Behaviour & Relationships Policy 2024 -2025

Adopted: February 2025
Review: September 2025 and then annually

Statement of Behaviour Principles

"*Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.*"

(DfE Behaviour in Schools, 2022)

Three Towers fully accepts these principles, and we acknowledge that society expects good behaviour as an important outcome of the educational process. We aim to create and maintain a safe and happy teaching and learning environment, built on mutual respect and personal responsibility; an environment where the learning, social-emotional and personal needs of learners are met; and one in which we empower earners to achieve their potential.

By removing barriers to learning that have often become entrenched over time, we work to support reintegration back to mainstream school, transfers to specialist settings and/or further education, or progression into the world of work. Everyone is expected to behave in a safe and respectful way, to accept responsibility for their behaviour and to encourage others to do the same. All members of our school community have a right to:

- feel physically and emotionally safe at all times;
- always be treated with respect and dignity;
- express their feelings in an appropriate way;
- work without disruption;
- improve and make progress in whatever they are doing.

Learners as individuals, members of teams, members of the TTAPA community are expected to:

- be safe and adhere to school rules and follow staff instructions;
- be respectful of themselves, others, the environment and of other peoples' points of view;
- be responsible for and work to improve their own behaviour, and support their peers to do the same; and
- be ready to learn.

It is accepted that behaviour management and good discipline is a whole school responsibility, and so all staff are expected to:

- always treat learners with fairness and respect;
- maintain high expectations of and aspirations for all learners;
- model appropriate behaviour;
- recognise and reward appropriate behaviour;
- challenge behaviours which do not adhere to school expectations;
- be consistent in using the rewards and sanctions systems.

Restorative Practices are used throughout the school to support in resolving conflict and preventing harm. Staff will work with a learner around the root cause for their presenting behaviours and help them resolve incidents through intervention including mediation, 1-1 mentoring and group discussion. This enables learners to understand and take responsibility for their actions and take key steps to put things right.

Items which are illegal or considered dangerous are not allowed on TTAPA campus sites. If staff suspect that a learner has illegal or dangerous items in their possession, they should follow the protocol for searching learners.

All staff have the power to use reasonable force to prevent learners from committing an offence, injuring themselves or others, or damaging property.*

*The Headteacher is informed of any incident that has led to the use of these powers. All such incidents are recorded.

1 Context

Three Towers AP Academy (TTAPA) is committed to the creation of teaching and learning environments where the academic, social and personal needs of our learners are appropriately addressed. We aim to empower our learners to achieve in an atmosphere of safety and mutual respect.

By removing barriers to learning that have often been entrenched in former educational settings, we work to support transfers back to mainstream or special school, further education, and/or the world of work. Everyone is expected to behave in a safe, respectful and responsible way, to be accountable for their actions and to encourage others to do the same.

All staff are expected to challenge behaviours which do not adhere to school expectations and to be consistent in using the rewards and sanctions systems. It is acknowledged that behaviour and good discipline is a whole school responsibility.

2 Aims & Purpose

We aim to:
- ➢ create and maintain a positive culture that promotes excellent behaviour, ensuring that all learners have the opportunity to learn in a calm, safe and supportive environment;
- ➢ establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school;
- ➢ outline the expectations and consequences of behaviour;
- ➢ provide a consistent approach to behaviour management that is applied equally to all learners; and
- ➢ define what we consider to be unacceptable behaviour, including bullying and discrimination.

The purpose of the policy is to provide a simple, practical guide for staff, learners and the parent/carers which outlines our approach to behaviour management that:
- ➢ defines what we consider to be unacceptable behaviour, including bullying;
- ➢ outlines how learners are expected to behave;
- ➢ outlines our system of rewards and consequences;
- ➢ outlines the roles and responsibilities of different people in the school community with regards to behaviour management;
- ➢ promotes self-esteem, self-discipline, and self-regulation;
- ➢ provides a consistent approach to behaviour management;
- ➢ recognises and positively reinforces acceptable behaviours; and
- ➢ teaches appropriate behaviour through positive behaviour interventions.

This policy applies to all learners when or in school, when travelling to and from school and on educational visits.

3 Legislation, Statutory Requirements & Statutory Guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:
- ➢ Behaviour in schools: advice for headteachers and school staff 2024
- ➢ Searching, screening and confiscation: advice for schools 2022

- ➤ The Equality Act 2010
- ➤ Keeping Children Safe in Education 2023
- ➤ Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- ➤ Use of reasonable force in schools
- ➤ Supporting pupils with medical conditions at school
- ➤ Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is 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

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

4 Definitions

Misbehaviour is defined as:
- ➤ disruption in lessons, in corridors between lessons, and at break and lunchtimes;
- ➤ non-completion of classwork or homework;
- ➤ poor attitude;
- ➤ incorrect uniform.

Serious misbehaviour is defined as:
- ➤ repeated/persistent 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 such as 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/vaping;
- ➤ racist, sexist, homophobic or discriminatory behaviour;
- ➤ possession of any prohibited/banned items. These are:
  - knives or weapons;
  - alcohol;

- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- E-cigarettes or vapes;
- Fireworks;
- pornographic images;
- mobile phones and similar devices;
- any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the learner).

Bullying does not have a legal definition, but it is usually defined as behavior that is:

"An imbalance of power which is used to either insult someone's character, harass, intimidate or upset another person. It is repeated and intended to hurt someone either physically or emotionally."

The Department for Education define bullying as

"Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally".

(DfE "Preventing and Tackling Bullying", July 2017)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069688/Preventing_and_tackling_bullying_advice.pdf

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy, which is on the website.

5 Roles & Responsibilities

5.1 The Local Governing Committee (LGC) is responsible for monitoring the effectiveness of this policy and holding the headteacher to account for its implementation.

5.2 The Headteacher is responsible for reviewing and implementing this policy and will:
- ➢ review this policy annually;
- ➢ ensure that the school environment encourages positive behaviour;
- ➢ ensure that staff deal effectively with inappropriate behaviour;
- ➢ monitor how staff implement this policy to ensure that rewards and consequences are applied consistently to all groups of learners;
- ➢ ensure that all staff understand the behaviour expectations and the importance of maintaining them;
- ➢ provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all learners to participate fully;
- ➢ offer appropriate training in behaviour management and the impact of SEND and mental health needs on behaviour, to any staff who require it so that they can fulfil their duties as set out in this policy;
- ➢ ensure this policy works alongside the Safeguarding & Child Protection Policy to offer learners both support and sanctions when necessary; and

> ensure that the data from behaviour logs is reviewed regularly to make sure that no groups of learners are being disproportionately impacted by this policy.

5.3 All staff are responsible for:
> creating a calm and safe environment for learners;
> establishing and maintaining clear boundaries of acceptable learner behaviour;
> implementing this policy consistently;
> communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with learners;
> modelling expected behaviour and positive relationships;
> providing a personalised approach to the specific behavioural needs of learners;
> considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations;
> recording behaviour incidents promptly on ClassCharts and, if required CPOMS;
> challenging learners to meet the school's expectations.

5.3.1 The Core Leadership Team (CLT) will support staff in responding to behavioural incidents.

5.3.2 Subject tutors have immediate responsibility for the behaviour within their classroom. It must be made clear to learners that they should be adhering to our behavioural expectations. Where there are instances of inappropriate behaviour, staff must be clear that they are personally prepared to do something about it in the first instance. Subject tutors must follow the classroom management response alongside the expectations. (Appendix 1)

5.3.3 Form Tutors are vital to the good behaviour of learners. They are responsible for expecting and maintaining high standards within the form group. They should deal initially with problems arising with learners liaising with other colleagues where appropriate.

5.4 Parents/Carers should:
> get to know the school's behaviour policy and reinforce it at home where appropriate;
> support and encourage their child in adhering to the school's behaviour policy;
> inform the school of any changes in circumstances that may affect their child's behaviour;
> accept that their child may make mistakes and trust that we, like them, want the best for their child;
> discuss any behavioural concerns with staff promptly;
> attend meetings and/or take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions);
> ensure their dealings with TTAPA and our staff – either in person, on the phone or in emails/texts - model the polite, respectful approach we promote in school for their children;
> support our approach to behaviour management in line with this policy;
> raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school;

> ➤ ensure that their contact details held by school are accurate and any changes are shared promptly; and
>
> ➤ take part in the life of the school and its culture.

We endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them and any agencies that may also be supporting the family to tackle behavioural issues.

5.5 Learners are made aware during their induction of the expected standard of behaviour they should be displaying at school and that they have a duty to follow the behaviour policy. We explain:

> ➤ our key rules and routines;
>
> ➤ the rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards; and
>
> ➤ the support that is available to them to help them meet the behaviour standards.

Learners are expected to:

> ➤ behave safely, respectfully and responsibly showing consideration for themselves and others;
>
> ➤ commit to developing/improving their ability to self-regulate and change inappropriate behaviours;
>
> ➤ support each other to improve their behaviour at the same time working to improve their own behaviour; and
>
> ➤ meet the uniform requirements fully at all times.

Learners are supported to:

> ➤ meet the behaviour standards and will be provided with repeated/extended induction sessions wherever appropriate;
>
> ➤ develop an understanding of our behaviour expectations, policy and wider culture;
>
> ➤ develop/improve their ability to self-regulate and change inappropriate behaviours;
>
> ➤ work positively with adults and each other; and
>
> ➤ have pride in themselves, their work and progress as well as in the school.

6 Our Expectations of Learner's Behaviour

We encourage success by supporting learners to meet the following expectations in school, online, travelling to and from school and in the community:

Be safe

> ➤ Follow health & safety rules in lessons, around site, on transport, online and during offsite activities;
>
> ➤ Be in the right place at the right time;
>
> ➤ Move sensibly and quietly around the building e.g. walk when moving between lessons and when using the stairs;
>
> ➤ Wait to be let through doors;
>
> ➤ Respect other's personal space;
>
> ➤ Use equipment only for its intended use as directed by staff;
>
> ➤ Keep your hands and feet to yourself at all times.

Be respectful

> ➢ Follow the school uniform expectations;
> ➢ Follow instructions from staff first time;
> ➢ Speak politely to others e.g. say please and thank you, use your manners;
> ➢ Listen when others speak and wait your turn in conversations;
> ➢ Allow yourself and others to learn;
> ➢ Look after the school property/equipment, displays, the school buildings including doors and our outside environment ;
> ➢ Eat & drink in appropriate places.

Be Responsible

> ➢ Ensure you place your personal items in lockers when you arrive in school;
> ➢ Show your best self and be proud;
> ➢ Be a good friend and role model;
> ➢ Make your own informed choices and try to challenge yourself to be even better;
> ➢ Take responsibility for the language and words that you use;
> ➢ Accept the consequences for your own actions whether they are rewards or sanctions;
> ➢ Raise concerns with staff if you have a problem or need help.

6.1 What does this mean in practice?

6.1.1 Be Safe

We expect *learners* to always follow our health and safety policy and refrain from any behaviour or activity that is dangerous to themselves or others. This includes upholding our no smoking/no vaping expectation.

We expect *parents/carers* to reinforce the importance of being safe and support us in any disciplinary matters concerning safety. We expect parents/carers to follow any health & safety guidance given by staff when attending school premises/events.

We expect *staff* to always follow our health and safety policy. If staff feel a learner's behaviour is unsafe, they must immediately ask them to stop and use PRICE techniques to de-escalate the situation and keep everyone safe. We expect staff to know and follow learners' positive behaviour support plans (PBSPs).

We expect **_everyone_** to follow our Anti-bullying policy. Bullying stops people feeling safe.

6.1.2 Be Respectful

We expect *learners* to interact with staff, visitors, and each other using polite verbal and non-verbal communications. We expect that where this has not happened learners will discuss issues in meetings with staff to prevent further problems and repair relationships. We expect that learners will not disrupt the learning of others or cause damage to property, equipment or learning materials.

We expect *parents/carers* to set high standards for the way their children speak with staff and other learners and support us in any disciplinary actions where this is necessary. We expect parents/carers to interact respectfully with staff and other learners.

We expect *staff* to treat our learners and their families with respect. We expect staff to have high expectations of, and aspirations for learners' behaviour and achievement and to be positive role models.

6.1.3 Be Responsible

We expect *learners* to be on time to school and lessons and to engage throughout. As part of being a responsible member of the Three Towers community, we will support learners to take greater responsibility for improving their own organisation and self-control. By also taking greater responsibility for their own actions and thinking about those actions can affect others, we will prepare learners to become responsible 21st Century citizens.

We expect *parents/carers* to meet their legal obligations regarding school attendance and engagement. This means we expect their support for our ethos and rules as well as accepting our policies. We encourage parents/carers to recognise that their child may not always make the right choices and do not make excuses or condone poor behaviour.

We expect *staff* to role model our expectations in their everyday practice with all members of the school and wider community. There is an expectation that staff guide and challenge learners to make good choices. We expect that non-engagement will be challenged and worked through constructively and restoratively with the learner(s) concerned.

6.2 Behaviour Outside of School

Showing the wider community that we are proud of our school is of great importance. Staff have the power to discipline learners for misbehaving outside of the provision premises and can discipline learners at any time when they are:

➢ taking part in any academy-organised or academy-related activity;
➢ travelling to and from the provision;
➢ whilst wearing the academy uniform;
➢ identifiable as a member of Three Towers.

We can also discipline learners at any time for misbehaviour which:

➢ has repercussions for the orderly running of our school;
➢ poses a threat to another learner or member of the public;
➢ could adversely affect the school's reputation.

In any of these circumstances members of the core leadership team (CLT) may additionally take the decision to notify the police of the learner's behaviour and or make relevant referrals to external agencies e.g. Prevent, social care etc.

6.3 Mobile phones
Refer to Mobile Phone Procedures

7 The Thrive Approach

"*The Thrive Approach is a dynamic, developmental and trauma-sensitive approach to meeting the emotional and social needs of children".*

(www.thriveapproach.com)

As a school, we have embraced the Thive Approach: we recognise and accept that relationships are key to the behavioural support provided for students at our provision.

Our relationships are founded on the principle of holding unconditional positive regard for every learner within our community. At the core of this approach is the profound belief that each learner possesses inherent worth and potential.

Positive relationships play a critical role in establishing trust. We prioritise the development of strong, supportive, and respectful relationships amongst everyone at our provision.

These relationships are built on open communication, empathy, and active listening. We recognise that it is our responsibility to develop trusting positive relationships, not the responsibility of the learner and their family.

We are committed to fostering an environment where learners feel genuinely seen, respected, and supported, irrespective of their backgrounds or challenges. By embracing a culture of unconditional positive regard, we aim to create a community that not only prioritises the wellbeing of its members but also recognises and nurtures 15 the unique strengths and qualities each learner brings. Through this relational lens, we aspire to cultivate an inclusive and uplifting atmosphere that empowers young individuals to flourish academically, socially, and personally.

We adopt a trauma-informed approach, recognising that past experiences may influence behaviour: trauma can have a profound and lasting impact on individuals' emotional and psychological well-being. By understanding and addressing the potential impact of trauma, we aim to create a safe and predictable environment where young people are supported with the healing process.

W.I.N

We recognise the language can have a powerful and positive impact on learners' behaviour, so we have adopted the Thrive approach of using:

- ➢ W   I wonder ……
- ➢ I   I imagine ……
- ➢ N   I notice …….

Staff will use these phrases to encourage learners to link how they are feeling to their behaviour. Enabling learners to experience validation of their feelings whilst developing more positive responses and behaviours.

P.A.C.E

PACE stands for Playfulness, Acceptance, Curiosity and Empathy.

Staff use these principles to help to promote the experience of safety in our interactions with young people. Young people need to feel that adults have connected with the emotional part of their brain before they can engage the thoughtful, articulate, problem solving areas.

- ➢ Playfulness - The purpose of playfulness is to enjoy being together in an unconditional way. This gives the message that the relationship is stronger than things that go wrong. Acceptance - Unconditional acceptance and positive regard is fundamental to a learner's sense of safety because it shows that you have connected with their feelings without judgement. Accepting the learner's feelings and emotions does not mean accepting unwanted behaviour and it does not mean agreeing with the learner's viewpoint, but for true acceptance to take place, it is important that the learner also knows staff can see them beyond their behaviour.
- ➢ Curiosity - Staff will continuously demonstrate to learners that they are interested in what is going on for them and willing to support them.
- ➢ Empathy - Staff will use empathy to ensure learners know that their feelings are important and that as staff, we are alongside learners in times of difficulty. Staff will

demonstrate how to cope and will always endeavour to understand how learners feel.

8 Routines to Support Behaviour

We know that children thrive and learn well in an environment where routines for learning and conduct are an embedded part of the culture. To help learners regulate/manage their own behaviours, we have routines that support our learners by fixing desired behaviours in their minds. These routines must be explicitly taught for **all** activities; we do not assume learners know them. They include:

➢ entering and leaving the provision (including handing in personal items not conducive to learning e.g. vapes / mobile phones / outdoor clothing / inappropriate objects / drinks, snacks and sweets / chewing gum);

➢ entering lessons and starting to learn promptly;

➢ dismissal from lessons;

➢ requesting support from adults in lessons;

➢ form time, assembly, presentations and celebrations;

➢ break and lunch time routines;

➢ fire evacuation and assembly routines;

➢ travelling to and from school e.g. conduct on public transport and other school provided transport.

These routines empower learning and support safe movement of learners. They remove the need for learners to remember several different routines and expectations. They provide structure, familiarity and familiarity to the provision day. The more consistency there is over routines e.g. cross department, cross class, the easier it is for our learners to learn them.

9 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

The Teachers' Standards (Part 1) sets out the clear expectations that teachers set high expectations which inspire, motivate and challenge learners. It is also a requirement that they adapt teaching to respond to the strengths and needs of all learners and that they manage behaviour effectively to ensure a good and safe learning environment.

It is important to plan our response to dysregulated and unwanted behaviour. Teaching staff plan lessons in great detail. However, staff should also plan and rehearse strategies for dealing with unwanted negative or disruptive behaviour. This is important because our successes in promoting good discipline and in de-escalating conflict have a huge impact upon the amount and the quality of learning taking place in our classrooms. To support this, staff will receive training on de-escalation techniques and positive framing giving opportunities for self-reflection and shared practice.

In modelling the high expectations expected, staff will:

➢ create and maintain a stimulating environment that encourages learners to be engaged;

➢ display the school rules & information about how rewards points are earned in their classroom;

➢ develop a positive relationship with learners, which may include:

- greeting pupils in the morning/at the start of lessons;
- start on time and follow the entry routine
- establishing clear routines;
- communicating expectations of behaviour in ways other than verbally;
- highlighting and promoting good behaviour;
- concluding the lesson/day positively and starting the next lesson/day afresh;
- having a plan for dealing with low-level disruption;
- using positive reinforcement.

➢ have an expertly planned lesson with the necessary resources available for all;
➢ plan a lesson which captures interest and explains relevance;
➢ ensure learners have clarity of intended learning;
➢ use positive language to frame the expected conduct rather than highlighting the negative behaviours so that learners can learn what good behaviour looks like;
➢ use a range of well-rehearsed de-escalation and classroom management strategies to maintain a highly purposeful learning environment;
➢ ensure learners are made aware of how they will be assessed both formatively and summatively;
➢ manage the space, monitoring all learners' work and behaviour continuously;
➢ be mobile, rarely sitting at their desk;
➢ give feedback regularly and constructively, using our Feedback and Assessment policies;
➢ maintain a tidy, organised and productive classroom; follow the empowering routine for lesson exit to support the calm and purposeful movement of learners around the academy site;
➢ remember your individual actions affect the power of our collective action.

10 Behaviour Curriculum

We know that many of our learners experience challenges in regulating their emotions and behaviours for a variety of reasons when they arrive, so it is vital that learners understand what we expected of them. Staff use a common framework of simple language around 'be safe, be respectful and be responsible' to support learners in developing the habits of acceptable behaviours and self-regulation/self-control. We do this by:
➢ being clear with learners what is and is not acceptable behaviour;
➢ working with learners to develop these acceptable behaviours as part of their everyday life;
➢ model the behaviours we expect;
➢ providing an environment for learners to practise acceptable behaviour;
➢ recognising and acknowledging improvements in behaviour;
➢ rewarding learners who demonstrate our behaviour expectations in and out of lessons.

10.1 Promoting Positive Behaviour
One of the most effective behaviour management strategies in schools have been shown to be careful planning that prevents difficulties from arising.

Inappropriate behaviour is more likely to occur when learners lack a sense of purpose and / or structure, are presented with opportunities to misbehave or are struggling to deal with external factors unrelated to school. It is preferable to prevent unwanted behaviour from occurring as dealing with unacceptable behaviour wastes time, can lead to confrontation and is stressful for all involved.

This principle is relevant to all aspects of our work both academic and social. Measures can and should be employed to prevent potentially damaging situations from arising. Teaching staff are responsible for setting the tone and context for positive behaviour in their classroom.

10.1.1 Preventative strategies create a context where acceptable behaviour is positively encouraged, and misbehaviour is reduced. Following PRICE principles, all learners have a positive behaviour support plan (PBSP) in place at the start of their journey with us. This highlights primary, secondary and even tertiary strategies to support learners with concerning behaviours.

An ethos is developed which emphasises co-operation, responsibility, concern for others and self-respect. Learners know which kind of atmosphere they prefer in school and what they expect of a 'good teacher'. Our experience has shown that over a range of ages children produce a very similar list of characteristics that they look for in adults who work with them. Learners want adults to:

> ➢ be just and fair;
> ➢ challenge them in their learning;
> ➢ greet them every day and make the day a pleasant one;
> ➢ have a sense of humour;
> ➢ help them to learn and feel confident;
> ➢ show an interest in them;
> ➢ treat them as valued individuals.

and

> ➢ *not to get upset or angry in the face of inappropriate behaviour but seek to understand.*

Although they want this for themselves, they also want to for other learners because it makes the learning situation more comfortable. It is evident that learners prefer to learn in a relaxed yet purposeful atmosphere where adults are safely in control; where they can progress their learning with success and be acknowledged by people who matter. We believe that where learners feel they are valued they respect adults and accept their authority. Similarly, we recognise the implicit need for young people to develop the skills that make positive relationships with adults possible. (Appendix 2)

It is critically important that staff working for TTAPA build strong relationships, develop high levels of personal resilience and have high expectations where the quality of learning behaviours are concerned. (Appendix 3)

Staff will never ignore or attempt to excuse poor behaviour. Rather, they will attempt to understand its communicative intent. We aim to ensure that learners have clear boundaries reflected in a behaviour expectation framework that is underpinned by a clear system of rewards, sanctions and individual support. A common language provides a consistent response where behaviour is unacceptable.

10.2 The Language of Choice is part of helping our learners to take responsibility for their behaviour. We actively encourage them to choose the right thing to do, by explaining the consequences of their choices, both good and bad. This is part of our approach to the "behaviour curriculum". We use specific descriptive praise when we see them making a good choice – we can never do too much of this. We link consequences to the choices they make, to help them make the best choice. This language:

- helps them to manage their own behaviour;
- helps them to take responsibility as well as increasing their sense of responsibility;
- increases their independence;
- is positive;
- overtly links responsibility, choice and consequence;
- regards mistakes as part of learning;
- removes the struggle for power.

10.3 Interventions

A skilled staff team and/or external agencies provide individual support for learners and their families to deal with ongoing issues. Staff provide pastoral interventions that are underpinned by personal relationships and the careful management of anger, frustration or uncertainty in a safe setting. Where possible it is always our aim to ensure learners are back in their lessons where we know our curriculum will give them the greatest chance of success.

10.4 Proactive intervention

Personalised interventions are designed to help learners identify what triggers their inappropriate behaviour. By learning to recognises when these triggers they can choose whether to manage them or not. Learners are encouraged to use a safe space or The Zone as a strategy to help them calm down and manage their behaviour when they have hit a trigger. Learners should return to class as soon as they are calm and are able to continue learning. Learners can still earn all their positive points if the safe space or Zone is used appropriately.

10.5 The Zone / Safe Space

The Zone and Safe Space (Appendix 4) are an integral part of classroom management procedures on both sites. We recognise that at times learners may need to take some time away from the classroom as a strategy to help them calm and self-regulate their emotions. On both sites we have safe spaces for learners to do this. Primary learners can access the *Safe Space,* and secondary learners can access *The Zone* at their request to self-regulate their emotions and/or behaviour and still achieve full points for their lesson.

If a learner is not making acceptable choices or struggling to regulate then they may be asked to go with a member of the pastoral staff. Points can still be earned if a learner makes the right choices. If the learner is asked for a second time, they will not be awarded any points, and a reminder of consequences will be given.

10.6 Communication

Timely and clear communication between staff and families supports the management of appropriate behaviour and promotes good discipline. Routine attendance at briefings and meetings allows the staff team to share relevant information regarding learners. Informal conversations during the school day are also critical. Without the timely sharing of

information, detailing personal events outside of school for example, staff members are forced to react to behaviour that might otherwise prevented or prepared for.

11 Recognising and Responding to Positive/Appropriate Behaviour (Recognition & Rewards)

When a learner's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. We use ClassCharts to record all positive behaviours and learners can use any points they have earner to "purchase" items from our reward shop.

Positive reinforcements and rewards will be used to reinforce the routines, expectations and norms of the school's behaviour culture.

As part of our approach to teaching acceptable behaviours, we tell people what it is exactly that we like about what they are doing, which reinforces the behaviours we want to promote e.g.

- ➢ 'I liked the way you lined up quietly'
- ➢ 'I noticed how kindly you supported _X_. Thank you'
- ➢ 'Thank you for returning to class so promptly'

We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved engagement academically and personally.

As we aim to promote appropriate behaviour rather than just prevent/punish inappropriate behaviour, extensive use is made of praise.   Praise is a potent force for promoting appropriate behaviour. Over-use is not a problem – under use is.

Staff should seek every opportunity to 'catch learners being good' and praise/reward them for this.

We believe that it is not always possible to respond to behaviour in the same way for every child because each child is unique, however all learners will be treated equitably under this policy, and it is useful to have a guiding framework of responses to the types of behaviours displayed.

Appropriate behaviour expectations form the basis of our reward system. All learners are rewarded if they meet the three core expectations:

- ➢ Be safe;
- ➢ Be respectful;
- ➢ Be responsible.

Routine appropriate behaviour should not be taken for granted, but regularly recognised and commended. Individuals and groups should be praised for:

- ➢ a positive approach;
- ➢ considerate or thoughtful behaviour;
- ➢ good effort;
- ➢ overcoming difficulties.

11.1 Recognition & Rewards

Positive/Acceptable/Expected behaviour will be rewarded with amongst others:

- ➢ discrete visual acknowledgement - smile, nod, wink;
- ➢ verbal praise– private and public;

- ➢ positive points awarded through ClassCharts;
- ➢ use of rewards shop;
- ➢ positive written comment on work;
- ➢ work being displayed;
- ➢ instant reward;
- ➢ bonus points;
- ➢ enrichment activities;
- ➢ phone call home;
- ➢ praise postcards / letters home;
- ➢ Random Acts of Kindness recognition;
- ➢ certificates;
- ➢ Star of the week certificate;
- ➢ prizes/vouchers;
- ➢ celebration assemblies;
- ➢ reward trips;
- ➢ mention in staff briefings;
- ➢ meetings with CLT members.

12 Recognising & Responding to Misbehaviour (Consequences &Sanctions)

We recognise that learners accessing alternative provision will misbehave due to a variety of external factors. We understand that poor behaviour in moments of high emotion is not necessarily chosen behaviour, and that all behaviour is communication. However, we do not have the learners' best interests at heart if inappropriate behaviour is condoned or excused by adults. We believe that appropriate boundaries and positive habits of behaviour are best reinforced through the application of timely and proportionate sanctions.

Unacceptable behaviour/misbehaviour will not be ignored or tolerated. We understand that every act of behaviour has a context, and we always consider this, but when a learner's behaviour falls below the standard that can reasonably be expected of them, staff will respond to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so learners know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

When giving behaviour sanctions, staff will also consider what support could be offered to a learner to help them to meet behaviour standards in the future.

As with rewards we believe that it is not always possible to respond to misbehaviour in the same way for every child, but all learners will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

It is important for our learners to clearly link a specific behaviour with its consequence. The consequence needs to be a natural consequence, which makes sense to the learner. Rather than just prevent/punish misbehaviour, we need to support learners to modify their

behaviours. If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote e.g.

- ➢ 'I liked the way you lined up quietly'
- ➢ 'I noticed how kindly you supported _X_. Thank you'
- ➢ 'Thank you for returning to class so promptly'

We are also giving them positive feedback and personal recognition.

12.1 Consequences & Sanctions

The school may use one or more of the following sanctions usually identified in the learner's Positive Behaviour Support Plan (PBSP) in response to unacceptable behaviour:

- ➢ discrete visual acknowledgement;
- ➢ verbal reminder – private and/or public;
- ➢ verbal warning – private and/or public;
- ➢ negative points recorded through ClassCharts;
- ➢ loss of points as "a fine2 for damage to property/equipment;
- ➢ phone call home;
- ➢ letter home;
- ➢ expecting work to be completed at end of day;
- ➢ school-based community service, such as tidying a classroom;
- ➢ loss of free time;
- ➢ 1:1 support/intervention by pastoral staff;
- ➢ removal from the classroom;
- ➢ Restorative Justice;
- ➢ reparation;
- ➢ referring the learner to a senior member of staff;
- ➢ timetable/group changed;
- ➢ parental meeting;
- ➢ agreeing a behaviour contract;
- ➢ reduced timetable / review of provision;
- ➢ suspension;
- ➢ police call-out;
- ➢ permanent exclusion, in the most serious of circumstances.

A staged approach gives clear signal to learners of the inevitable consequences of continued misbehaviour. It is vital that staff use a wide range of strategies to help support learners.

- ➢ Reminder - Staff use the language of the expectations to explain e.g. "you are not being safe/respectful/responsible….". If a learner does not correct their behaviour the staff should approach the learner and remind them quietly of the expectations.
- ➢ Warning 1– If inappropriate behaviour continues staff should give the learner a formal warning e.g., " XXX, I am giving you warning one around your use of language". This should relate back to not being safe/respectful or responsible.
- ➢ Warning 2 – If there is still no improvement explain that the learner has received a second warning and will now not earn their points.

➢ If all strategies have been tried without success and the learning of others is still being affected staff should direct that learner to the safe space/Zone with the support of TA/pastoral staff. Learners will spend up to 15 minutes working through the issue with a member of the pastoral team or self-regulating before returning to class if appropriate. If the learner is not ready to return to class staff will be asked to send appropriate work so that they may continue with their learning until the end of the lesson.

➢ Where appropriate, a restorative justice session should take place before the learner returns to the class they were removed from.

Removal from the classroom for a limited time may be necessary in response to serious or persistent breaches of this policy. Learners who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction used to:
➢ restore order if the learner is being unreasonably disruptive;
➢ maintain the safety of all learners;
➢ allow the disruptive learner to continue their learning in a managed environment;
➢ allow the disruptive learner to regain calm in a safe space.

It will only be used once all other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Learners are reintegrated into the classroom only when we are sure they have regulated their behaviour – we support them to do this whilst they are away from the situation in the classroom. Alternative approaches are considered for pupils who are frequently removed from class. Staff record all incidents of removal from the classroom in ClassCharts.

Restorative Justice (RJ) is adopted wherever possible and offers an opportunity to bring those harmed by conflict and those responsible for the harm into communication, allowing everybody affected by a particular incident to play a part in repairing the harm and finding a positive way forward. Restorative meetings and practice in the school will be facilitated by staff who have had extensive training in restorative solutions. (Appendix 5)

Reparation means repairing relationships, or 'making good' in some way. We believe that learners should always be given the opportunity to repair, and that they want to do this. We support learners to take responsibility for what they have done and to repair it with the other person(s) involved/affected.

In cases where damage to school property has occurred, learners and/or their families may be asked to make up to a full contribution to covering the cost of the damage or clean-up required. Learners may have their points deducted from ClassCharts as part of a "fine".

12.2 Behaviour around school
Learners are expected to be safe, be respectful and be responsible when moving around the site in between lessons and during social time. They are expected to wear our uniform properly at all times.

Where this does not happen, learners will be addressed by a member of staff who will positively frame the behaviour that is expected. The member of staff may refer to CLT to ascertain whether a sanction is needed. Where a learner is not respectful during any interaction with a member of staff this will be addressed through restorative actions.

12.3 Off-site Behaviour

Sanctions may be applied where a learner has misbehaved off-site when representing the school or when clearly identifiable as a Three Towers learner such as:

➢ when travelling to and from school;

➢ taking part in any school-organised or school-related activity such as on a school trip;

➢ wearing school uniform;

➢ in any other way identifiable as a member of our school.

Sanctions may also be applied where a learner 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 learner;

➢ could adversely affect the reputation of the school.

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

12.4 Online Misbehaviour

The school can issue behaviour sanctions to learners for online misbehaviour when:

➢ it poses a threat or causes harm to another learner;

➢ it could have repercussions for the orderly running of the school;

➢ it adversely affects the reputation of the school;

➢ the learner is identifiable as a member of the school.

Sanctions will only be given out on school premises or elsewhere when the learner is under the lawful control of a staff member.

12.5 Suspected Criminal Behaviour

If a learner is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, we will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of the leadership team or the learner's Head of House will make the report.

TTAPA will not interfere with any police action taken. However, we may continue to follow our own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

12.6 Zero-tolerance Approach to Sexual Harassment and Sexual Violence

TTAPA will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored. Learners are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

Our response will be:

➢ proportionate;

➢ considered;

➢ supportive;

➢ decided on a case-by-case basis.

TTAPA 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, where appropriate, to help determine whether to:
  - manage the incident internally;
  - refer to early help;
  - refer to children's social care;
  - report to the police.

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

12.7 Malicious Allegations

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

Where a learner makes an allegation of sexual violence or sexual harassment against another learner and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the learner in accordance with this policy.

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 (LADO), where relevant) will consider whether the learner who made the allegation needs 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 learners accused of misconduct.

Please refer to our Safeguarding & Child Protection Policy and our policy for Managing Allegations against Staff for more information on responding to allegations of abuse against staff or other learners.

12.8 Safeguarding

We recognise that changes in behaviour may be an indicator that a learner needs help or protection. We will consider whether a learner'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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

12.9 Learners with SEND

We recognise that learners' behaviour may be impacted by a special educational need or disability (SEND). We have been mindful of our legal duties when devising this policy as all learners referred to Three Towers have additional needs at the point they are referred; some have already been identified but many have not.

The legal duties include:

- taking reasonable steps to avoid any substantial disadvantage to a disabled learner being caused by the school's policies or practices (Equality Act 2010);

- using our best endeavours to meet the needs of learners with SEND ([Children and Families Act 2014](#));
- if a learner has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

We recognise our duty to prevent learners with a protected characteristic and/or SEND from being disadvantaged, so our approach to challenging behaviour may be differentiated to cater to the needs of the individual learner. This is considered by the SENDCo during regular behaviour reviews, and when looking at each learner's personalised provision map.

Where necessary, support and advice may be sought from external agencies e.g. educational psychologists, medical professionals and/or others to identify and/or support specific needs.

12.9.1 Learners with an education, health and care plan (EHCP)

The provisions set out in the EHCP must be secured and we co-operate with the local authority and other bodies.

If we have a concern about the behaviour of a learner with an EHCP we will contact the local authority to discuss the matter and may request an emergency review of the EHCP if necessary.

12.10 Failure to Complete Sanctions

Learners are expected to complete any intervention or sanction issued to them on the date for which it is scheduled. Any failure to comply with this expectation will likely result in an escalation to a more serious sanction.

13 Use of Reasonable Force & Physical Intervention

Reasonable force covers a range of interventions that involve physical contact with learners. It is the positive application of sufficient force to ensure, by physical means alone, that a learner does no injury either to themselves, someone else or property.

All members of staff have a duty, and the authority, to use reasonable force, in the following circumstances, to prevent a learner from:
- causing disorder;
- hurting themselves or others;
- damaging property;
- committing an offence.

Incidents of reasonable force must:
- **always** be used as a last resort;
- be applied using the minimum amount of force and for the minimum amount of time possible;
- be used in a way that maintains the safety and dignity of all concerned;
- never be used as a form of punishment;
- be recorded on CPOMS and reported to parents/carers.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the learner, including SEND, mental health needs or medical conditions.

Reasonable force or physical intervention includes for example, guiding a learner away from something or someone or removing objects from them but it also includes *restrictive physical intervention* (restraint).

Restrictive Physical Intervention (RPI) must:

➢ **always be used as a last resort** after all other interventions have been exhausted as a result of a (dynamic) risk assessment – this might apply when an individual learner needs physical interventions using PRICE strategies as a part of an on-going positive handling plan.**;**

➢ be applied using the minimum amount of force for the minimum amount of time possible;

➢ used by staff who have had the recognised up-to-date PRICE training;

➢ be used in a way that maintains the safety and dignity of all concerned;

➢ be used wherever possible as part of a planned approach in a positive handling plan;

➢ be used if the learner is putting himself or others in danger and where failure to intervene would constitute neglect;

➢ be recorded and reported to parents/carers.

It must NEVER be used as a form of punishment.

DfE Guidance can be found at: https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

14 Searching, Screening and Confiscation

Screening, searching and confiscation is conducted in line with the DfE's latest guidance on screening, searching and confiscation.
DfE Guidance can be found at: Searching, Screening and Confiscation (publishing.service.gov.uk)

In addition to the list of prohibited items listed in this guidance, Three Towers considers the following items to be prohibited:

➢ electronic cigarettes and vapes;

➢ chewing gum;

➢ energy/high caffeine content drinks.

Complaints about searches will be dealt with through the schools complaints procedure.

14.1 Screening & Searching

On arrival at school each day, learners are expected to put their personal possessions including mobile phone, smart watch, bus passes and money etc. into their locker as well as any items considered not conducive to learning. Learners are not permitted to keep any of these items on their person when in the building. These items are not 'confiscated' and will be returned to learners on their departure.

It should be noted that we remain highly concerned about the use of e-cigarettes and vapes and the yet unknown associated health risks. Any behaviours involving such items will be treated seriously and the provision will expect full parent/carer support.

If staff suspect a learner has tried to conceal a prohibited item on their person, they may screen ("wand") the learner to check. Staff also have a statutory right to search learners if they believe they have prohibited items concealed on their person.

This is a personal search and not an intimate search. There must be always reasonable grounds to carry out a search. When searching a learner two members of staff must be present and the one carrying out the search must be the same gender as the learner being searched. When searching learners' possessions, the learner must be present, and the learner must be informed why the search is being carried out. A search may take place on the school premises or where the member of staff has lawful control of the learner e.g. on an educational visit. Parents / carers are informed that a search has been carried out.

If a learner refuses to allow a member of staff to carry out the search of their person or possessions, they will be isolated and supervised until parents/carers have been contacted and come to the school. The parent/carer will then be asked to carry out or witness the search. No learner will be allowed into their lesson until the search has been carried out.

Three Towers staff will **never** conduct strip searches of learners.

14.2 Confiscation

Three Towers has the right to confiscate, retain or dispose of a learner's property as a punishment if reasonable in the circumstances. School staff can confiscate any prohibited item found as a result of the search. We can and will also confiscate any item which is harmful or detrimental to school discipline. If appropriate, such items will be returned to learners after discussions with senior leaders and parents/carers.

Three Towers and its staff are not liable for any loss of, or damage to, any item they have confiscated in accordance with our policies and procedures.

We will dispose of items in the following ways:
  ➢ mobile phones will be returned to the learners at the end of the day;
  ➢ weapons, child pornography, or items which are evidence of an offence will be handed to a police officer;
  ➢ alcohol and fireworks will be disposed of by TTAPA. They will not be returned to the learner;
  ➢ controlled substances will usually be passed to the police but may be disposed of by our staff if there is good reason to do so. The core leadership team will consider the relevant circumstances to determine whether they can safely dispose of the seized article. Where staff suspect that a substance is controlled it will be treated as a controlled substance;
  ➢ items which have been or could be used to commit an offence, or to cause personal injury or to damage property can be handed to the police or disposed of;
  ➢ stolen items may be handed to the police or returned to the owner. They may also be retained or disposed of if returning them to their owner is not practicable. The police will not be involved for low value items

We will inform parents/carers where alcohol, illegal drugs or potentially harmful substances are found and/or confiscated.

15 Suspensions and Exclusions

Whilst Three Towers is inclusive and aims to support learners as they work though issues in school, there are occasions where learners breach the Behaviour & Relationships Policy and may need to be separated from their peer group. To do this we may alter the timetable or provision offered, offer 1-1 intervention and/or place learners on a targeted behaviour

contract which is reviewed regularly by Heads of House in conjunction with the leadership team.

For safety reasons there may be occasions when a learner may be required to leave the premises. This is done under the direct supervision of staff and is usually part of a plan that has been agreed with parents/carers prior to being used. However, if this is not the case and a dynamic risk assessment indicates that instant removal is required this will be done before/as parents/carers are contacted. In cases where a learner refuses to leave an appropriate member staff will contact parents again and, if necessary other agencies e.g. police or Social Care.

For more serious incidents, a suspension, placement review or permanent exclusion may be necessary. Suspensions and exclusions are conducted under our Suspensions & Exclusion Policy and in line with DfE guidance

DfE guidance can be found at: Suspension and permanent exclusion guidance (publishing.service.gov.uk)

16 Recording & Tracking Incidents

All behaviours are recorded through ClassCharts. This enables us to track positive and negative behaviours across the provision as well as individually for learners.

All learners are rewarded for meeting learning and behavioural expectations. Learners are also rewarded for their effort in the lesson and the quality of the work they produce, as well as for meeting our behavioural expectations in the lesson.

Staff are encouraged to award "Bonus points" when opportunities arise e.g. acts of random kindness, modelling appropriate behaviour, excellent effort, exceeding targets etc. In addition, staff can award "be safe", "be respectful" and/or "be responsible" points when learners show this around school, on trips and in the community.

Good and improved attendance and punctuality, which demonstrate good behaviour for learning are also rewarded.

16.1 Recording Incidents

All behaviour incidents deemed by staff to warrant an official response should be recorded using ClassCharts and referred to appropriate Form Tutor/ Head of House. All information in regard to a severe incident is recorded in full through the PRICE serious incident form.

Remember one person should write up the incident in its entirety, including:

- ➢ **A –** Antecedents (what happened immediately beforehand)
- ➢ **B –** Behaviour (or description of incident or event)
- ➢ **C –** Consequence (for all concerned, both long and short term if applicable)

If more than one member of staff is involved, they should be named in the overall write up. These staff should also write up their account of the incident without adding further negative points.

This information allows us to assess responses and can be used to identify patterns of behaviour over a period of time. All incidents should be recorded objectively and dispassionately and focuses on the evidence and behaviour in hand, removing emotions.

Where possible, the class teacher should make decisions about out comes (e.g. discussed with learner or telephoned home) and mark as resolved. Where staff feel unable to resolve an incident, they should ensure they refer to the appropriate Head of House or member of CLT.

Staff feelings about behaviour incidents can be/are discussed with colleagues in other forums.

17 Support Pathways

The majority of learners respond positively when staff work within these guidelines. A small percentage of our learners need additional support to improve their behaviour. This might include:

> ➤ changing the class group/input from the TA/varying the classroom management;
> ➤ drawing up a Behaviour Contract, detailing action to be taken when identified behaviour occurs. This is shared with the learner, parent/carer, and other staff (for consistency);
> ➤ making the routines more detailed;
> ➤ moved to a bespoke curriculum/alternative timetable.

Support is even more important following a sanction, so we will consider further strategies to help the learner to understand how to improve their behaviour and meet the expectations of the school. This may involve any or all the above and following steps.

17.1 Involving Parents/Carers is often key to supporting our learners to become the best version of themselves. Where a learner is persistently falling short of our expectations to be safe, be respectful, be responsible and be ready to learn, the parents/carers will be invited to meet with a senior member of staff to discuss the support pathways available.

Parents/carers receive regular telephone/email updates (daily, weekly, fortnightly etc) plus regular reviews and then more written reports three per year which can be discussed at the termly learner review days.

Parents/carers have an important role to play in the positive behaviour of their child and we recognise it can be difficult for parents/carers when their child has experienced social, emotional and/or mental health concerns. We encourage parents/carers to work with us and ensure as adults that whilst we acknowledge individual needs, we do not make excuses for young people but teach them how they can do better.

17.2 Monitoring / Key Support from Pastoral Staff aims to help a learner to improve their effort and attitude in class by allocating them a key member of staff who will review their behaviour progress daily. Parents/carers will be informed that their child is being monitored for an initial period of one week. At the end of this monitoring period, the key staff member will decide whether to complete, extend or escalate for the following week.

17.3 Timetables changes may be in the best interest of a learner depending on the severity of their need. This may be a temporary amendment to their timetable which could mean that their time is reduced from full-time. The time spent on reduced provision is reviewed at our weekly Admissions & Placement Panel meeting with the intention to gradually increase the time spent in lessons/provision. Alternatively, for older learners a permanently adjusted timetable may be agreed, which means their provision differs slightly from the rest of their form.

17.4 The Zone / Safe Spaces are designated places where learners are given the appropriate time and support to re-regulate before discussing what has taken place. It is recognised that when a learner is dis-regulated in their behaviour, or feeling angry about a situation that they have encountered, they are generally not able to listen and accept what an adult has to say to them at that moment: their emotional state needs to be balanced with the need for them to be safe and follow staff instructions.

17.5 Access to our In-house Counsellor is a core part of the support pathways that are offered. Demand for this can far outweigh availability and there may be a waiting list for this level of support.

17.6 Referral for further support (internal and external provision) may be necessary for learners with social, emotional and mental health needs beyond those experienced by most learners attending our provision.

17.7 Transition out from Three Towers
To ensure behaviour is continually monitored and the right support is in place, information on behaviour issues is shared with new settings for those learners transferring to other schools/settings.

18 Continuous Professional Development (CPD)

As part of their induction process and continuous strive for improvement, staff are provided with regular training on managing behaviour, including training on:
- ➢ the needs of the learners;
- ➢ how SEND and/or mental health needs (met and unmet) can impact behaviour; and
- ➢ de-escalation & physical intervention training (PRICE).

Behaviour management forms an integral part of our regular CPD cycle.

19 Monitoring & Evaluation

To ensure consistent behaviour management throughout TTAPA, appropriately adapted to the age/ability of the learner, we will observe and feedback to staff on observed good practice and areas for development.

19.1 Monitoring and Evaluating Behaviour
The school will collect data on the following:
- ➢ behavioural incidents, including removal from the classroom;
- ➢ attendance, permanent exclusions and suspensions;
- ➢ incidents of searching, screening and confiscation;
- ➢ perceptions and experiences of the school behaviour culture for staff, learners, parents/carers and other stakeholders.

The data will be analysed termly, and we will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

19.2 Monitoring this policy
This policy is reviewed at least annually, or more frequently if needed and amended to include updated guidance and recommendations on good practice. At each review, the policy will be approved by the headteacher and LGC.

20 Links to Other Policies & Procedures

This policy should be read alongside the following TTAPA documents:
- ➢ Anti-bullying Policy;
- ➢ Attendance Policy;
- ➢ Mobile Phone Protocol;
- ➢ Prevent Strategy;
- ➢ Safeguarding & Child Protection Policy;
- ➢ Suspensions & Exclusions Policy;
- ➢ Uniform Policy & Expectations.

UNICEF - UNCRC

The UN Convention of the Rights of the Child sets out human rights of every person under 18 and applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background (Article 2). Articles directly relating to this policy are:

3 (Best interests of the child)	15 (Freedom of association)
5 (Parental guidance & a Child's evolving capacities)	16 (Right to Privacy)
12 (Respect the views of the Child)	28 (Right to education)
13 (Freedom of expression)	29 (Goals of education)
14 (Freedom of thought, belief & religion)	

Appendix 1: Expectations of Effective Teaching Staff

Pastoral Staff – Designated Staff

Meet & Greet on arrival at school

Ensure:

- ➢ learners are welcomed to school positively at the start of each day;
- ➢ learner's personal belongings have been placed in lockers/handed in on arrival;
- ➢ learners are in correct school uniform and adhering to uniform expectations;
- ➢ any issues (uniform, personal items) are resolved before escorting learners to lesson;
- ➢ that the office staff are informed of learner's arrival so that an accurate register is taken;
- ➢ learners are escorted to their form/ lesson.

Form Tutors

Meet & Greet

- ➢ ensure you are in your teaching room in preparation to meet and greet your learners at the door.

Attendance

- ➢ mark registers correctly and input to ClassCharts;
- ➢ monitor learner attendance and alert to lateness and patterns of absence;
- ➢ reward good attendance on a weekly basis (Weekly improved/ 100% attendance);
- ➢ work with other agencies and parents as appropriate.

Behaviour & Pastoral Support

- ➢ ensure that all the learners in the group understand the school behaviour expectations, as outlined in this policy, both in class and around the school;
- ➢ monitor behaviour progress through ClassCharts and discuss points if appropriate, focus on emphasizing positives;
- ➢ ensure learners are engaged in their lesson;
- ➢ inform Heads of House of any issues with individual learners and consult with parents as appropriate;
- ➢ organise the classroom including a form noticeboard and display;

Subject Staff

Staff should aim to create a calm atmosphere that is conducive to work and learning by:

- ➢ greeting learners on entry to the room so that they are welcomed positively into the classroom;
- ➢ providing a 'do it now' (DIN) task so learners are engaged in learning on entry to the room;
- ➢ being consistent with school expectations (be safe, be respectful and be responsible);
- ➢ planning appropriate learning experiences that are relevant to the learners' academic and social needs, adapting teaching methods as necessary;
- ➢ providing varied tasks that are sufficiently challenging and achievable;

- showing flexibility and adaptability where planned activities fail to engage;
- teaching at an appropriate pace; ensuring that there is a clear sense of progression.

During the lesson staff should:

- plan and share clear personalised learning outcomes, attainable in the time available;
- reinforce the school's expectations of 'be safe, be respectful and be responsible;'
- model tasks clearly with explicit success criteria;
- monitor progress;
- provide individual feedback to learners on all progress made academically and socially, correcting errors in ways that emphasise the learning opportunities they present;
- support and encourage learners by offering appropriate praise, help and explanations where necessary;
- discuss reward points at the end of each lesson.

All staff:

The recognition of achievement is important. Reward learning and endeavour by:

- awarding points in line with this policy;
- asking the learner to share their work with others;
- collecting important pieces of work for learner achievement portfolios;
- displaying work prominently and attractively;
- informing parents of positive experiences and achievements
- informing staff and peers of progress in the learner's presence;
- using spontaneous praise.

Appendix 2: Classroom Management Strategies

Verbal, non-verbal strategies – staff will use the following strategies as appropriate:

- ➢ be consistent with expectations, routine and structure;
- ➢ comment on learner's interests e.g. football;
- ➢ give positive feedback on work;
- ➢ offer positive support if learner appears not to understand the task at hand;
- ➢ planned/tactical ignoring;
- ➢ provide protection and strength to help a learner control their impulses by standing close;
- ➢ physical interventions using PRICE Methods e.g. hand on shoulder;
- ➢ removing distracting objects;
- ➢ restructuring the environment/work/task/activity;
- ➢ sending on an errand etc.
- ➢ show discrete or overt approval with non-verbal signs: smile, nod, eye-contact, hand gesture;
- ➢ show discrete or overt disapproval with non-verbal signs: Coughing, eye-contact, hand gesture;
- ➢ tension reduction through humour.

Examples of rewards and sanctions used in School

Rewards	Sanctions
Smile, approving look, nod etc.	Reminders of targets, rules and choices
Public or private praise	Verbal reprimands (private)
Stickers	Verbal reprimands (public)
Certificates	Cool Room / Zone use
Positive points	RJ
Work on display	Reparation
Reward/Attendance Trips	Time Out (planned)
Assertive discipline – rewarding others' positive behaviour.	Withdrawal from privilege
	Discussions with parents/carers
Phone call home	Withdrawal from trips
Note of praise home	Repeated warnings
Bonus Positive points	Work in isolation: Positive points can still be awarded.
"Saying "Thank You"	

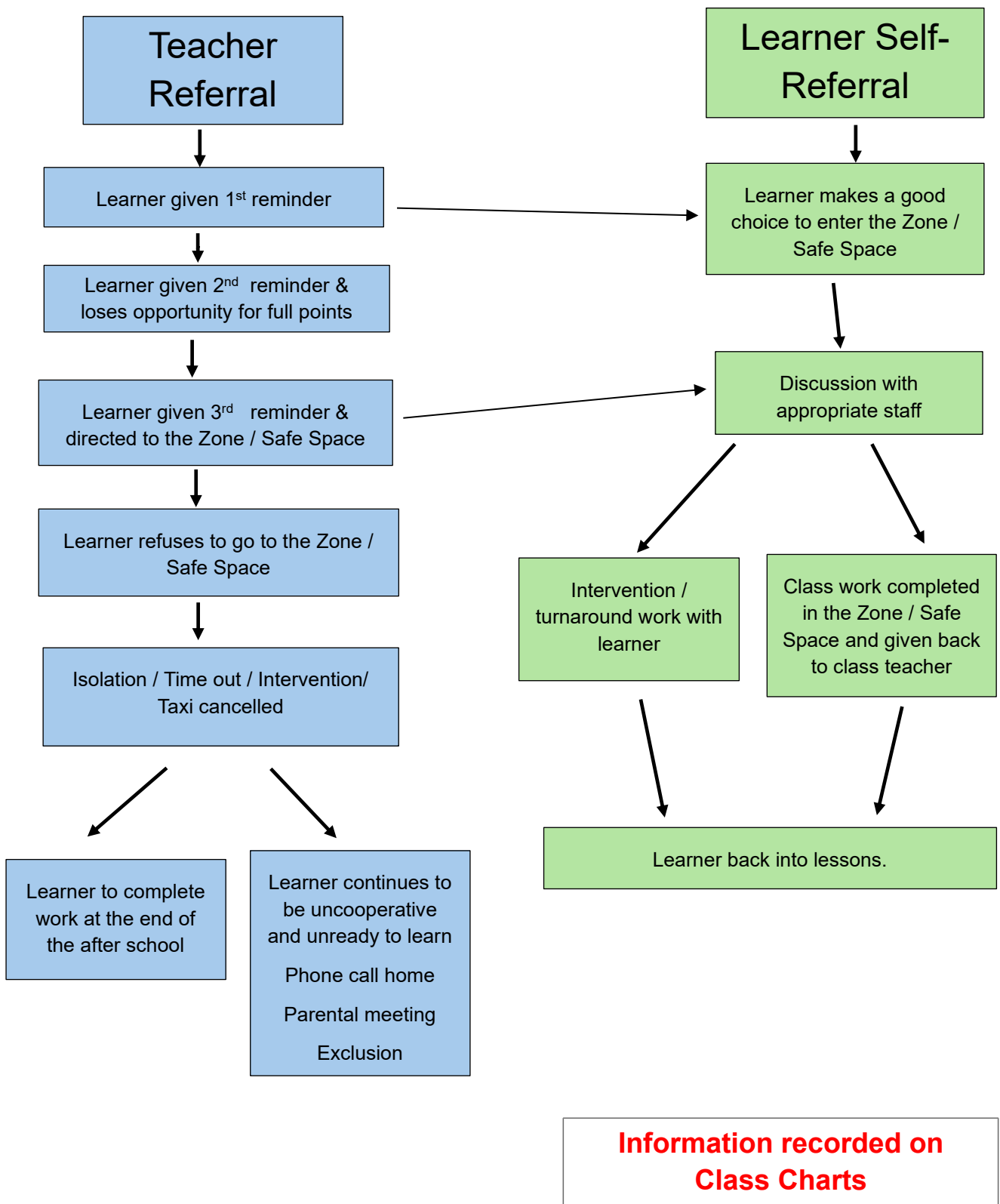## Appendix 3: Building & Maintaining Positive Relationships

The quality of our relationships with each other are crucial and provide a framework to help us to provide good models of behaviour at all times for our learners, many of whom may have less helpful relationship models in life outside of academy. Each adult is a significant adult for our learners. To foster successful, enabling relationships we need to:

- ➢ actively build trust and rapport – they must be earned, they're not given;
- ➢ apologise if you make a mistake – you are modelling this for the learner and you will earn respect;
- ➢ demonstrate belief in the learner – that s/he **can** succeed. Let the learner know this;
- ➢ enjoy their company – have fun together, where and when appropriate;
- ➢ firmly hold appropriate boundaries for the learners. Never let learners do whatever they want, when this would infringe the rights or comfort of others. Adults remain in charge in a positive environment;
- ➢ hear the message behind the word/behaviour; ask yourself **why** the learner is behaving in this way – there will always be a reason; all behaviour is communication;
- ➢ keep our word – do whatever we say we will do;
- ➢ let go of your memory/feelings of a learner's previous bad behaviour – it is unhelpful history. Focus instead on getting it right in the future;
- ➢ listen respectfully to the learner, and make a judgement about how/when to respond;
- ➢ look for the good in the learner – identify it with the child and build on it;
- ➢ name and manage your own emotional reactions to learners' behaviour i.e. demonstrate emotionally intelligent behaviour at all times;
- ➢ see things through e.g. if learners must make up time, the teacher concerned must help them to do this during morning break/lunch time/end of the day;
- ➢ always tell the truth – **never** lie to a learner;
- ➢ always treat the learner with dignity and respect

If we can meet each child at their point of learning, in most cases poor behaviour is likely to decrease/disappear. To do this we need to:

- ➢ accurately assess the learners' learning e.g. learning ability, learning style and level of achievement to move them on;
- ➢ actively teach the learners' positive learning behaviours, so that they know what to do to ensure successful lessons e.g. enter the room quietly, listen to the adults, think before you answer, choose who to sit with etc.;
- ➢ carefully plan lessons to ensure that we meet each learner at his/her point of learning;
- ➢ give the learners feedback on progress in a supportive way, focussing particularly on their achievements and what they need to do to make further progress;
- ➢ include the learners in the target setting and evaluation process, using appropriate language(self-assessment);
- ➢ know what the learners **believe** they can do i.e. self-esteem, self-image and adjust expectations accordingly;
- ➢ know what motivates each learner and use it to help them achieve;
- ➢ plan to meet the learners' range of needs e.g. equipment, seating, groupings, use of support;
- ➢ praise the learners for their specific achievements i.e. descriptive praise.

Appendix 4: The Zone / Safe Space Protocol

```
Teacher Referral
        |
        v
Learner given 1st reminder  ------------------->  Learner makes a good
        |                                          choice to enter the Zone /
        v                                          Safe Space
Learner given 2nd reminder &                              |
loses opportunity for full points                        v
        |                                          Discussion with
        v                                          appropriate staff
Learner given 3rd reminder &  ------------------>
directed to the Zone / Safe Space
        |
        v
Learner refuses to go to the Zone /
Safe Space
        |
        v
Isolation / Time out / Intervention/
Taxi cancelled
```

Teacher Referral boxes:
- Learner given 1st reminder
- Learner given 2nd reminder & loses opportunity for full points
- Learner given 3rd reminder & directed to the Zone / Safe Space
- Learner refuses to go to the Zone / Safe Space
- Isolation / Time out / Intervention/ Taxi cancelled
  - Learner to complete work at the end of the after school
  - Learner continues to be uncooperative and unready to learn

    Phone call home

    Parental meeting

    Exclusion

Learner Self-Referral boxes:
- Learner makes a good choice to enter the Zone / Safe Space
- Discussion with appropriate staff
  - Intervention / turnaround work with learner
  - Class work completed in the Zone / Safe Space and given back to class teacher
- Learner back into lessons.

Information recorded on Class Charts

Appendix 5: Restorative Justice (RJ)

Restorative justice (RJ) gives the harmed the chance to meet or communicate with their harmer to explain the real impact of the crime or incident – it empowers the harmed by giving them a voice. It also holds the harmer to account for what they have done and helps them to take responsibility and make amends.

RJ is about the harmed and the harmer communicating within a controlled environment to talk about the harm that has been caused and finding a way to repair that harm.

For harmers, the experience can be incredibly challenging as it confronts them with the personal impact of their crime or action. For harmed, meeting the person who has harmed them can be a huge step in moving forward and recovering from the crime or incident.

The harmer must accept responsibility for their action. The 3R's;
  ➢ Responsibility;
  ➢ Reparation;
  ➢ Reintegration;

4.1 Restorative Justice in Schools
RJ is used in schools proactively to build relationships, promote discipline and prevent harm and conflict occurring. Ofsted inspections have recognised the value of adopting this approach in schools:

"Learners value the restorative practices that help them understand right and wrong and encourage them to take responsibility for their actions."

[Ofsted report Upton Primary School, Bexley (2010)]

4.2 Why Restorative Justice.
RJ is not an absolute answer for removing all issues, resolving all conflict, or repairing all harm. It is not a naive alternative to punitive sanctions or an idealistic response to offending. It is not an easy option for the person who caused the harm.

Primarily, it provides those who have been harmed with a forum to "have their say and be heard," which is vital to the healing process. Secondly, it presents the person who has harmed with an onus of responsibility for their actions; an opportunity to make some form of retributive acknowledgement. Lastly, it can form the basis of some kind of reintegration of the person who has harmed, back into his/her community that might prevent further offending.

4.3 Restorative Approach at TTAPA
Staff are trained to deliver restorative justice practices in one-to-one conversations and in group conferencing to enable us to use RJ as part of a toolkit to help learners understand the consequences of their actions. RJ can be used for the following in school:
  ➢ bullying –physical / verbal / cyber;
  ➢ conflict within the wider school community;
  ➢ friendship issues / arguments;
  ➢ inappropriate behaviour of a learner towards a member of staff;
  ➢ physical assaults / incidents;
  ➢ re-integration meetings following exclusions;
  ➢ theft / criminal damage.

Appendix 6: Anger Management

Anger is often at the root of dysfunctional behaviour in schools, and an anger management approach can be of practical help in difficult situations.

Anger is often the 'fight' response to a perceived threat, and can be used as a response to frustration, as a way of getting what we want and as a release of pent-up emotion, all things which any teacher will have encountered! Although we cannot control all the frustrations and pent-up emotions of learners, we can equip them with the skills to express anger effectively. These ideas may help to avoid the 'hit and hurt' culture:

➢ *Don't greet a learner's anger with your own. A child that has lost or is losing control needs you to be calm and rational;*

➢ *Never go from cold to hot. Learners need to be able to track your displeasure at their behaviour. Be specific, not general, in reprimands;*

➢ *Offer learners a chance to talk to you about how they are feeling, and give them the opportunity to engage their emotions through the work they do in your lessons;*

➢ *Encourage learners to recognise their own positive behaviour;*

➢ *Give genuine praise that is specific and targeted as much as possible;*

➢ *Think about how learners gain your attention in lessons. Be sure that they know how good social behaviour will be noticed;*

Preventative measures

Much of the time-wasting aggro in lessons stems from learners' interactions with each other. Many teachers find it useful to devise agreements with their learners about the way in which they should communicate. The start of an academic year is a particularly good time to discuss this with learners. You could agree 'rules' relating to the way that learners:

➢ *Speak to each other and to you;*

➢ *Sit;*

➢ *Listen;*

➢ *Move around the room.*

But pay attention to the way in which the agreements are phrased. For example, 'listen' carries a more positive message than 'don't talk'.

Teachers are often able to establish very early on whom, in their classes is most likely to disrupt. This predictability can be tedious, but it does offer teachers the scope to anticipate bad behaviour, distract the miscreant and praise at the earliest opportunity. All these approaches are preventative tools that can help to pre-empt the persistent low-level poor behaviour that is a source of such stress for many in the profession.

Keeping up the momentum

Teachers are guardians of learners' right to learn, but the deal cuts both ways, with learners being guardians of your right to teach. Having agreed with your learners the expectations that you have, don't relax them. Consistency will breed stability and security. When building your relationships with individuals (and remember, this can be done as effectively outside your classroom as it can be inside) mutual respect is a key to success.

While your learners are in your classroom you must work as a team if you are to teach, and they are to learn. Motivating learners to appreciate this fully can help to prevent indiscipline. These ideas may work for you:

- *When appropriate, offer learners some choice over what they do in your lessons;*
- *Think of ways of teaching through the interests of your learners. This necessarily involves getting to know what's motivating and inspiring them at any time – knowledge that can be extremely useful anyway!*

If all else has failed

Sometimes though, despite employing all the usual management strategies, situations can deteriorate and require firm intervention. It is worth remembering that misbehaviour is rarely intended to be a personal insult. It is almost always connected to other factors impacting the learner's life and it can be useful to tell them that you appreciate that. These ideas could help:

- *Don't get into a debate about a child's behaviour during the lesson. Instead, arrange a time when you can talk about what happened and how it can be avoided in the future. Public discussions may be interpreted as public humiliation;*
- *Use the opportunity to teach key ideas about emotional awareness, respect for others and citizenship;*
- *Be utterly consistent in explaining and delivery of consequences;*
- *Agree a plan for positive change in the future. The next time you teach the learner take a minute to recap on the agreement and reiterate your desire to help them to succeed.*

Above all, simply staying conscious of building respectful relationships within the classroom can create an atmosphere in which misbehaviour is reduced to a minimum.