



**Bradfield School**

Relationships and Behaviour Policy

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We know from talking to staff, students, parents and carers that the community of Bradfield School want our school to be a calm and positive place. Our vision of 'where all people thrive' means we aim to deliver an education that supports all our students to fulfil their potential, and to be successful, confident people who are equipped to explore what life and the world have to offer.

To do this, we must show our students and one another unconditional positive regard every day, consistently modelling the behaviours and attitudes we strive to develop in the young people we work with. All Bradfield staff are leaders of the positive culture needed for Bradfield School to be a place where all people thrive.

This policy is the framework on which to deliver that vision.

## **1. Aims**

This policy aims to:

- Provide a consistent approach to behaviour management
- Give clarity on what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

## **2. Purpose**

Bradfield School is a place where our young people learn, both academically and ethically. Our aim is that Bradfield School is an inclusive environment, accepting and celebrating our differences that contribute equally to a cohesive community.

This does not happen easily. It is essential that the actions of all members of the school and wider community is supportive of these aims. Behaviours which prevent or interrupt learning will be challenged. Our aim is to do this by emphasising the importance of good relationships between staff and students in our school, based on clear and consistent expectations, firm but fair responses to inappropriate conduct. Pre-emptive approaches and the positive reinforcement of appropriate behaviour using the Behaviour for Success processes are also vital.

Our approach seeks to be informed by a Trauma Informed and ACE (Adverse Childhood Experience – see appendices) aware approach where relationships are at the centre of all interactions. This approach encapsulates and supports the wider school community and includes all young people, all staff, governance, parent(s)/carers and any external agencies who work collaboratively with Bradfield School.

We do not operate a 'zero tolerance' or 'one size fits all' approach to challenging behaviour. Instead, we apply the theory of a case-by-case approach that takes into consideration the individual circumstances and context of individual young people in our care, while maintaining high standards and expectations. The development of our students is at the heart of all our decisions.

The Bradfield School Relationship and Behaviour Policy will continue to be refined as practices are embedded and developed in the school. This policy will also be reviewed annually and updated in line with DFE guidance.

The Relationship and Behaviour policy framework is designed to and should be successful in:

- Ensuring that all our students, regardless of ability, age and gender are involved whenever possible, in the process of praise, recognition and rewards
- Supporting Bradfield staff in developing positive relationships in the classroom, ensuring that our students have a positive attitude to learning and behave in a manner conducive to high levels of progress being made. Furthermore, our students should not have to suffer low-level disruption from one another.
- Developing harmonious relationships, with increased communication between students and staff, parents/carers in our community, where students can talk freely about their worries or concerns.
- Providing much greater understanding of the behaviour for success process by students, parents, staff and governors
- Reducing student and staff stress levels in our school through a significant reduction in negative or confrontational behaviours

### 3. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy, is also based on

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

### 4. Definitions

**Misbehaviour** at Bradfield School is defined as:

- Disruption in lessons and on corridors
- Disruption in social times

- Refusal to follow reasonable instructions
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** at Bradfield School is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments ○ Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Malicious allegations
- Possession of any prohibited items. These are:
  - Knives or weapons ○ Alcohol ○ Illegal drugs ○ Stolen items
  - Tobacco, cigarette papers, vapes and associated paraphernalia
  - Fireworks ○ Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence

## 5. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
  - Repeated, often over a period of time
  - Difficult to defend against
- Bullying can include:

TYPE OF BULLYING	DEFINITION
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Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
<b>TYPE OF BULLYING</b>	<b>DEFINITION</b>
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy and Procedures.

## 6. Roles and Responsibilities

### 6.1 The Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 6.2 The Headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### 6.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents

All Bradfield staff are responsible for adhering to positive practice that promotes our students' abilities to engage in and access their learning. This is based on the understanding that our students best achieve, develop and reach their true potential when our staff are fair, flexible, trustworthy, respectful, and model positive relationships.

All Bradfield staff should not model negative behaviours such as (not exhaustive)

- Being confrontational
- Being insulting or abusive
- Being intimidating
- Being condescending/ harshly sarcastic
- Causing humiliation
- Being supercilious
- Any other behaviours that may cause further breakdown of relationships.

It is the expectation at Bradfield that all staff, regardless of their role in school, act in this way. This does not mean that undesired behaviour does not go unchallenged. We continue to have high expectations of behaviour for all students, and support is regularly and continually offered to those having difficulty meeting those expectations.

All staff have experienced training in being ACE aware and Trauma and Mental Health Informed. Specific staff both internal and externally sourced are identified to work with students to support their individual needs. This support may be offered in a 1:1 session, in class or in small groups. Our aim is to support our students to make sense of their experience, find ways to manage their emotions and feelings, and ensure that they maintain the capacity to learn, despite difficult events that may happen/ have already occurred in their lives.

It is expected that agreed amendments and modifications will be made as the systems develop and mature. At all times staff, students, parents and carers will be made fully aware of such changes, underpinned by a tutor time and assembly programme.

#### **6.4 Parents / Carers**

Parents / carers are expected to:

- Support the school in line with our inclusive practice and Home School Agreement
- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour •  
Discuss any behavioural concerns with school promptly

#### **7. Student Code of Conduct**

Our classroom rules are outlined below:

1. Arrive on time, fully equipped and ready to learn each lesson. This means sitting where asked, removing any items of non-uniform and beginning the starter.
2. Follow instructions first time and without questions or argument.
3. Show respect to staff and students when they are talking by listening.
4. Communicate appropriately, including waiting your turn to speak without disturbing others.
5. Always try your best with all learning.
6. Stand behind your chair quietly at the end of lessons until you are dismissed.

Our rules around school are outlined below:

1. Show responsibility by all being on time for school at 8.20 every day.
2. Be polite and show respect for all other people.
3. Follow instructions first time, without questions or argument.
4. Always wear your school uniform correctly, with pride.
5. Respect your school environment: never drop or leave litter or damage property.
6. Eat and drink in the right places at the right time.
7. Walk around the school responsibly and quietly and keep to the left.
8. Follow the rules around electronic devices.

Our rules around electronic devices are:

1. Students have the right to use electronic devices when they are in class and the teacher has advised the student that the device can be utilised to enhance learning (e.g. calculator, as a medium to share music for performance, to support revision).
2. Students do not have the right to use electronic devices in any other circumstances between 8.30 – 2.55pm, without explicit prior permission from a member of staff (such as in emergency circumstances).
3. Students should not take audio, photos or videos of themselves or others at any point while on school premises, nor should these be shared on social media at any point.
4. The electronic device and its safety remain the responsibility of the child.

## **8. Rewards**

Central to the philosophy is the right of all staff to praise students, including contacting parents / carers as a matter of routine. Spontaneous day-to-day praise is a key foundation in Bradfield School. All our staff are expected to use praise, including support and non-teaching staff wherever possible, both informally such as through verbal praise and recognition, and formally as detailed below.

### **Positive Points, Thrive Cards and Positive Contact Home**

The first formal phase of the rewards system is the use of positive points. These will be awarded both inside and outside of the classroom. These will be rewarded to recognise and praise not just work but any instances of showing responsibility, respect and kindness, linked to key successful learning behaviours academically and as a good citizen:

- Resilience
- Doing your personal best
- Appropriate communication

### **Thrive Cards**

Thrive cards are also awarded inside and outside of the classroom for any student who has gone over and above expectations, either in their work or behaving as a good citizen.

Positive Contact Home

All staff contact home for at least one student a week to share with parents / carers their high opinions of the student in question.

### **Headteacher Praise**

Each week, students are nominated to receive Headteacher Praise.

Each of these rewards generates a points tally that leads to recognition through our system of certificates and rewards trips.

Students receiving a set number of points each week and half term will gain access to weekly prize draws and rewards activities at the end of a term or half term. The types of activities will be chosen and suggested through our student leaders.

Further details can be seen in our appendices.

## **9. Sanctions**

Bradfield School uses sanctions as a logical consequence of and response to unacceptable behaviour from students. Bradfield staff may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand – ‘remind’ and ‘caution’
- A conversation with Support for Success Staff
- Immediate withdrawal from class
- A period in the Reflection Room
- Detention at break or lunchtime, or after school
- Referring the student to a senior member of staff
- Letters or phone calls home to parents/carers
- Placing the student on report to a member of staff such as form tutor or Year Lead
- Agreeing a behaviour contract
- Suspension and permanent exclusion in more serious cases
- Referral to governors’ panels

We may use the Reflection Room in response to serious or persistent breaches of this policy. Students may be taken to the Reflection Room during lessons if they demonstrate behaviours that show they are not ready to learn, and they will be expected to complete similar work as they would in class.

### **9.1 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.

The school’s response will be:

- Proportionate
- Considered
- Supportive
- Handled on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child’s safety or wellbeing. These include clear processes for:



- Responding to a report
- Carrying out risk assessments in line with guidelines from Sheffield Safeguarding Hub, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
    - Refer to children’s social care – Sheffield Safeguarding Hub
    - Report to the police

Please refer to our Child Protection and Safeguarding Policy for more information.

Sanctions for sexual harassment and violence will be appropriate to the incident and may include:

- Involvement of parents / carers
- Educational work with a member of the pastoral team – such as a Behaviour Manager or Designated Safeguarding Lead
- Referral to the Safeguarding Hub
- Referral to the police
- Suspension or permanent exclusion

### 9.2 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing Bradfield School. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school, if in school uniform or not
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of the staff member (e.g. on a school-organised trip).

### 9.3 Malicious Allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy. This could result in suspension or permanent exclusion.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children’s social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other students.

## 10. Behaviour Management

All teachers in all curriculum areas must look to recognise, praise and reward all students as a matter of agreed policy. Support and administrative non-teaching staff will also be expected to praise and reward students appropriately and establish positive relationships with students whenever it is possible to do so. Senior members of staff must always model the practice of positive relationship building. Staff must understand the importance of operating consistently within the recognised framework in terms of both rewards and sanction process.

If the system is to be successful, the following must be understood by all concerned:

- Consistency in approach to both rewards and sanctions within the classroom is essential.
- The fact that there will be a consequence for negative behaviours is inevitable is more important than the severity of the sanction.
- Once the sanction/response has taken place it is up to the member(s) of staff concerned to decide upon an appropriate 'follow up' strategy, with each student's case being viewed in an individual sense.

Members of staff will receive regular support and professional development opportunities in order to develop and implement the skills to successfully establish, maintain and restore positive relationships with all stakeholders.

At Bradfield School, we have a clear vision that to achieve success for all stakeholders, we must work with our young people. We do this by using the principles of the social discipline window – see appendices. We will work with our young people and families offering high levels of support alongside high expectations to achieve our shared goals.

### 10.1 Classroom Management

In terms of classroom-based sanctions, five key phases are identified. It is hoped that the vast majority of students will choose to spend their time at Bradfield operating with the rewards framework. It is also expected that for the students whose behaviour for learning is deemed to be unacceptable, only a small minority will move beyond Phase 3.

We recognise that persistent undesired and unregulated behaviour could be as a result of complexity of need and these needs being unmet. Key staff, led by the SENDCo (Special Educational Needs Coordinator) may need to advise on approaches to meeting need and provide support, including intervention and requesting external agency support or occasionally a different curriculum pathway.

It is essential that all students, parents/carers and teachers understand this framework and its continuum of sanction/responses.

When a particular misdemeanour takes place an identified sanction or range of sanctions must follow. The most logical and appropriate sanction/response is applied to specific behaviours taking into consideration individual context, at all times being ACE aware, taking students' SEND needs into account, and trauma sensitive.

The Six Phases are:

**Phase 1 Remind** – Calmly remind students of the high expectations we hold in school around behaviours for learning and ensuring students are aware that their decisions are having an impact on the progress of others and themselves. Anchor the conversation in a positive example of how they have behaved positively before.

**Phase 2 Caution** – Calmly caution the student around their continued poor choices around conduct again explaining the importance of appropriate behaviours for learning in the classroom.

**Phase 3 – Support for Success (SFS)** – A Support for Success member of staff will have a conversation with the student to assess what additional support (if any) is required for them to be successful in lesson. It will be explained to student by member of SFS that a further call out will result in them being placed in the R room with a loss of the student’s next social time; see below.

The first three phases are very much seen as classroom-based strategies. It may well be seen as desirable to relocate the student within the classroom to prevent further escalation.

**Phase 4 – Withdrawal** If SFS is called back to the same classroom for specific student, they will be removed and placed in the Reflection Room for an appropriate period of time. This may be substantial or shorter in duration. It may be deemed appropriate for students to remain in the Reflection Room at the end of the day for an additional 30 minutes, or with 24 hours’ notice.

**Phase 5 – Refusing or failing to follow process in the Reflection Room will result in a more serious sanction.** This may include further withdrawal from lessons, or ultimately suspension.

#### **Phase 6 – Suspension and Permanent Exclusion**

For serious cases of misbehaviour which contravene the principles set out in the Relationships and Behaviour Policy, suspension may result for a period of up to 15 days. Work will be provided in the case of a suspension, and it is expected that parents / carers accompany their child to a reintegration meeting before the student returns into school.

For a one-off serious incident such as arson, drug related incidents or incidents involving weapons, serious physical assault, sexual misconduct or, persistent disruption where the student has failed to respond to reasonable adjustments and intervention, a permanent exclusion may be recommended by the Headteacher. This will be in accordance with guidance set out by the DFE, a copy of which is available from school. Examples of such incidents will result in a full independent investigation that will include liaison with the Police or Community Youth Team Officer where information will be sought around the law/process.

The school will also take into consideration ‘joint enterprise’, which can mean that if more than one student is involved in the same incident, irrelevant of the role they played, all students will receive a sanction.

Serious incidents of behaviour will result in students being placed in the Reflection Room, pending further investigation if necessary or which may lead to a suspension or permanent exclusion.

These include (not exhaustive)

- Persistent and relentless breaches of the school policy.
- Threatening behaviour/ verbal abuse towards an adult. • Physical assault of an adult or young person
- Dangerous behaviour, including arson.
- Drug or Alcohol related incident.
- Possession of an offensive weapon.
- Bringing the name and reputation of the school and Trust into disrepute.
- Sexual misconduct.
- Peer on Peer abuse/ Bullying, including online.

#### **Governors’ Support Process.**

We have a three-stage governor support process for students who consistently disrupt the good order and discipline/ethos at Bradfield School. The different stages are as follows.

GSP stage 1 – Written warning GSP

stage 2 – Single governor meeting.

GSP Stage 3 – Full governors' panel.

This is aimed at being a preventative intervention involving student, parent/carer, leadership and governance. Wherever possible, a student will follow the GSP process before a permanent exclusion is considered. Where behaviours continue beyond this point, Secondary Inclusion Panel (SIPP) may be called.

## **10.2 Out of Class Behaviour**

Poor behaviour out of class has an impact upon learning. Out of class, students are expected to behave responsibly, respectfully, and allow others the right to be free of disruption. Defiance, dangerous behaviour or bullying disrupts the calm order of the school and creates an atmosphere in which learning is impaired. Every member of staff at Bradfield is expected to challenge and address poor behaviour outside class. Serious incidents of such poor behaviour will result in action by the year leader or member of leadership team. Parents / carers will be notified as appropriate.

### **10.2 Reasonable Force**

In some cases, staff may need to use reasonable force if there is a cogent reason for doing so, such as to prevent immediate harm to a student, with the emphasis on using the minimum force for the shortest amount of time.

Using Reasonable force must:

- Be in the best interests of the child or young person.
- Be a reasonable step in order to protect children and young people, and be proportionate to circumstances.
- Be a safeguarding measure to promote the best interests of all concerned.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents/carers in line with our Positive Handling Policy.

### **10.3 Confiscation**

Any prohibited items (listed in section 4) found in students' possession will be confiscated. These items will not be returned to students.

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

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Mobile phones/electronic devices (including headphones) should be switched off and not be visible from 8.30am until 2.55pm, including social times.

Students not responding to this will have their device confiscated. The first five confiscations of a mobile phone/device will be held by the office and returned at 2.55pm. Further confiscations will be returned only to a parent via a parental meeting with a member of the Pastoral or Senior Leadership Team. The school will work with parents / carers of students persistently using electronic devices inappropriately to agree pre-emptive approaches such as handing in their devices at the start of the day. Students refusing to handover devices may be taken to the Reflection Room.

#### **10.4 Student Support**

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's Special Educational Needs Co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parent s/carers to create the plan and review it on a regular basis.

#### **10.5 Safeguarding and Student Support**

Bradfield School recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding Policy.

Bradfield School also recognises that some students with additional educational needs will need enhanced support to manage unregulated behaviours. The SEND team will work with all staff to ensure that identified SEND students are appropriately supported to achieve success within the learning environment and that intervention responses are timely to support the best outcomes for the student.

### **11. Student Transition**

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. It is usual that students stay with form tutors throughout their time at our school to facilitate the transfer of information to new classroom teachers. The Special Educational Needs register is updated after each parent / carer review and details of updates shared with staff half termly.

Transition between primary schools and Bradfield School also includes the relevant sharing of information related to students' behaviour issues and needs. If the transition lead/SENDCO and primary school believe a parental meeting will support transition for those who present with challenging behaviours, this will be done in the summer term.

Students new to our school, such as through in year transfers or managed moves, receive appropriate instruction, taking students' educational needs into account, on the student code of conduct, rewards, sanctions and classroom management.

### **12. Training**

Our staff were provided with training on managing behaviour, including linked to use of reasonable force, at the introduction of this policy March 2022. Key staff have also received more in-depth training regarding positive handling, with refreshers as necessary.

New staff will be provided with training on managing behaviour, including proper use of restraint, as part of their induction process to the school.

Behaviour management will also form part of continuing professional development.

### 13. Monitoring Arrangements

This behaviour policy will be reviewed by the Headteacher and the Local Governing Board annually. At each review, the policy will be approved by the Headteacher.

### 14. Dissemination of this Policy

New staff will be introduced to this policy as part of the induction process. Students will be made aware of the policy as part of the tutor time and assembly programme. The policy will be available on the school network, the school website and other interested parties may apply for a copy. Parents / carers were introduced to this policy through parental virtual presentations in March 2022 and it forms part of the annual transition process for parents / carers of new Year 7 students.

### 15. Media

The Headteacher or a nominated spokesperson will handle all media enquiries. The school will not comment on individual cases but will refer to the school policy and the procedures in place to manage any incidents of poor behaviour.

## Appendices

### What are ACEs?

There is a growing body of research identifying the harmful effects of adverse childhood experiences (ACEs) on the rest of a person's life. ACEs are significant stressful events occurring during childhood or adolescence and can be direct, such as the child suffering abuse or neglect, or indirect, such as the child's parent suffering mental illness or drug addiction. The research suggests that ACEs have a strong link with chronic diseases, social and emotional issues, with a higher ACE score correlating with worse outcomes on all fronts. Two thirds of people have at least one ACE, but the 8% of people in England who have four or more ACEs are at an increased risk of a range of negative health outcomes such as heart disease, respiratory disease, drug addiction, or self-harm. We are committed to ensuring that our school develops a Trauma and Mental Health Informed Approach to ensure that all our students develop positive mental health and resilience, enabling them to fully engage in life and learning.

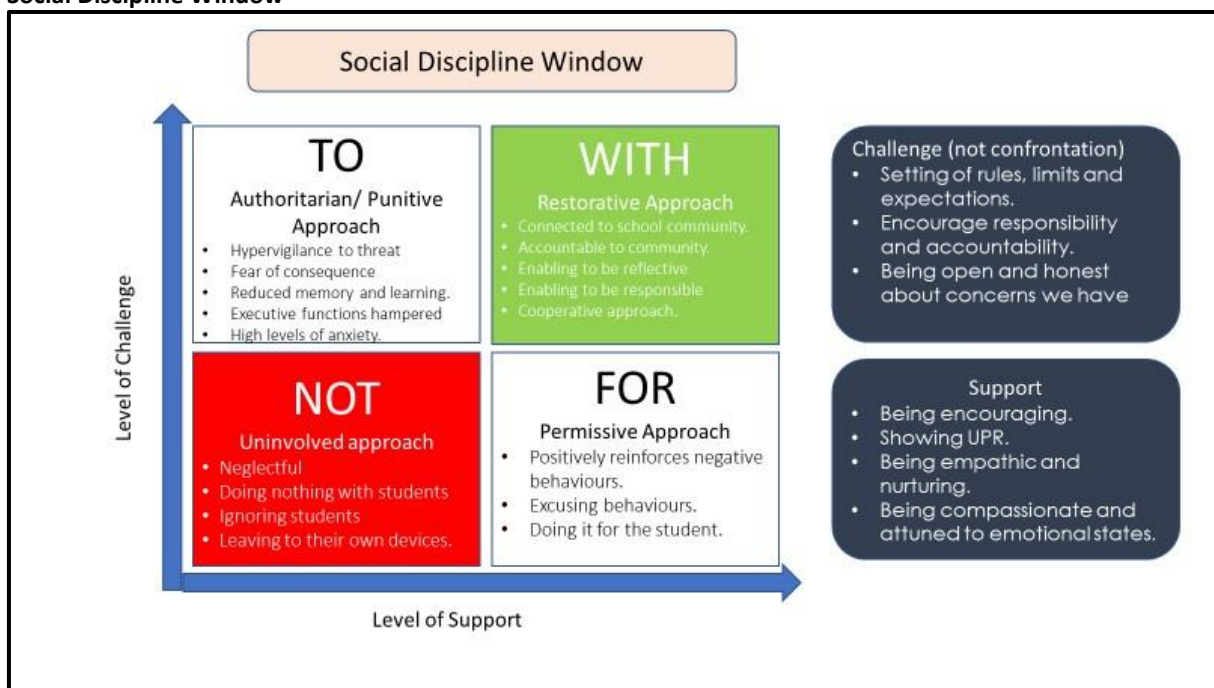
### What is Trauma Informed Practice?

It is essential that, wherever possible and appropriate, adults in school have the necessary information and understanding of the context around specific students and behavioural issues that may be presented within school. **It is the responsibility of all staff** in school to be aware of any specific plans and strategies that may need to be implemented to help support young people who have suffered trauma and ACEs. Early intervention can help to decrease the chances that young people will enter the crisis phase leading to a quicker recovery and therefore restoration to a lower, more manageable level of stress or anxiety.

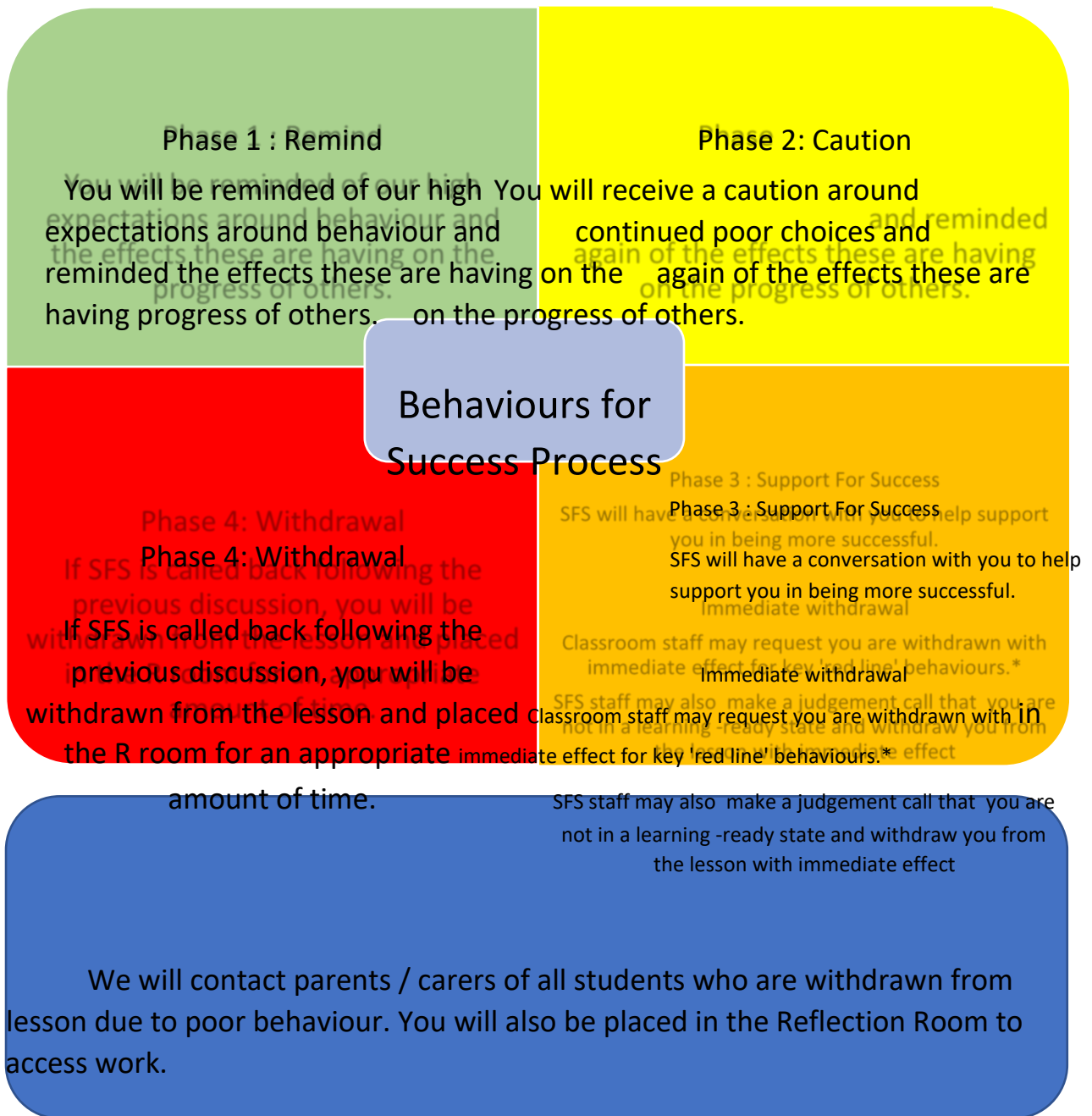
A trauma informed approach requires emotionally regulated and always available adults who can provide essential calming of the young people in their care, which will ultimately allow them to **re-set and restore/ rebuild / re-engage** in learning once their emotional and mental state allows them to do so. This approach looks to protect and safeguard other young people from the destabilising effects certain behaviours may have within the learning environment.

In practical terms it means that we may temporarily (for short or longer periods of time) remove students from situations that they are finding difficult to manage. A designated adult will work with the removed student to support them and will only place them back into the original learning environment when it is appropriate to do so.

### Social Discipline Window



## Behaviour for Success Process



Withdrawal will most likely result in you spending your next social time or 30 minutes after school within the Reflection Room as a logical consequence of your actions.

*\*Key red line behaviours:*

- Verbal abuse to a member of staff
- Fighting



- *Actions that hurt another person in the classroom*