed term exclusions. In order to make an informed decision, SLT need the following information:

- A CPOMs Record of any incidents
- An account from staff.
- CCTV footage if available.

SLT need to have all relevant information.

Absconding Students (See Also: Absconding Policy):

Removing themselves from Class

Staff will undertake an immediate check to ascertain the whereabouts of the young person, it may be that they are just finding somewhere to 'cool-off', in which case a quiet word may suffice. The use of appropriate 'time-outs' is acceptable as identified in the student's IBP plan.

Absconding from the school site

If the young person is actually seen to leave the site, staff will note the time and monitor them as long as possible; then, take note of the direction they were last seen headed.

On no account should staff attempt to chase the student – this may lead to reckless behaviour on their part.

If they disappear from sight, immediately inform the Office Staff and if possible relevant SLT. They will notify the relevant parties, including the police, when they have determined that the child is not in the immediate vicinity or returned to site.

Absconding on a Trip or Visit

Potentially, this is the most serious scenario. In this event, if a young person(s) have disappeared from view, make a note of the time and general direction.

Immediately inform the police, providing details as observed and a description of the student.

If the incident occurs during school hours, contact school as soon as possible. If the incident occurs out of school hours, refer to the contact number provided on the Trip and Visit form.

Searching and confiscation of inappropriate items (See Also: Searching, Screening and Confiscation Policy)

The academy reserves the right to search students for items that are banned by the academy rules. In addition, academy staff can search lockers and bags. If a student refuses to be searched then permission will be sought from parents or in extreme cases, the Police will be contacted. All students will be scanned on a daily basis to ensure that electronic devices are handed in to Reception, as part of safeguarding protocols.

The academy can search students without consent for knives, weapons, alcohol, illegal drugs and stolen items. A search can be undertaken if the academy has reasonable grounds for suspecting that a student is in possession of a prohibited item. Items found will be retained by academy staff and may be handed to the Police where necessary.

During a search, students will not be instructed to remove garments that are not outer garments. For clarity outer garments means clothing that is not worn next to the skin but does include, hats, shoes, boots, gloves and scarves, coats and other additional jumpers, sports jackets and sweat shirts.

Section 91 of the Education and Inspections Act 2006, enables academy staff to confiscate, retain or dispose of a student's property, where reasonable to do so.

Academies are not required to inform parents before a search takes place or to seek consent to search their child.

Power to Use Reasonable Force (See Also: Positive Contact Policy)

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others (including self-defence), or damaging property, and to maintain good order and discipline in the school.

All incidences involving Restricted Physical Intervention must:

- Be used as a last resort
- Be managed in accordance with Team Teach guidelines
- Be reported to the Principal, Lead for Behaviour and Attendance and relevant Specialist Advisor.
- Be written up on an incident report
- Be recorded on CPOMs
- Involve telephoning the parent/carer
- Include a 'cooling off' period
- Creation of 'Behaviour Support Plan (Appendix 1) and where possible a Restorative Justice meeting with involved parties
- Allow the student concerned to 'de-brief' with a member of staff of their choosing

Staff Support:

In some of the circumstances outlined above, especially where anger and aggression have been shown, then it is just as stressful for the staff involved as the pupils themselves. Therefore, it is important that we ensure the staff involved have the opportunity to take time where needed, away from the teaching environment to calm themselves and discuss the incident with a supportive colleague. The member of staff involved and any witnesses must have the opportunity to write up a report of the incident as soon as possible. This may need the intervention of other colleagues and members of the Senior Leadership Team in either supporting the member of staff affected by the incident and/or their teaching commitments. Opportunities at a late stage to have a debrief regarding the incident with the Principal or Assistant Head should be made available.

Formal Referrals

If there has been a period of sustained and increased level of negative behaviour over a significant period of time, a formal referral should be made by an individual member of staff. This referral will be made to The Assistant Head. At this level, support is essential.

Accurate written details of incidents should be provided with a formal referral. Staff should avoid sending emails about student behaviour/concerns. These can be misinterpreted and lead to unnecessary confusion. Any statements written about students should be carefully considered and respectfully worded.

Direct formal referrals to the Assistant Head (via CPOMs) should be made immediately in cases when:

a student uses obscene or threatening language directed personally at a member of staff

- a student assaults another student or a member of staff
- cases of theft or vandalism have occurred with clear supporting evidence
- cases of drug or alcohol abuse are suspected
- a student presents as the victim/perpetrator of bullying, racism, sexism or homophobia.

This formal referral will usually lead to parents/carers being called into the Academy and a written contract being negotiated with the student and their parents/carers.

In certain cases, students will be referred back to their originating or Primary registered school or authority. Depending on the student's current circumstances and history, it may be deemed necessary at this stage for the commissioning agreement to be terminated. This decision can only be made by the Principal and will be made following a full review of all the evidence available.

In the most extreme circumstances (and only when the student is on Lansdown Park Academy's roll), the recommendation at this level could be Permanent Exclusion. This decision would be made by the Principal in consultation and agreement with the Board of Governors.

Procedures for Permanent Exclusion (See Also: School Exclusion Policy)

Dual registered students will return to the commissioning school/academy/authority

Students solely on roll at Lansdown Park will be referred to the Local Authority

Students may be required to leave Lansdown Park Academy under the following circumstances where:

there is sufficient evidence that a student has committed a disciplinary offence which, if by allowing the student to stay on site, may seriously harm the education or welfare of others

- a student is found guilty by the police of a serious criminal offence

Only the Principal may take the decision to exclude a student. In taking the decision to exclude a student the Principal will take into consideration mitigating factors and aggravating factors. Mitigating factors may include provocation as a result of bullying, the student's emotional and/or medical condition, potential coercion by other students, and the nature of the offence and whether it is a first offence, previous behaviour, an apology, an admission, willingness to cooperate with the investigation and a willingness to make restitution towards the victim.

Aggravating factors may include failing to heed warnings about the risk of exclusion, premeditation of the offence, use of a weapon, previous history of similar incidents, witness intimidation, the victim(s) sustaining injury, the victim being a younger or vulnerable student, lack of contrition or willingness to accept responsibility for his/her action and not cooperating with the investigation or seeking to frustrate it.

Notifying Parents/Carers

When the decision to exclude a student has been made a parent/carer will be notified immediately by telephone and this will be confirmed in writing.

Notifying Academy Council

The Academy Council will review all exclusions and consider any representations made to them by parents.

On receiving notification from the Principal, a representative from the Academy Council will invite the parents/carers to attend the meeting. It will request written statements and

will circulate these at least five days in advance of the meeting. The Academy Council may uphold the exclusion or direct the student's reinstatement.

Appeals

Parents/carers have a right to appeal any exclusion decisions. As an alternative provider of education, the Academy has a commitment to ensure that all students are progressed in a way to meet their needs. This will remain the objective in cases of exclusions so the Academy will work in partnership with parents/carers to ensure appropriate progression routes are established.

In cases where this is not accepted, an independent appeals panel may be convened. The governors will consult with the relevant Local Authority in these cases.

Jack Russell		Lansdown Park	 LANSDOWN PARK ACADEMY
Date of birth: 17/03/07		Student passport	
<i>Year Group -9</i>		Class and Tutor: Miss Ashwin Class 3:2	Last updated: Sept 2020
<p>Reports Available EP Report SALT Report EHCP</p> <p>Things that I like.</p> <ul style="list-style-type: none"> • Video games • Movies • Animation/Pokemon 		<p>I would like you to know that:</p> <ul style="list-style-type: none"> • I find it difficult to concentrate. • I sometimes find making friends hard • Sometimes I can get angry. <p>This means that:</p> <ul style="list-style-type: none"> • Sometimes I need some quite time to adjust • When I find things hard I need help from staff. • Meeting someone I know at the beginning of the day helps me. • I need help sometimes to know what to do with friends 	<p>SEN Needs</p> <ul style="list-style-type: none"> • Anxiety • Sensory to sound • SEMH

Recommended strategies – EP – awaiting EP

- Small Group – key adult
- Morning Check-in
- Individualised Curriculum – task lists,
- Indirect demands

Recommendations SALT awaiting report.

- Differentiated curriculum
- Word/ vocab check – explicit teaching of vocab
- Visual support. – word wall, word map
- Multi-sensory teaching

Pupil Information

- FSM— PP — SEN – LAC
-

Data and attainment information**English Assessment Sept 2020****Step 10/ YR1/E1/0.4****Maths Assessment Sept 2020****Step 10 /YR1/E1/0.4**

Assess Plan Do Review planning sheet

Pupil's name.....

Class.....



Assess

What are the young person's needs/barriers to learning?

What is their level of attainment and progress?

What is the view of young person/parents/teacher/support staff/other

Plan

What can we put in place to support this young person

Do we need to make any referrals?

What outcomes do we want to achieve?

Do		Review	
SMART TARGETS Specific, Measurable, Attainable, Realistic, Timely	Date	Outcome	Date
12 Week Math Target:			
12 Week English Target:			
12 Week Reading			
12 Week Boxall/ Thrive			
EHCP/SALT/EP			
EHCP/SALT/EP			
EHCP/SALT/EP			

Pupil Support Plan

Name:

Date:

Tutor Group:

Emotionally available adult

**Every Day Behaviours -
Proactive Strategies to support positive interactions/motivators /meet and greet/
Phrases to use/Language**

Level 1 Anxieties/Triggers/Early Signs	Level 2 Becoming Defensive	Level 3 Escalation of Behaviours	Level 4 Support following an incident
<p>Anxieties/Triggers/Early signs</p> <ul style="list-style-type: none"> - Tiredness - Change in routine - Sensitive to noise - Heightened state of emotional arousal <p>Diversion</p> <ul style="list-style-type: none"> - Offer Brain Break/quiet space - Ensure Charlie is aware of any changes. 	<p>Escalating behaviour</p> <ul style="list-style-type: none"> - Being verbally unkind to pupils and staff <p>Diversion</p> <ul style="list-style-type: none"> - Verbally diverting behaviour by reminding of behaviour expectations (use visual reminder) - Encourage him to make the right choice - Change of face – familiar key staff - Light humour <p>Support & Reassurance</p>	<p>Escalation of behaviour</p> <ul style="list-style-type: none"> - Throwing items at staff and pupils - Verbally rude to pupils and staff - Attempted/ damage to property - Physical contact with intent to staff or pupils - Swearing - Targeted abuse of specific peer or staff member <p>Support & Reassurance</p> <ul style="list-style-type: none"> - Verbalise that the behaviour isn't acceptable - Change of face 	<p>De escalation of behaviour</p> <ul style="list-style-type: none"> -Hood up -Heavy breathing -Will want to be alone /don't revisit incident too quickly <p>Support and reassurance</p> <ul style="list-style-type: none"> -Staff to remotely supervise often checking in with a thumbs up/script "your safe in here I'm sat outside" -

<ul style="list-style-type: none"> - Offer ear defenders/quiet calming space <p>Support & Reassurance</p> <ul style="list-style-type: none"> - Calm stance and talking - Speak slowly and not too fast, gives Charlie time to process what's been said - Structured day - Visual time table - Reminder of expectations - Ensure ear defenders accessible at all times - Offer familiar adult support - Praise the good/positive choices he's doing 	<ul style="list-style-type: none"> - Verbally remind him you are there to support them - One step instruction - Modelling 'I think you are...' - Wonder aloud. - Verbalise -his positive moments of the day and encourage him to turn it around "You had a good Maths lesson, let's try and turn this around so that we can get your points for English" - Verbalise that the behaviour isn't acceptable, and model what is - Offer a quiet space/sensory room or play <p>Options</p> <ul style="list-style-type: none"> - Offer him to use his 'calm box' activities - Ask him to leave the room (short, direct instruction) "you are disrupting the learning of others, leave the class" - Remind him of his options to complete work 	<ul style="list-style-type: none"> - Quiet, calm environment - Contingent touch <p>Options</p> <ul style="list-style-type: none"> - Remind him if he continues the behaviour what the next steps will be "that is dangerous/not acceptable, if you chose not to stop then you will be supported out of class." - Staff to call for support from SLT and/or a member of staff that is trained in physical intervention <p>Physical Intervention</p> <ul style="list-style-type: none"> - Standing single elbow – 2 person to an outdoor space - Seated single elbow 	<p>Options</p> <ul style="list-style-type: none"> -RJ approach make things better don't try and solve things -Social story -Empathy drawings/Lego -Safe space
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<p>Use Empathy not sympathy</p>	<p>Avoid opportunities for an argument</p> <p>Offer safe ways for pupil to solve and de-escalate themselves</p>	<p>Remove audience</p> <p>Not to hold for too long remember reasonable & necessary</p>	<p>How do we help the pupil learn and reflect?</p> <p>How do we help them recognise feelings?</p> <p>Is there anything staff can learn about the what has happened.</p>
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Appendix 2

WHAT ARE THE ZONES?

The Zones is a systematic, cognitive behavioural approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete coloured zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

By addressing underlying deficits in emotional and sensory regulation, executive functioning, and social cognition, the framework is designed to help move students toward independent regulation. The Zones of Regulation incorporates Social Thinking® (www.socialthinking.com) concepts and numerous visuals to teach students to identify their feelings/level of alertness, understand how their behaviour impacts those around them, and learn what tools they can use to manage their feelings and states.

THE FOUR ZONES: OUR FEELINGS & STATES DETERMINE OUR ZONE

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

The Zones can be compared to traffic signs. When given a green light or in the Green Zone, one is “good to go”. A yellow sign means be aware or take caution, which applies to the Yellow Zone. A red light or stop sign means stop, and when one is in the Red Zone this often is the case. The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize. All of the zones are natural to experience, but the framework focuses on teaching students how to recognize and manage their Zone based on the environment and its demands and the people around them. For example, when playing on the playground or in an active/competitive game, students are often experiencing a heightened internal state such as silliness or excitement and are in the Yellow Zone, but

it may not need to be managed. However, if the environment is changed to the library where there are different expectations than the playground, students may still be in the Yellow Zone but have to manage it differently so their behaviour meets the expectations of the library setting.

Appendix 3

Behaviour Management Toolkit

Acceptable standards of behaviour, work and respect depends on the collective example we set. Relationships are vital between everyone and at every level and are key to this process. Staff must take the initiative and apply the following:

meet and greet

- smile and relate
- communicate clearly
- treat everyone as an individual
- understand that a student's behaviour is not necessarily a personality trait
- realise that certain behaviours are directly related to psychological problems, e.g., ADHD, anxiety and ASD
- understand that for many students, the legacy of adverse life experiences manifests in confusion about how to engage in contexts (such as school) that demand formality and self-control
- set and expect high standards
- expect to give and receive respect
- model acceptable behaviour
- apply expectations fairly and firmly.

Students may be inclined to test the School's boundaries of acceptable behaviour. Our behaviour management success is tested not by the absence of problems but by the way in which they are handled.

It helps by:

- avoiding confrontation
- listening and giving students time to offer an opinion.
- focussing on strengths and resilience in students rather than weaknesses or deficits.
- establishing the facts and making judgements only when certain of these facts
- Using sanctions / punishments sparingly.

All informal contact contributes to standards of behaviour. Staff must take the initiative to monitor and control behaviour at every opportunity and take responsibility to:

- meet and greet students
- start the dialogue
- set high standards of speech, manner and dress

- deal with unacceptable behaviour in line with the Policy – ignoring it serves to condone it
- report damage, graffiti or litter problems

When presented with particularly challenging students and situations, staff must remain calm and professional and be sure to avoid the following:

- humiliating studentswhich breeds resentment. Clear examples of humiliation include mimicry of a student's behaviour or making concrete statements about behaviour being wholly attributable to a student's personality
- over-reactingwhich causes the problem to escalate
- blanket / group punishments which leads to innocent students feeling unfairly treated and resentful
- audience build-upentertaining to the crowd exacerbates the situation.

It often helps to do all you can do to:

- use humour (sparingly and carefully as it may be perceived as humiliating) to diffuse a situation builds bridges and develops relationships
- remain calm and offer clear and simple instructionsreduces tension and eases the situation
- speak slowly.....this will be interpreted as soothing
- use distraction.....can diffuse a potentially explosive situation.
- re-focus the student onto something more positive
- listen to students in turn earns respect and helps to reach a judgement
- reassure the student and set limits
- motivate and empathize with the student. get to know students, and their interests, as individuals it develops confidence
- smileit goes a long way.

Above all:

- be flexible treat every situation and student in the most appropriate manner
- provide support for less experienced colleagues good behaviour management is a skill learned through taking advice and gaining experience
- remember that the student's behaviour is often the symptom not the cause and is always an attempt to communicate something. Try to depersonalise the situation, give the student time to calm down and work collaboratively with them to understand what and why an incident has occurred and then generate a restorative solution.
- remember it's a team effort apply policies consistently will support colleagues and help create the culture that is envisaged
- focus on reward and celebration..... take every opportunity to praise students who take responsibility and act as positive role models.

Appendix 4

Behaviour and Safety

- EVERYDAY ROUTINES AND EXPECTATIONS – ALL STAFF



This is our Bread and Butter. We must all learn the scripts and routines and practice them. Routine, Routine, Routine. This isn't optional. This is an expected daily standard. It's what we do.

The Transition	The Routine we ALL model	The Scripts we ALL use
Entry at the start of the day - Pupil arrival	Staff on duty – in place ready to receive pupils. All staff follow bus timetable.	'Morning XX' It's nice to see you' (Handshake / fist pump/ thumb check)
Breakfast Secondary	Pupils enter through the hall doors. Sit at tables. Staff model expectations and	Staff will initiate conversation – daily topic of conversation / check in with individual pupils - sit at tables with pupils – nurture approach.
Breakfast KS2	Pupils enter through main door and walk down into class. Staff model walking nicely and expectations	Staff will initiate conversation – daily topic of conversation / check in with individual pupils / nurture / sensory / communication activities- sit at tables with pupils – nurture approach
Searching / Screening on arrival – secondary	KS2 will be checked by staff at main reception. KS3 pupils will be checked by teachers	Phones handed in Coats Uniform
Walking through corridors	Walking (not running and swearing)	'Feet on the floor and knock on the door'

	<p>NO Banging without pupils being reminded</p> <p>NO kicking doors. Should they wait and be reminded and modelled how to wait for doors? 'Stand nicely, feet on floor and wait by the door'.</p> <p>Walk together with the adult. ADULT DIRECTS the behaviour and models the behaviour.</p>	<p>I need good listening. Quiet mouth, listening ears, eyes looking, feet and hands still'.</p> <p>I need you to walk to</p> <p>I need you to....</p> <p>You need to</p>
Visitors in classrooms	Expect pupils to be respectful of visitors in class. Swearing to be addressed	Teacher to welcome visitor in class and lead pupils to welcome visitor. Teacher to address inappropriate behaviour / comments.
Out of class	Pupils must always be supervised	Acknowledge pupil's frustrations / reason then offer: Alternative activity Staff Support 1:1 or small group split Sensory activity Reminder of points
Break times	Organised activities – Indoor and outdoor	Staff set up and initiate activities with pupils Staff collect pupils at beginning and end of break times for lessons
Lunch Times KS2	Line up outside hall When instructed enter hall and pupils take seats. Lead staff call pupils up to serving hatch After lunch pupils clear and stack plates Staff ready for lunch play.	Remind pupils of routine with simple instructions We line up We take a seat We clear and stack our plates We stack our plates

Lunch Times Secondary	Line up outside hall When instructed enter hall and pupils take seats. Lead staff call pupils up to serving hatch After lunch pupils clear and stack plates Staff ready for lunch play	Remind pupils of routine with simple instructions We line up We take a seat We clear and stack our plates We stack our plates
Lesson Transitions	LSA remains in class Teacher moves to new class (Stockwood)	
Swearing	Swearing must always be addressed by all staff	Reminder of appropriate language Offer alternative
Time OUT	Pupils must always be supervised	Must be written on pupils plan. Acknowledge pupil's frustrations / reasons then offer: Alternative activity Staff Support 1:1 or small group split Sensory activity Reminder of points
End of day - KS2 on Buses - Secondary off site	As arrival – orderly walking to the bus with all staff. KS3 duty staff will walk pupils past the houses opposite.	

Think about routines you have in your class. As your pupils walk into your class. How you transition activities during the lesson. How you signal the pack away of the lesson. What are your expectations? How do you expect pupils to leave your class? How do you expect pupils to respect their environment?

What routines do you want in YOUR class. In YOUR ARENA?

Communication friendly – Nurture – Mental Health / Trauma aware

Physical behaviour towards adults is not acceptable and will be picked up by means of meetings with home and restorative practices.

DE-Brief incidents

Very clear for professional development and Trauma Informed Practices- this is not a 'blame' approach but learning from situations and changing our practice to best meet the needs of all pupils.

Was then behaviour due to teaching and Learning? Work differentiated? Accessible for the student? Correct support in place? Recognise Pupils ability (not easy and not hard) Pupil stretched enough? Seating Plan? Could there be something different we could employ in class to prevent an escalation of behaviour?

Was the behaviour due to the environment?

**Was the behaviour due to the needs of the pupil?
Was the behaviour due to external factors?**

Additional Information In response to Covid-19 Pandemic

If there is an incident of unsafe behaviour constituting a Health and Safety risk to the school population, such as failure to follow Covid secure practices of maintaining social distance / wearing face masks (unless exempt), coughing, sneezing, biting or spitting towards anyone, then a risk assessment will be carried out and parents/carers will be contacted. This may require a period of home learning whilst the risk assessment is completed. If the actions are repeated or perceived as deliberate, namely purposefully putting someone else's safety at risk, there will be a requirement for the pupil to engage in a programme of home learning until it can be demonstrated. This is covered in our 'Remote Learning Policy' and ensures your child can still access learning. We will regularly review the risk assessment, and they will be welcomed back onto the Academy site when we all determine that the pupil is no longer a risk to the health and safety of others.

Where there is an issue of a family not wanting to send their child in due to anxieties around COVID-19 it may be necessary to create a 'blended learning approach' e.g. Remote learning plus 1:1 session in an outdoor session/sports based/walk and talk to get them out and check wellbeing, plus regular welfare calls.

Blended learning approaches are appropriate bespoke learning packages to support the needs of a young person who is having difficulty processing the complex health and safety issues surrounding COVID-19, and as a result are in a regular state of heightened anxiety and dysregulation. In these circumstances we may decide with the support of our specialist team and the parents/carers to deliver a blended learning package for that child.

Such a blended approach will be reviewed regularly and the young person will be receiving a supportive transition to a fuller on-site programme of learning as and when it is felt they can manage the higher sensory setting of the Academy.