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Marches Academy Trust

MAT

Behaviour Policy

& Procedures

(incorporating tackling bullying,
inclusion, personal development,
support, and use of reasonable force &
physical intervention)

Personalised Appendices: Sir John Talbot's School

www.marchesacademytrust.co.uk

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1. Inclusive Practice

Our vision:
Achievement
through caring



Mission statement: to empower everyone within Marches Academy Trust and our communities to live and breathe Achievement through Caring and reach their full potential.

Marches Academy Trust (the Trust), believe successful, creative, lifelong learners participate in a journey of self-discovery. They know how to learn, acquire skills, and feel safe to take risks with confidence and courage.

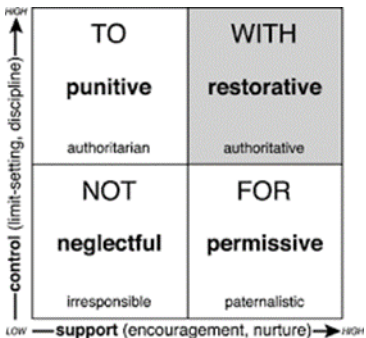


Fig. 1: window for social discipline, Wachtel and McCold (2004)

We also know, through careful research, that children and young people (CYP) require both boundaries and support and so do not expect that one exists without the other (Watchel and McCold, 2014).

As a Trust, we care about all CYP achieving their full potential and recognise that good behaviour is central to a good education. We operate a Learning for Life Framework (Appendix G) and WAVE Model (Figure 3) to ensure that all CYP's needs are identified and responded to in a timely manner.

We acknowledge that some CYP are more vulnerable than others and although every CYP's needs are reviewed and considered individually, there are cohorts that are nationally, historically and statistically, proven less likely to achieve their full potential without

more support than their peers, and are at greater risk of absenteeism and exclusion. These cohorts include but are not exclusive to those who are: socio-economically disadvantaged, with special educational needs and disabilities, trauma-experienced, and Currently or Previously Looked After Children.

To reduce the risk of underachievement, reduce the risk of absenteeism and exclusion, reduce the prospect of misbehaviour, and to reduce the likelihood of child-on-child abuse, we must operate a layered approach to inclusive practice (Figure 2).

Consequently, this policy is not merely a flowchart of rewards and consequences but an outline of how behaviour is taught, recognised, understood, approached, and responded to.

Moreover, as a Trust we recognise that behaviour is often a form of communication. Not every incident, however, is an indicator of something more profound and so each incident will be considered holistically and individually. Where no clear reason for misbehaviour is evident, professionals will practice professional curiosity, and a non-judgmental, empathetic attitude to understand if there is an unmet need (SEND, environmental, contextual) affecting behaviour.

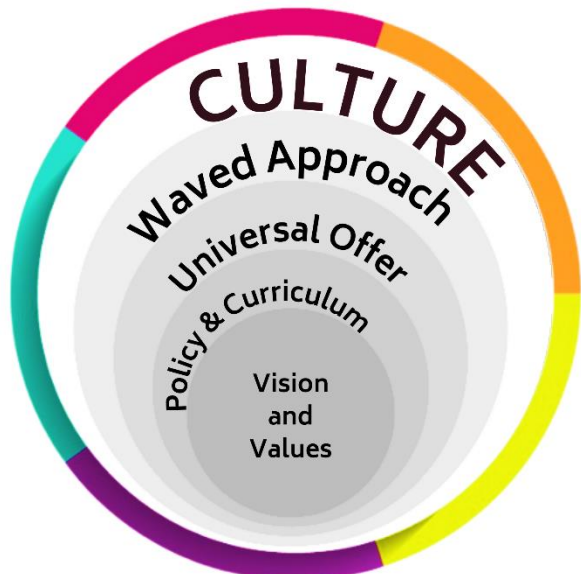


Fig. 2: Marches Academy Trust layered model for inclusivity

Each Trust school is expected to establish inclusive practices; this is expected to run through all aspects of the layered model for inclusivity (Figure 2) and the WAVE model (Figure 3).

Marches Academy Trust is committed to:

- ensuring we have Trust-wide expectation that all schools create a positive, safe, and supportive climate in which CYP can learn and develop. This approach involves the school community working together;
- ensuring all staff are responsible for teaching **Behaviour for Learning** and **Behaviour for Life**, providing consistent positive feedback to CYP, and delivering consistent corrective feedback and consequences when expectations are not followed. The entire school, including the classrooms, corridors, dining area, school gates, buses and the route to and from school, is considered part of the total learning environment;
- establishing a social, learning, and teaching environment to provide individual behaviour support to achieve positive academic and social outcomes for all CYP;
- considering the pastoral needs of CYP accused of misbehaviour.

This policy aims to:

- provide a clear and positive expectation from which schools foster a consistent approach to behaviour management and culture, ensuring that all CYP have the opportunity to learn in a calm, safe and supportive environment;
- define what conduct we consider to be misbehaviour, and child-on-child abuse (including bullying and cyber-bullying) and the possible responses to such incidences;
- summarise the roles and responsibilities of different people in the school community with regards to behaviour management and culture;
- outline how CYP are expected to behave, including self-discipline and respect;
- outline schools' system of rewards and consequences;
- reinforce support systems through a graduated response;
- reinforce staff and CYP's understanding of support systems available to create a positive behaviour culture for learning.

The way in which this is demonstrated in each school is outlined below:



2. The Law and Legislation

Within this policy, where the text uses the word 'parent', it should be read as inclusive of carers and any other person with parental responsibility.

This policy is written with reference and consideration of the following legislation and guidance:

- Section 51A of the [Education Act, 2022](#)
- Section 175 of the [Education Act, 2002](#)
- Sections 88-94 of the [Education and Inspections Act, 2006](#)
- [The Equality Act, 2010](#)
- [Use of reasonable force in schools, 2013](#)
- [Children and Families Act, 2014](#)
- Schedule 1 of the [Education \(Independent School Standards\) Regulations, 2014](#)
- [Special educational needs and disability \(SEND\) code of practice, 2014](#)
- [Supporting pupils with medical conditions at school, 2015](#)
- [Mental Health and Behaviour in Schools, 2018](#)
- [Behaviour in schools, 2022](#)
- [Keeping Children Safe in Education, 2022](#)
- [School suspensions and permanent exclusions, 2022](#)
- [Searching, screening and confiscation at school, 2022](#)

This policy complies with our funding agreement and Articles of Association.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

3. . Definitions

Misbehaviour:

This is characterised by the infringement of any of these three important rights:

Rights	Examples of infringement
<ul style="list-style-type: none">▪ All CYP have the right to be taught in a positive learning environment where effort and achievement are recognised and rewarded.	Persistent deliberate misbehaviour and disruption of the learning environment (whereby the learning environment denotes: classrooms, corridors, dining area, school gates, buses and the route to and from school, as per page 3)
<ul style="list-style-type: none">▪ All staff have the right to teach in an environment where CYP behave.	<ul style="list-style-type: none">▪ Non-completion of learning opportunities (in the classroom or at home)▪ Poor attitude and rudeness▪ Offensive language▪ Failure to follow school rules▪ Non-compliance▪ Incorrect uniform (without valid reason)
<ul style="list-style-type: none">▪ Both staff and CYP have a right to feel safe and secure.	

Any behaviour that affects these rights will be challenged, addressed and monitored. The Trust wants CYP to become good citizens.

Serious misbehaviours that will never be tolerated in school (this list is not exhaustive)

- i. Repeated breaches of the school rules or deliberate flouting of school rules (including repeated instances of minor misbehaviour)
- ii. Theft of, or damage to, property (including vandalism), including school property
- iii. Smoking or any other substance misuse

- iv. Possession of prohibited items, i.e., weapons, knives, alcohol, illegal substances, stolen items, tobacco and/or vapes (or items related to smoking – this is not the case whereby the young person is part of the Sixth Form and over the age of 18), fireworks, 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 CYP)
- v. Possession of banned items, i.e., energy drinks, aerosol sprays (including deodorant – deodorant sticks or roll-ons permitted)
- vi. Verbal (including the use of discriminatory behaviours or language) or physical assault towards anyone, including CYP or staff
 - Any form of bullying – see Anti-bullying, Section 5
 - Endangering the health and safety of a member of the school community (including setting off fire alarms)
 - Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent) – *refer to MAT Safeguarding and Child Protection Policy and Procedures for guidance and pathway
 - 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
 - Possession of pornographic material
 - False allegations against staff or CYP

CYP will always be given a chance to consider their behaviour. They will be encouraged and involved in restorative practices to restore relationships after harm has been caused and involved in any other suitable reparation to maintain behaviour expectations.

The Trust will not tolerate the posting of harmful comments on social networking sites and via electronic communication devices. This particular form of bullying is discussed in different forums in school and will be dealt with severely with police involvement where necessary.

Further details and consequences can be found in our MAT ICT policy and can lead to permanent exclusion.

4. Tackling 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. It is important that bullying must not be confused for usual childhood/teenage squabbles and arguments where individuals 'fall out' with each other.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice based and discriminatory including all Protected Characteristics and Vulnerable Groups	Taunts, gestures, graffiti or physical abuse
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

Bullying can therefore constitute any of the above activities within the context of the definition provided. Bullying may occur for anyone - this policy is inclusive of the bullying of school staff, whether by CYP or parents/carers.

The Trust are committed to providing a caring, supportive and safe environment for all of our CYP without fear of being bullied, so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable in our Trust. If bullying does occur, all CYP should be able to tell and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to inform members of staff. Bullying can be reported to any member of staff as all staff are trained in how to process a report of bullying including referral to appropriate staff, via CPOMS.

Where bullying occurs out of school time (in social settings, via social media, etc.), CYP and parents/carers should inform the school so staff are aware of possible ramifications within school and can put measures in place to mitigate the continuation of such behaviour during school time. The school will decide on a case-by-case basis as to whether there needs to be further involvement from the school for out-of-school issues, whether parents/carers need to be signposted or supported to involve external agencies, or whether the matter needs referring to the police. Please refer to the MAT Safeguarding and Child Protection Policy and the MAT ICT Policy for further guidance.

Prevention

All schools within the Trust taking bullying seriously. A range of strategies are used to prevent bullying in each setting, including:

- the EDIB (equality, diversity, inclusions and belonging) agenda;
- effective school leadership that promotes an open and honest anti-bullying ethos;
- the use of curriculum opportunities to discuss diversity and anti-bullying;

- the use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying, i.e., Anti-Bullying Week in November of each year;
- assemblies;
- CYP surveys;
- poster campaigns;
- improved supervision in potential problem areas;
- peer mentoring and buddy schemes;
- school council, prefect and ambassador roles, or similar;
- staff training;
- staff induction and continuing professional development to ensure staff training reflects the anti-bullying policy and practice of the school.

Possible symptoms of bullying

Bullying can seriously damage a person's confidence and sense of self-worth, and victims will often feel that they are at fault in some way. CYP who are being bullied may show changes in their behaviour, such as becoming shy and nervous, feigning illness, or taking unusual absences. There may be evidence in work patterns, lacking concentration or truanting from school. These signs and symptoms may indicate other problems, but bullying should be considered a possibility and should be investigated. For a more extensive list of possible symptoms, refer to the MAT Safeguarding and Child Protection Policy and Procedures (ref: emotional abuse).

If bullying is suspected or reported

If bullying is suspected or reported, the incident will be taken seriously and dealt with as quickly as possible by the member of staff who has been approached. A clear account of the incident will be recorded on CPOMS and shared with the staff responsible for pastoral care (this may include class teachers, tutors, leads for year groups, safeguarding teams, pastoral teams – this will depend on the setting's structure). The incident will be investigated, including interviews of all concerned, and outcomes and actions recorded in the files of those involved (CPOMS 'link student'). Form tutors, class teachers and subject staff will be kept informed and asked to monitor the behaviour of the CYP concerned.

Parents/carers will be kept informed and are discouraged from taking matters into their own hands; parents/carers should not approach a suspected CYP but instead speak to a member of staff.

Each incident of alleged or substantiated bullying will be unique in its representation and its level of impact on the individuals concerned. Therefore, it is important that the school is given the opportunity to tailor a strategy to address the situation and to support the bullied CYP according to the particular incident/s.

CYP who are victims of bullying will be offered the opportunity to discuss their experience with a member of staff and will be offered support.

CYP who have bullied will be helped by discussing what happened, discovering why the CYP became involved and establishing a sense of wrongdoing. Parents/carers will be informed to help change the attitude and behaviour of the CYP. As with any incident of serious, misbehaviour (see Section 4), the incident will be dealt with and consequences implemented as necessary.

In agreement with both parties involved, there will also be the opportunity to rebuild relationships, involving a discussion mediated by a member of staff as a way of resolving disputes.

As part of the Public Sector Equality Duty (PSED) under the Equality Act 2010, schools are requested to report prejudice/hate-related incidents to Shropshire Council. Completed forms may be submitted

by email to educationimprovementservice@shropshire.gov.uk or by post to EIS, Shropshire Council, Shirehall, Abbey Foregate, Shrewsbury, SY2 6ND. Reports can also be made verbally on 01743 254315.

The information is used to help inform community-based interventions to counter the problems identified. Specific support at school can be offered on request. The forms are available [here](#).

5. Roles and Responsibilities

5.1 The Board of Trustees and the Local Governing Body

The Board of Trustees has overall responsibility for monitoring this behaviour policy's effectiveness, with the Local Governing Body monitoring this at school level, holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy annually. The Headteacher will ensure that the school environment is inclusive and encourages positive behaviour, and that staff deal effectively with poor behaviour. The Headteacher will monitor how staff implement this policy to ensure it is applied consistently. The Headteacher will also ensure the data from behaviour logs is reviewed regularly, to make sure that no groups of CYP are being disproportionately impacted by this policy (see Section 13, Monitoring arrangements).

The Headteacher will ensure this policy works alongside the MAT Safeguarding and Child Protection Policy and Procedures to offer CYP both consequences and support, where necessary.

The Headteacher will ensure that all staff understand the behavioural expectations and the importance of maintaining them. This will start by providing new staff with a clear induction in the school's behavioural culture, rules and routines, and how to best support CYP.

The Headteacher will ensure that training is provided on the following areas so that staff can fulfil the duties set out in this policy:

- Behaviour for Learning
- Behaviour for Life
- Effective behaviour management and recognising behaviour
- The WAVE Model and support
- Special Educational Needs and Disabilities
- Mental Health and Wellbeing

5.3 Staff

Staff are responsible for:

- setting high expectations of behaviour in every interaction with CYP, and role modelling;
- creating positive and safe environments where bullying, physical threats, abuse, and intimidation are not tolerated;
- applying the behaviour policy, procedures, and expectations consistently and fairly;
- applying the WAVE model to ensure adaptations, interventions, individualised plans and bespoke provision is facilitated for any CYP identified, including those with SEND;
- ensuring positive and effective learning environments for learning where, through high quality teaching (application of the [Teachers' Standards](#), or other specified strategies, i.e., QFT 10, Appendix H), disruption is rare;

- ensuring incidents of child-on-child abuse, bullying, discrimination, aggression and derogatory language are dealt with quickly and effectively;
- recording behaviour incidents promptly using the school's systems for recording (Arbor or CPOMS);
- understanding their safeguarding responsibilities as set out in Part 1 of KCSIE, 2022, and the MAT Safeguarding and Child Protection Policy and Procedures;
- in circumstances endangering the safety of CYP or staff, act decisively and swiftly to remove the threat and reduce the likelihood of occurrence, likely involving referral to the Senior Leadership Team or Safeguarding staff.

The Senior Leadership Team will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers are responsible for:

- understanding the behaviour policy and reinforcing the expectations at home, where necessary;
- supporting their child in adhering to the behavioural expectations of the school;
- informing the school of any changes in circumstances that may affect their child's behaviour;
- discussing any behavioural concerns promptly with identified professionals within the school;
- taking part in any pastoral work following misbehaviour (i.e., attending planning meetings or reviews);
- raising any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school;
- taking part in the life of the school and its culture.

The school will 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 to tackle behavioural issues.

4.5 Children and Young People

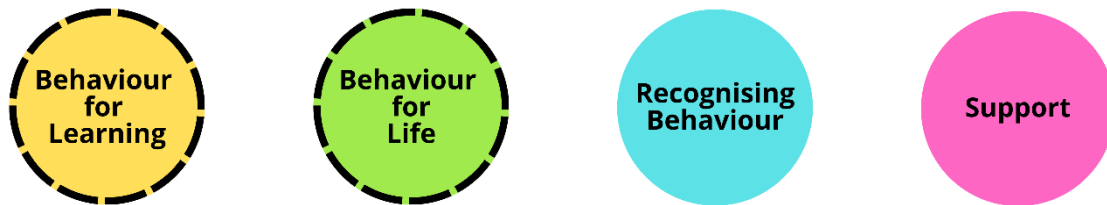
Children and young people will be made aware of the following during their induction into behavioural culture through **Behaviour for Learning** and **Behaviour for Life** teaching:

- the expected standard of behaviour they should demonstrate;
- that they have a duty to follow the behaviour policy;
- the school's key rules and routines;
- the rewards and consequences, and when each is likely to occur;
- the support available to them.

CYP will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy. Extra support and induction will be provided for CYP who are mid-phase arrivals.

6. Teaching expected behaviours

All Trust staff and CYP are expected to ensure that they are ready, respectful and safe (see Appendix I) at all times. These three key expectations of conduct underpin the Trust's and all schools' visions and values. Where appropriate and reasonable, adjustments may be made to ensure all CYPs can meet behavioural expectations in the curriculum.



For all members of each school community to understand the expectation of **Behaviour for Learning**, and **Behaviour for Life**, each school has outlined their curriculums and associated information in Appendix J and Appendix K, respectively. These include:

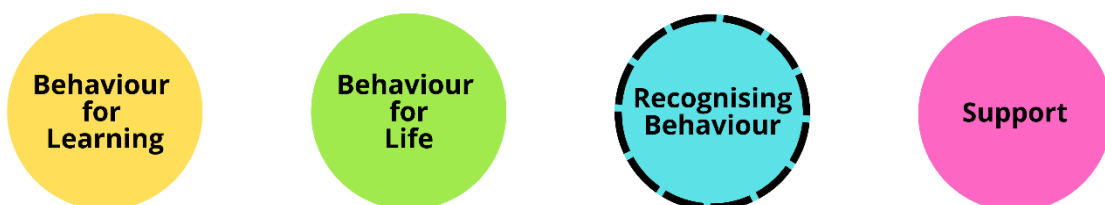
Behaviour for Learning:

- School-specific expectations & values
- Classroom management & environments for learning
- Teaching of expected behaviours (curriculum)

Behaviour for Life:

- PSHE and/or R(S)HE curriculum plans
- Enrichment and extra-curricular opportunities
- Social routines and behaviours

7. Recognising and responding to behaviour



For all members of each school community to understand how to recognise and respond to behaviour, each school has outlined their school-specific behaviour structures and procedures, their process for recognising positive behaviour (including rewards), and their process for recognising misbehaviour (including consequences) in Appendix L, **Recognising Behaviour**.

7.1 Serious consequences

This section should be read alongside the school-specific **Recognising Behaviour**, Appendix L.

Detentions

Each school's Headteacher authorises specific staff to issue CYP with detentions, and methods of communicating detentions to parents/carers. CYP can be issued with detentions during break, after school or on weekends during term time. Where detentions are issued for more than ten minutes, parents/carers will be informed via the methods outlined in the school's individualised appendix.

When imposing a detention, the school will consider whether doing so would:

- compromise the CYP's safety;
- conflict with a medical appointment (for which evidence has been provided);
- prevent the CYP from getting home safely; and/or
- interrupt the CYP's reasonable caring responsibilities.

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the CYP from the classroom for a limited time. CYP who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove CYP from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- restore order if the CYP is being unreasonably disruptive;
- maintain the safety of all CYP and staff;
- allow the disruptive CYP to continue their learning in a managed environment; and/or
- allow the disruptive CYP to regain calm in a safe space.

Where removal is utilised by a school, the parameters for its use are outlined in the individualised appendix, however, CYP will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

CYP will be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a CYP successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, and this may include:

- meetings with learning mentors, pastoral and inclusions staff or other learning support staff;
- these use of teaching assistants or access leaders;
- short-term behaviour monitoring;
- triage at a WAVE discussion meeting;
- presentation at the Trust's Vulnerable Students' Review (termly);
- long-term behaviour plans;
- on-site alternative settings;

- multi-agency assessment.

This list is not exhaustive and school-specific behaviour management approaches are outlined in the school-specific 'Support', Appendix M. Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in a behaviour log on either Arbor or CPOMS (as determined by the school).

Suspension and permanent exclusions

'Suspension' is used here in adherence to the guidance, 'Behaviour in Schools, 2022'. This is also known as a 'fixed period [of exclusion]' as specified in 51A of the Education Act, 2022.

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent misbehaviour, which has not improved following in-school consequences and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort. Please refer to the MAT Exclusions Policy for more information.

Supporting CYP following a consequence

Following a consequence, schools will consider strategies to help CYP better understand how to improve their behaviour and meet the expectations of the school.

This may include measures such as:

- reset meetings;
- check-ins with pastoral, inclusions or support staff; and/or
- monitoring (target or reward chart, report card, etc.) with personalised behaviour goals.

7.2 Safeguarding

All Trust staff recognise that changes in behaviour may be an indicator that a CYP is in need of help or protection. Staff will consider whether a CYP's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, staff will follow the MAT Safeguarding and Child Protection Policy and Procedures, and consider whether support, early help intervention or a referral to children's social care is appropriate.

7.3 Screening, searching and confiscation

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

Confiscation

Any **prohibited items** (listed in Section 4) found in a CYP's possession as a result of a search will be confiscated. These **items will not be returned** to the CYP.

Trust staff will also confiscate any item that is **harmful or detrimental to school discipline**. These **items will be returned** to CYP after discussion with senior leaders and parents/carers, **if appropriate**.

Searching a CYP

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the CYP, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the CYP can carry out a search without another member of staff as a witness if:

- the authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the CYP; or
- it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and ensure a written record of the search is logged on CPOMS.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher or Designated Safeguarding Lead (or Deputy) who may have more information about the CYP. During this time, the CYP will be supervised and kept away from other CYP.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the CYP is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the CYP has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other CYP. The search will only take place on the school premises, or where the member of staff has lawful control or charge of the CYP, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- assess whether there is an urgent need for a search;
- assess whether not doing the search would put other CYP or staff at risk;
- Consider whether the search would pose a safeguarding risk to the CYP;
- explain to the CYP why they are being searched;
- explain to the CYP what a search entails – i.e., 'I will ask you to turn out your pockets and remove your scarf';
- explain how and where the search will be carried out;
- give the CYP the opportunity to ask questions; and
- seek the CYP's co-operation.

If the CYP refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the Headteacher or Designated Safeguarding Lead (or Deputy), to try and determine why the CYP is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force (see Section 10, Use of reasonable force and physical intervention) to search the CYP. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the CYP harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in Section 4, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a CYP's outer clothing, pockets, possessions, desks or lockers. Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (i.e., a jumper or jacket being worn over a t-shirt); and
- Hats, scarves, gloves, shoes, boots.

Possessions means any items that the CYP has or appears to have control of, including:

- Desks
- Lockers
- Bags

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- of any incidents where the member of staff had reasonable grounds to suspect a CYP was in possession of a prohibited item as listed in Section 4; and
- if they believe that a search has revealed a safeguarding risk.

All searches for prohibited items (listed in Section 4), including incidents where no items were found, will be recorded on CPOMS.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in Section 4). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- what happened;
- what was found, if anything;
- what has been confiscated, if anything; and
- what action the school has taken, including any sanctions that have been applied to their child.

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the CYP may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the MAT Safeguarding and Child Protection Policy and Procedures and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if pastoral support, early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the CYP's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the CYP(s) involved. Staff retain a duty of care to the CYP involved and should advocate for CYP wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one of the CYP's parents/carers to inform them that the police are going to strip search the CYP before strip search takes place, and ask them if they would like to come into school to act as the CYP's appropriate adult. If the school cannot get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The CYP's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least two people present other than the CYP, except in urgent cases where there is risk of serious harm to the CYP or others.

One of these must be the appropriate adult, except if:

- the CYP explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- the appropriate adult agrees.

If this is the case, a record will be made of the CYP's decision, and it will be signed by the appropriate adult.

No more than two people other than the CYP and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- act to safeguard the rights, entitlement and welfare of the CYP;
- not be a police officer or otherwise associated with the police;
- not be the Headteacher;
- be of the same sex as the CYP, unless the CYP specifically requests an adult who is not of the same sex.

Except for an appropriate adult of a different sex if the CYP specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the CYP could be seen by anyone else.

Care after a strip search

After any strip search, the CYP will be given appropriate support, irrespective of whether any suspected item is found. The CYP will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the CYP may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the MAT Safeguarding and Child Protection Policy and Procedures and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if, in addition to support, early help intervention or a referral to children's social care is appropriate.

Any CYP(s) who have been strip searched more than once and/or groups of CYP who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.4 Off-site and online misbehaviour

Consequences may be applied where a CYP has behaved inappropriately off-site when representing the school. This means misbehaviour when the CYP is:

- taking part in any Trust-organised, school-organised or school-related activity (i.e., school trips);
- travelling to or from school;
- wearing school uniform; and/or
- in any other way identifiable as a CYP of our school.

Consequences may also be applied where a CYP has misbehaved off-site, or online, at any time, whether or not the conditions above apply, if the behaviour:

- could have repercussions for the orderly running of the school;
- it poses a serious threat or causes significant harm to another CYP; and/or
- could adversely affect the reputation of the school.

Membership to social media is legally restricted to age 13 and over, therefore, the school will signpost and support parents/carers for all CYP in Primary schools and in Year 7 only to online safeguarding resources. This will show parents how they can fulfil their parental responsibility to safeguard their child under the age of 13 through online parental restrictions.

Instances whereby a school feels it necessary to apply consequences for situations listed above will be in exceptional circumstances, with full consideration of the context, and at the discretion of the Headteacher.

7.5 Suspected criminal behaviour

If a CYP 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, the school 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, the Headteacher / member of the Senior Leadership Team / DSL will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce consequences, 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.

7.6 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.

CYPs 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; and
- Decided 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. Please refer to MAT Safeguarding and Child Protection Policy and Procedures.

7.7 Malicious allegations

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

Where a CYP makes an allegation of sexual violence or sexual harassment against another CYP and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the CYP 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 Trust DSL and Local Authority Designated Officer (LADO), where relevant) will consider whether the CYP 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 CYP(s) accused of misconduct.

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

8. Waved approach of graduated support

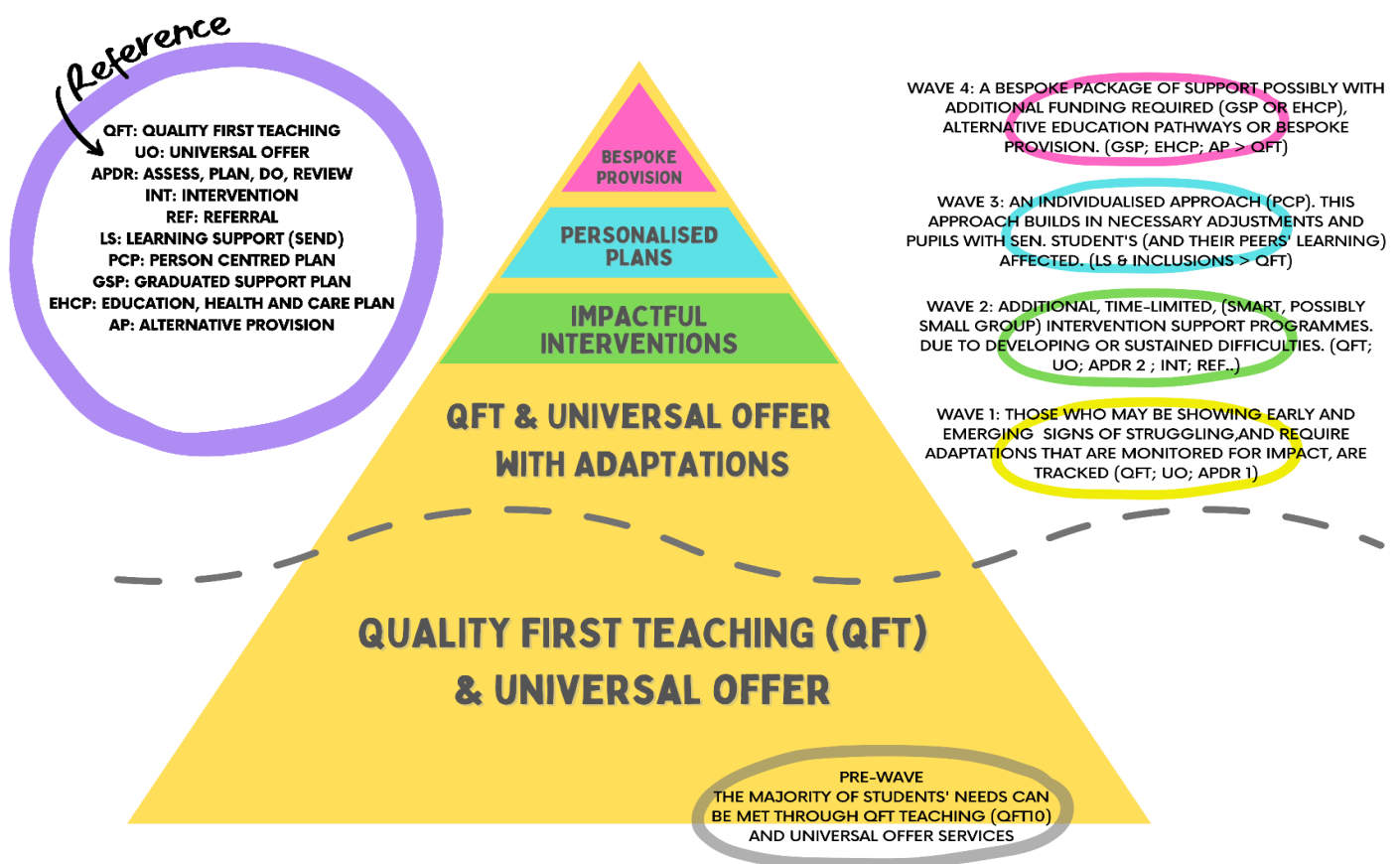


Fig. 4: Marches Academy Trust Wave Model

© Amy Chevin-Dooley - MAT Director of Inclusion

In the Trust we operate a waved approach to graduated support, which includes any reasonable adjustments for CYP with special education needs and disability(ies). This waved approach is summarised in Figure 4, MAT Wave Model and Appendix G, MAT Learning for Life Framework. Further detail is also available in the MAT SEND Policy, page 6.

The WAVE is reviewed at least every three weeks (supported by the Trust's Learning for Life Framework WAVE Guidance document) in all schools and discussions are convened with multiple professionals from within the school, to discuss necessary adaptations (WAVE 1), interventions (WAVE 2), individualised (WAVE 3) and bespoke (WAVE 4) support required, including any possible external agency involvement or referrals, to bring about an improvement in circumstances and behaviour for the CYP. As part of the review of the WAVE, staff will liaise with the SENDCo to explore if the behaviour demonstrated is possibly indicative of an unmet special educational need or disability, and whether external assessment or support is required.

8.1 Recognising the impact of SEND on behaviour

The Trust recognises that CYP's behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, schools will consider them in relation to a CYP's SEND, although staff recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a CYP's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from CYP with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- taking reasonable steps to avoid causing any substantial disadvantage to a disabled CYP caused by the school's policies or practices (Equality Act 2010);
- using best endeavours to meet the needs of CYP with SEND (Children and Families Act 2014); and
- if a CYP has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and schools must co-operate with the Local Authority and other bodies.

As part of meeting these duties, schools will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the CYP concerned.

Such methods of anticipating and removing triggers of misbehaviour may include examples such as:

- short, planned movement breaks for a CYP with SEND who finds it difficult to sit still for long;
- adjusting seating plans to allow a CYP with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a CYP with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism; and/or
- use of separation spaces (sensory zones or nurture rooms) where CYP can regulate their emotions during a moment of sensory overload.

8.2 Adapting consequences for CYP with SEND

When considering a behavioural consequence for a CYP with SEND, schools will take into account:

- whether the CYP was unable to understand the rule or instruction?
- whether the CYP was unable to act differently at the time as a result of their SEND?
- whether the CYP is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to consequence the CYP for the behaviour. The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

8.3 Pupils with an education, health and care (EHC) plan

The provisions set out in a CYP's EHC plan must be secured, and all schools will co-operate with the Local Authority and other bodies. If a Trust school has a concern about the behaviour of a CYP with an EHC plan, it will make contact with the Local Authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

9. Use of reasonable force and physical intervention

As per Section 93 of the Education and Inspections Act 2006, Marches Academy Trust schools (the Trust) are trained to look after CYP in their care. The Trust takes seriously its duty of care to CYP, employees, and visitors to the school; the first and paramount consideration is the welfare of the CYP in our care; the second is the welfare and protection of the adults who look after them.

Staff have a duty to use reasonable force (physical intervention) to prevent a CYP from:

- causing disorder;
- hurting themselves or others;
- damaging property; and/or
- committing an offence.

As far as possible, only staff trained in de-escalation **and** responsive physical intervention techniques will use physical intervention, when necessary; although any member of staff may be required to physically intervene with a CYP who is endangering themselves or others in an immediate, emergency situation, the Trust expects that qualified staff take over as soon as possible

Incidents of physical intervention will:

- always be used as a last resort;
- apply the minimum amount of force for the shortest time, with maximum care;
- be used in a way that maintains the safety and dignity of all concerned;
- never be used as a form of punishment; and/or
- be recorded and reported to parents.

In addition, before, during and after an intervention, staff must speak calmly as a way of reassurance, i.e., 'I am doing this to keep you safe.'

When considering using physical intervention, staff will, in considering the risks, carefully recognise any specific vulnerabilities of the CYP, including SEND, mental health needs or medical conditions.

The term **physical intervention** includes a wide range of supportive strategies for managing challenging behaviour. The term 'physical intervention' is used when reasonable force is used to overcome active resistance. This policy supports CYP who have social, emotional and mental health needs, and behavioural difficulties, with an ethos of mutual respect, care, welfare and safety.

9.1 Staff training in physical intervention

The Trust uses TEAM TEACH, a physical intervention strategy recognised by the Local Authority, and certified by Bild Association of Certified Training and the Institute of Conflict Management Quality Award Centre. All Trust schools have a qualified intermediate trainer within their team who is responsible for training all staff in de-escalation strategies (verbal, non-certified) and select staff in physical intervention (level 2). Qualified intermediate trainers and level 2 trained staff are listed in **Appendix A**.

9.2 Team Teach aim, principles, code of practice and protocols

Aim and principles

The Team Teach aim is to

provide an accredited training framework designed to focus on positive behaviour support approaches, with an emphasis on de-escalation, risk and restraint reduction.
(TEAM TEACH Ltd., 2019)

It's principles align with the values of the Marches Academy Trust and its schools. these include to:

1. safeguard people and services;
2. reduce risk, restraint and restriction;
3. promote positive behavioural support;
4. develop greater awareness and control of verbal and non-verbal communication;
5. increase awareness of the elevated risks associated with some forms of restraint; and
6. give individuals the confidence to manage hazardous behaviours more safely.

Code of practice and protocols

*“As a general rule Team Teach training promote **communication** during a crisis. Team Teach scripts promote clear and accurate communication between colleagues and with those being cared for. Most difficult situations arise as a result of a breakdown in communication in the first place. However, professionals should be guided by their knowledge and previous experience of the individual concerned. **If attempts to communicate are causing the person to become more distressed, then the sensible thing to do is be quiet.** The height of a crisis is probably not the best time to start trying to build a relationship.”* TEAM TEACH Ltd., 2019

Team Teach operates a spectrum ranging from non-verbal communication through touch to dynamic and formal risk assessment required physical intervention. Further information about Team Teach can be accessed here: www.teamteach.co.uk

The intention of Team Teach is to **reduce restraint and restriction** by:

- operating in the best interest of the service user (CYP)
- using minimum force for the shortest time
- preventing injury, pain and distress *(as far as possible)
- maintaining dignity
- only utilising restraint and restriction where reasonable and proportionate
- taking action where necessary

*“Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side-



effect of ensuring the service user remains safe.” – George Matthews, TEAM TEACH founder

9.3 Steps to be taken before using physical interventions

Prior to any physical intervention, Trust staff will engage in de-escalation techniques and only when reasonable, proportionate for necessary, and to prevent a CYP from causing disorder, hurting themselves or others, damaging property, or committing an offence, physical intervention will be employed.

De-escalation techniques are taught as part of behaviour management and the verbal, non-certified Team Teach training module in each Trust school. Strategies may include:

- giving clear instructions for CYP to stop;
- showing care and concern by acknowledging unacceptable behaviour and requesting alternatives using reasoning;
- reminding the CYP about expectations (ready, respectful, safe) and likely outcomes;
- remove an audience or guide the vulnerable CYP to a safe place;
- make the environment safer by removing furniture or objects which could be used as weapons;
- ensure that colleagues are aware of the situation and are called to support.

9.4 Dynamic risk assessments for extreme behaviour

Even the best planning system cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to respond in the moment.

Dynamic risk assessment is done in real time. It involves stopping, thinking and evaluating the likely outcomes of the available options before deciding which to choose. Alongside the guiding principles of ‘is physical intervention **necessary, proportionate and reasonable?**’ it is a good rule of thumb to consider, ‘what would I want somebody else to do in similar circumstances if it was my child or a loved one?’

After that event, staff have a duty to then plan ahead and prepare a formal risk assessment and **Safety and Support Plan (see Appendix B)**.

9.5 Risk assessments and Safety Support Planning

Risk assessment and Safety Support Planning is required for CYP who exhibit extreme behaviour. Responsible staff should think ahead to anticipate what could go wrong.

When considering a CYP’s behaviour, staff need to consider the following questions:

- Can we anticipate a Health and Safety risk related to the CYP’s behaviour?
- Have we got all the information we need to conduct a risk assessment?
- Have we provided a written risk assessment and a Safety Support Plan as a result?
- What further steps can we take to prevent dangerous behaviour from developing?

Risk assessments should be completed if the answer to Q1 is ‘Yes’ or the CYP has presented an extreme behaviour previously which warranted the enactment of a dynamic risk assessment to physically intervene.

The risk assessment and **Safety Support Plan (Appendix B)** should detail strategies which have been found to be effective for the individual, along with any particular responses which are not recommended. Any particular physical techniques which have been found to be effective should be named, along with any alerts to any which have proven ineffective or caused problems in the past.

Safety Support Plans should be considered along with a CYP’s Education Health and Care Plan (if applicable) and any other planning document relevant to the CYP. They should take account of age,

sex, level of physical, emotional and intellectual development, special needs and disability, and social context.

Safety Support Plans should be coproduced in a period of regulation with the school, CYP and their parent/carer.

9.6 Post incident debrief

Following an incident where physical intervention has been necessary, reasonable and proportionate as a response to behaviour, a medical check should be completed, and emotional support should be offered to all involved (CYP and staff). This is an opportunity for reflection, and time needs to be given for following up incidents so that CYP and staff (possible separately and/or together) have opportunity to express their feelings, suggest alternative courses of action for the future, and appreciate other people's perspectives.

Support at the point of debrief will be assessed on a case-by-case basis and may involve a conversation for the CYP with a trusted member of staff, and for the staff involved, this may be an informal or formal supervision with a senior member of staff or designated colleague, such as the DSL or a deputy.

9.7 Reporting and recording of incidents

All incidents of misbehaviour must be recorded using the schools' chosen system, however, incidences of physical intervention **must** be recorded on **CPOMS** and retained in line with Data Protection. Once this has been completed, it must be shared with the DSL and Headteacher within the school setting.

If physical intervention has taken place, parents/carers (or person with parental responsibility, in the case of Children who are Looked After, the corporate parent is the social worker) must be informed as soon as possible after the intervention was implemented, and at least on the same working day. This should be completed by the DSL (or deputy), a member of the senior leadership team, the headteacher, or by a designated staff member (at the Headteacher's discretion).

Within the record of physical intervention are details of:

- details leading up to the incident, including a statement from the CYP;
- any details recorded by witnesses (within 24 hours) – added as an additional action to the original incident;
- actions during hold (including names of restraints and restrictions, where possible);
- actions following hold (including support offered and received);
- confirmation of communication with home and the outcome;
- confirmation that the incident has been reviewed by the DSL (not deputies), senior leadership, or the headteacher – added as an additional action to the original incident.

10. CYP transition

10.1 Inducting incoming pupils

Trust schools will support incoming CYP to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

10.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, CYP have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to CYP behaviour issues may be transferred to relevant staff at the start of the term or year.

11. Training

As part of their induction process, all Trust staff are provided with training on managing behaviour and de-escalation strategies (TEAM TEACH, verbal, non-accredited, 4.5 hours). Also, staff receive training on:

- the WAVE Model
- recognising and responding to the needs of CYP
- SEND
- mental health and wellbeing

Staff are all trained on the principles of TEAM TEACH (see **Use of reasonable force and physical intervention** for more information).

Behaviour management will also form part of continuing professional development including at least two dedicated hours per year on updating knowledge of TEAM TEACH de-escalation strategies, scripting and the effect of body language and personal space.

All training is logged on Lessons Learned.

12. Monitoring arrangements

All Trust schools collect data on the following:

- Behavioural incidents, including removal from the classroom;
- Incidences requiring physical intervention (use of reasonable force and physical intervention);
- Attendance, internal exclusion, suspension and permanent exclusion;
- Use of internal alternative provision (where applicable), off-site directions (dual placements) and managed moves;
- Incidents of searching, screening and confiscation;
- Anonymous surveys for staff, CYPs, Governors, Trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

The data will be analysed every term by the Headteacher and lead staff with responsibility for behaviour and safeguarding.

The data will be analysed from a variety of perspectives including:

- At school level;
- By age group;
- At the level of individual members of staff;
- By time of day/week/term;
- By protected characteristic.

The school 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 CYPs are identified by this analysis, the school will review its policies to tackle it.

This behaviour policy will be reviewed by all Headteachers and the Trust's Executive team every year. At each review, the policy will be approved by the Headteacher of each school.

13. Links with other policies

This behaviour policy is linked to the following policies:

- MAT Children with Medical Needs Policy
- MAT Accessibility Plan
- MAT Exclusions Policy

- MAT ICT Policy
- MAT Special Education Needs and Disabilities Policy
- MAT Safeguarding and Child Protection Policy and Procedures

Also, this policy is supported by the MAT Learning for Life Framework and WAVE Guidance document, which should be used to support Trust schools' approach to behaviour. Finally, the policy references the research and work of multiple theorists and professionals. For more information on these, please contact Amy.Chevin-Dooley@mmat.co.uk and visit [EEF Improving Behaviour in Schools](#).

Appendix A

TEAM TEACH trained staff for each school within the Marches Academy Trust

Setting	TEAM TEACH Intermediate Trainer	TEAM TEACH Level 2
Date of license	July 2022 – July 2023	
Marches Academy Trust	Amy Chevin-Doooley (DSL) Claire Farish Niki Mcgarvey Carla Whelan	
Grange Primary School	Sian Roberts (DSL)	
Grove School	Amy Roberts (DSL)	
Longlands Primary School	Marie Highfield	
Lower Heath CE Primary School	Leah Vigon	
Marches School	Jo Phillips (DSL)	
Oakmeadow CE Primary School	Helen Morris (DSL)	
Shrewsbury Academy	Lucy Howells (DSL)	
Sir John Talbot's School	Rachel Unwin	
Tilstock CE Primary School	Leah Vigon	
Woodlands School	Jules Taylor	



This plan (adapted from Crisis Prevention Institute Safety and Support Plan and Woodlands' Raised Anxiety Management Plan) is devised by the child or young person (CYP) and the supporting staff to ensure that potential crisis events are avoided. This should be written in an easy-to-understand language so that all staff can implement the plan and provide the CYP with the necessary person-centred, trauma-sensitive care and support.

The plan's focus is to understand the child or young person's history – their strengths, gifts, and abilities; their friends, family, and people that matter; the things that are important as well as the triggers that are likely to lead to crisis – so that such crisis events can be minimised and restrictive interventions avoided. Each person should have their own safety and support plan if their behaviour is likely to escalate to crisis, since the plan helps staff to think about personalising the care and support they offer. The plan helps staff to identify escalating behaviour. When staff recognise this behaviour, they can determine the appropriate person-centred interventions so that restrictive practices can be avoided.

When crisis events cannot be avoided, the *Safety and Support Plan* ensures that staff continue to maintain a trauma-sensitive approach. Any agreed and necessary interventions continue to take account of the CYP's immediate needs and wishes in order to ensure that harm is minimised and to maintain the CYP's care, welfare, safety and security.

The plan should be a live document that is regularly revisited to ensure that staff understand how to provide good support to the CYP. The plan must always be reviewed after a crisis event has occurred so that further approaches can be implemented to prevent similar crisis events from happening again.

Child or Young Person's Name:		DOB:	Age:
Date Plan Written:	Planned Review Date:	Tutor/Class Teacher & Year:	
My Circle of Support (the people who are important to me, my friends, and the people who help and support me)			
Primary Preventative Interventions (getting the right fit between my needs and my support)			
What strengths, gifts, and qualities to I have?			
What is important to me, and what works for me? (What matters to me right now, and in the immediate future; what makes for a good day; what keeps me safe and well; what keeps me active, engaged and stimulated)			
What doesn't work for me? (What makes for a bad day; what do I find unpleasant or distressing; what do I prefer to avoid?)			

What does good care and support look like to me? (Identify the best fit in terms of the care and support I need to minimise the impact of precipitating factors; consider any traumatic events, so that the support provided is trauma-sensitive)
Precipitating Factors/Triggers/Background Factors (internal and external factors which trigger or accelerate my risk or crisis behaviour)
My precipitating factors/triggers (my flash points, triggers, and common conflicts that cause my behaviour to escalate including environmental factors, peers, staff and situations)

Secondary Preventative Interventions (what helps me to manage my triggers; what decelerates and de-escalates my risk and crisis behaviour?) <i>Context Codes: (C) Classroom (P) Playground (T) Transport - delete unapplicable</i>	
STAGE 1 (CONTROLLED STATE) <i>Baseline</i>	
What does it look like?	What strategies can be used at this time?
(C)	(C)
(P)	(P)
(T)	(T)
STAGE 2 (ANXIOUS STATE)	
What does it look like?	What strategies can be used at this time?
(C)	(C)
(P)	(P)
(T)	(T)
STAGE 3 (ANXIOUS STATE)	
What does it look like?	What strategies can be used at this time?
(C)	(C)
(P)	(P)
(T)	(T)
Specifically outlined locations or interventions that need communicating including preferred physical holds, i.e., sitting, standing, one-person, two-person. And what indicates I am safe to be released.	
<div></div>	

Post-Crisis Support (my preferred way of managing my emotions after a crisis event)
Tension Reduction - after a crisis event I prefer to:
Therapeutic Rapport – support from staff should include:

Written and agreed by: _____ Parent/Carer
 _____ SENCO/Senior Leader
 _____ Class Teacher

This plan should be shared with all staff supporting the child to ensure consistency. During a review of the plan, it is recommended that any observed behaviours during each of the states are either amended/added. Then highlight to identify strategies that continue to help to reduce anxiety levels for each of the stages or add new strategies.



|| Behaviour Concern Risk Assessment Form and Action Plan (no physical intervention)

Date of initial RA:		Assessed by:	
	PRINT:	SIGNATURE:	
CYP	Other personnel involved with assessment		
	<i>SENCO/ parent / other staff within the setting</i>		
Activity to be assessed:			
<i>Classroom teaching and learning</i> <i>Social times</i>			
Identification of those at risk		Staff member(s) with responsibility for CYP	
Historical context and current concerns			
What hazards are present / are anticipated?	What have you already done to control those risks?	What level of risk do you judge this at?	What else could you do to control those risks – are they possible to carry out (if not, why not), who is responsible and when by?
<i>EXAMPLE: CYP has angry outbursts often shouting and refusing to work. CYP does not like working independently, as part of the class or as part of a group.</i>	<i>EXAMPLE: Referral to SENCO, in-house behavioural support, positive praise, social story, behaviour/reward chart. Personalised visual timetable with regular rewards and quiet area available as a choice to complete tasks as needed. All teachers and adults working with CYP made aware of the potential difficulties.</i>	MEDIUM/HIGH	<i>EXAMPLE: We would need to ensure that the CYP is with a member of staff at all times to safeguard both CYP and the staff members. This is difficult to manage due to budget and staffing limitation, however the CYP does at present have 1:1 support during the mornings. CYP to be removed safely to access a quiet, calming area in [area].</i>

<p><i>EXAMPLE: CYP attempts to run out of school during arrival or departure from school.</i></p>	<p><i>EXAMPLE: SLT are present with a radio at the school gate during school arrival and departure times.</i></p> <p><i>Adults dismissing CYP at the end of the day to carry a radio. CYP to be collected 15 minutes before the end of the day to allow for a calmer handover to the adult collecting them.</i></p> <p><i>Parent/carer to collect CYP within the gated area so that they can take hold of CYP's hand before departure from school.</i></p>	<p>HIGH</p>	<p><i>If the situation escalates and CYP's safety is at risk,</i></p> <p><i>Adult to use radio to inform the office</i></p> <p><i>Adult to request support from SLT</i></p> <p><i>Use of TEAM TEACH distraction and de-escalation techniques</i></p> <p><i>Use of calm voice</i></p> <p><i>If necessary, trained TEAM TEACH adult to perform hold until CYP is calm and the situation has de-escalated</i></p> <p><i>Inform parents that hold has been carried out and the reasons why</i></p> <p><i>Incident to be recorded on CPOMS as soon as possible with SLT and Safeguarding leads alerted</i></p>
<p>What level of risk would you now grade this situation at and why?</p>			
<p>Is this a safeguarding risk – if so, please describe:</p>			
<p>Additional notes as required:</p>			
<p>Who will this risk assessment will be communicated to and when?</p>	<p><i>Risk Assessment will be communicated to Headteacher, Safeguarding Lead, Behaviour Lead (if applicable), adults working with CYP and parents/carer.</i></p>		
<p>Signed by:</p>			

Date of assessment:					
Review dates:					
<i>Review date:</i>	<i>Review date:</i>	<i>Review date:</i>	<i>Review date:</i>	<i>Review date:</i>	<i>Review date:</i>
Signed:	Signed:	Signed:	Signed:	Signed:	Signed:
<i>Changes:</i>	<i>Changes:</i>	<i>Changes:</i>	<i>Changes:</i>	<i>Changes:</i>	<i>Changes:</i>
<i>Communicated:</i>	<i>Communicated:</i>	<i>Communicated:</i>	<i>Communicated:</i>	<i>Communicated:</i>	<i>Communicated:</i>



|| School-based **|| Personalised Learning Plan (SPLP)**

This form should be completed, uploaded on to Arbor | CPOMS in line with school's policy.

Child Young Person	
Year Phase Class Tutor	
Any vulnerable factors (SEND, PP, P/CLA, CLA, EAL, etc.)	

Date/time of meeting:							
Staff present:							
Parent/carer(s) present (if CLA, SW must sign document via Designated Teacher):							
Reason for Referral (please tick)							
Inclusion		Parental Request		Academic Need		Other	
Member of staff responsible for coordinating the learning for the times in the adapted curriculum:							
Date Agreed by SLT							
Signed off by SLT							

Current Attendance:	
Previous Year's Attendance:	
Any SEND needs:	
Current Progress: (any areas of concern)	
Current Position: (state any areas of concern)	

Current Barriers: (include any trigger points if relevant)	
Concerns from Family:	

Action plan

Consider the following when formulating the action plan:

- what needs to happen
- what is the intention of each action
- how will this happen
- what do you intend the impact to be

Action	By Whom	By When	Achieved?



Child Young Person	
Year Phase Class Tutor	
Any vulnerable factors (SEND, PP, P/CLA, CLA, EAL, etc.)	
Staff present:	
Date:	
Proposed action:	

SECTION 1: Considerations		Y/N	Notes
1	Has there been a serious breach of the school policy?		
2	Is this a serious first or 'one off' offence?		
	If no, have meetings been held previously with parents/carers?		
3	Has the reason for exclusion been investigated and statements recorded?		
4	On the balance of probability, did the CYP do it? (for more serious allegations the evidence must be more substantiating)		
5	Have other factors affected the behaviour leading to exclusion, i.e., poor quality of teaching, change of routine, lack of scheduled support, etc.		
6	Is this a last resort following a wide range of other strategies (are WAVE 1, 2 and 3 strategies satisfied)?		
7	Does the CYP's presence seriously harm the education and/or welfare of other CYP / staff?		
8	Is exclusion the appropriate response? Factors to consider: A. Decision to exclude not taken in the heat of the moment B. A thorough investigation has taken place C. Evidence has been considered in light of policies and potential discrimination D. The CYP's views have been recorded E. Mitigating circumstances and provocation (bullying) have been considered F. Appropriate wider consultation has been considered		
9	Has there been a wider involvement of specialist staff (i.e., SENDCo)?		
10	Has a support programme been implemented		
11	Have alternatives to exclusion been considered?		
12	Is the CYP vulnerable (SEND, PP, EAL, P/CLA, social worker involved)?		
SECTION 2: Disability and Special Educational Needs			
13	Does the CYP fit the definition of 'disabled'? <i>Do they have a mental or physical impairment? Is this adverse, substantial, long term? Does this affect their ability to carry out day to</i>		

	<i>day activities? Mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand, perception of the risk of physical danger.</i>		
14	Does the CYP have a special educational need (SEN Support – K, SEN Monitoring, known but not on the Learning Support Register)?		
	If yes, has their Personalised Learning Plan and support strategies been reviewed and checked? Were they in place at the time of the incident?		
15	Does the CYP have an EHC Plan? Have you contacted the SEND team at LA? Has an emergency annual review been called?		
	If yes, has their Personalised Learning Plan and support strategies been reviewed and checked? Were they in place at the time of the incident?		
16	Is the CYP currently Looked After? Have you contacted the Head of the Virtual School and social worker?		
	If yes, has their PEP and support strategies been reviewed and checked? Were they in place at the time of the incident?		
17	Is the CYP previously Looked After? Have you spoken with parents/carers? Are the Virtual School involved?		
18	Is the CYP subject to a child in need or child protection plan? Have you spoken to the social worker? Or, is Early Help in place?		
19	Is the CYP on the Pupil Premium register? If yes, do the circumstances surrounding the possible reason to exclude stem from circumstances regarding socio-economic deprivation, i.e., dysregulation and challenging behaviour commenced when placed in removal for uniform infringement (unavailable due to funding issues)?		
20	Given your responses to Q13 – 20, is an exclusion direct discrimination?		
21	Does exclusion demonstrate less favourable treatment?		
22	Is the reason for the exclusion connected to their disability or SEN? For example, are they are being excluded for impulsivity which is a symptom of their disability?		
23	Have reasonable adjustments been applied?		
24	Have relevant factors been explored & balanced with regards to reasonable adjustments, for example: A. Need to maintain standards (i.e., academic, music, sporting, etc)? B. Financial resources available? C. Cost of taking measures to support? D. Extent to which practical to take particular measures? E. Auxiliary aid/services will be provided under SEN framework? F. Health & safety requirements? G. Interests of other CYPs/prospective CYPs?		
25	Can an exclusion be justified?		
26	Has the appropriate length of exclusion been considered? Is this for the shortest time possible?		
27	If an exclusion is necessary but places the CYP at risk, have other MAT settings been considered for the duration of the exclusion?		

Template adapted from The Marches School











*To be completed **prior to** the reintegration meeting. Where applicable (SEND, P/CLA, GSP, EHCP, etc.) professionals working closely with the CYP should contribute. This may be completed as part of an Inclusions Meeting or WAVE review.*

Incident details									
CYP's name					Year Group		Key worker		
Vulnerabilities	SEN E/K	PP	CLA/PLCA	EAL	(T) Early Help	CIN	CP		
Cumulative suspensions to date					Reasons for suspensions				
Attendance to date					Academic progress	Below	Meeting	Above	
	Affected by suspension	Y	N	Partially		Notes:			
Date of incident					Present at the meeting (incl. roles)				
Summarised incident (bullet points only)									
CYP's perspective, if different (responsibility accepted?)									
Suspension for the same reason as previous?	Yes				No		Partially		N/A
Triggers identified									
Have specialist staff been involved, i.e., SENDCo?					Could this exclusion and triggers be indicative of an unmet need?				
Current Protective Measures									
Current provision									
Protective measures in place, incl. outside agency involvement									
Any contextual information to be considered?									

Was provision consistent on this day?			
Does provision meet their needs?	Yes	No	Partially
Mitigating risk of further exclusion			
New reasonable adjustments /adaptations to provision			
Early intervention required? Outside agency involvement?			
CYP's next steps	1.	<i>Help I may need to achieve this...</i>	
	1.	<i>Help I may need to achieve this...</i>	
	2.	<i>Help I may need to achieve this...</i>	
School's next steps (please refer to L4L Framework and WAVE Guidance document; Matrix of References for support)	1.	3.	
	2.	4.	
	3.	5.	
Parent/carers' next steps	1.	4.	
	2.	5.	
	3.	6.	
Date of review (if applicable)			
Post Reintegration with parents			
To be completed after the reintegration meeting: any further discussion points or actions to add and communicate?			

Template adapted from Grange Primary School

Appendix G

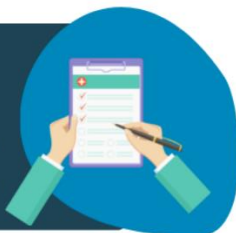
 Marches Academy Trust LEARNING FOR LIFE FRAMEWORK	INCLUSIVE LEARNING 	INCLUSIVE HEALTH & WELLBEING 	INCLUSIVE SAFEGUARDING 	INCLUSIVE ATTENDANCE 	INCLUSIVE WORKING WITH HOMES 
WAVE 4 CYP on this wave require a bespoke approach comprised of one or more pillars of the LfL framework. 	WHO? CYP WITH SPECIFIC NEEDS (EHCP/GSP); AND CYP WITH A SIGNIFICANT PROGRESS DEFICIT ("SEE GUIDANCE") WHAT? Identify CYP who need a bespoke package and make necessary adjustments to ensure opportunities are not limited and that the intervention has impact so the disadvantage is not long term  	WHO? CYP WITH A HEALTH /WELLBEING NEED REQUIRING SIGNIFICANT ALTERATIONS WHAT? Recognise the difficulties of CYP with mental health need(s) responding with care and compassion. CYP has access to the support, learning & opportunities to feel safe & belong  	WHO? CYP AT RISK OF SIGNIFICANT HARM WHAT? Alert to CYP identified, ensuring there are carefully considered plans & relevant support documents in place with robust review (e.g. risk assessment) & immediate to report concerns  	WHO? CYP WITH SIGNIFICANT AND SUSTAINED ABSENCE RATES WARRANTING EWO 5/FAST TRACK WHAT? There are clear processes for timely responses to significant absence & secure access to learning for all CYP. There is an intelligent child-centred plan to supporting CYP  	WHO? CYP AT RISK OF SIGNIFICANT LOSS OF LEARNING WHAT? Secure parental support programs (incl. external support) help homes to focus on both academic outcomes & skills that are effective in accessing & supporting the needs of CYP  
WAVE 3 CYP on this wave require a personalised, person-centred approach comprised of one or more pillars of the LfL framework. 	WHO? CYP REQUIRING PERSONALISED SUPPORT; AND CYP WITH A CONCERNING PROGRESS DEFICIT ("SEE GUIDANCE") WHAT? Identify CYP need(s), understand how to support, share their profiles well across school and secure accessible learning to ensure achievement for all. Gaps are regularly monitored at senior leader level - impact has a high priority and is timely  	WHO? CYP WITH A HEALTH /WELLBEING NEED THAT REQUIRES SPECIALIST SUPPORT WHAT? CYP are accessing learning in a compassionate & comfortable way. Full understanding to meet need(s) met by the school  	WHO? CYP THAT REQUIRES SUPPORT TO STOP SIGNIFICANT HARM WHAT? All staff know what makes different behaviours harmful, abusive, ensuring victims and perpetrators are carefully observed with regular review and referred for appropriate support  	WHO? CYP WITH SUSTAINED ABSENCE RATES. FOR DISA. CYP: EWO 2/EWO 5 FAST TRACK. FOR NON-DISA. CYP: EWO 2/EWO 5 WHAT? Where attendance is a barrier to accessing learning, it is managed as a priority, and plans are in place to reduce barriers and improve attendance  	WHO? CYP WHOSE LEARNING HAS BEEN AFFECTED AND WARRANTS ADDITIONAL SUPPORT WHAT? Engagement strategies to support homes being involved are clear, with a consistent focus on raising CYP achievement & development  
WAVE 2 CYP on this wave require a combination of adaptations and interventions in one or more pillars of the LfL framework. 	WHO? CYP REQUIRING SPECIFIC INTERVENTIONS; CYP WITH A PROGRESS DEFICIT ("SEE GUIDANCE") WHAT? Identify the CYP barrier(s) to learning and outline an effective intervention strategy to overcome them - focus on the barrier(s) and not just the consequent behaviour(s). Gaps are regularly monitored at senior leader level & impact has a high priority and is timely.  	WHO? CYP WITH HEALTH OR/AND WELLBEING NEEDS WHICH REQUIRE ADDITIONAL CONSIDERATION AND SUPPORT WHAT? Schools have effective knowledge and CYP are identified & receive timely support. The curriculum design is adapted so all CYP can access learning and thrive  	WHO? CYP AT RISK OF NEGATIVE IMPACTS TO WELFARE AND/OR LIFE OUTCOMES WHAT? All staff, where concerns are sustained, implement appropriate and effective interventions to negate negative impact upon and improve the CYP life outcomes  	WHO? CYP WITH ONGOING ABSENCE. FOR DISA. CYP: EWO 1. FOR NON-DISA: EWO 2 WHAT? Procedures are in place that prioritise attendance as an indicator of unmet needs & ALL absence is tightly reviewed. All potential barriers to attendance are addressed through early help  	WHO? CYP THAT ARE IDENTIFIED WITH RISKS TO ACCESSING LEARNING WHAT? Systems effectively involve parents & forge school-home links. Strategies to overcome barriers that inhibit parental involvement ensure active involvement to prepare CYP for learning  
WAVE 1 CYP on this wave require adaptations in one or more pillars of the LfL framework. 	WHO? CYP WHERE PROGRESS DEFICIT EMERGING ("SEE GUIDANCE") WHAT? Assess need(s) and plan adaptations to meet them. Where CYP are unable to attend the physical teaching space make adaptations to allow continued access to the curriculum. Gaps are recognised and intervention means they are closing  	WHO? CYP WHERE OBSERVATIONS, INCIDENTS AND BEHAVIOURS ARE STARTING TO EMERGE THAT INDICATE A STRUGGLE TO THRIVE WHAT? Assess, understand and adapt to support the barrier(s) to positive mental health and wellbeing. Support CYP to utilise self-care in addition to developing skills & strategies to thrive  	WHO? CYP WHERE CONCERNS ARE EMERGING WHAT? Emerging concerns are recognised, recorded and relevant parties alerted. Homes are supported and adaptations to CYP provision are implemented  	WHO? CYP WITH EMERGING ATTENDANCE CONCERNS. FOR DISA. CYP: 1ST SCHOOL LETTER. FOR NON-DISA. CYP: EWO 1 WHAT? CYP barriers to attendance and punctuality are assessed and understood, and adaptations are made to support CYP, beyond the attendance team and in to the classroom  	WHO? CYP THAT REQUIRE ADAPTED PROVISION TO ACCESS THE UNIVERSAL OFFER WHAT? Strong systems & targeted approaches involve parents in school-home links. Interventions are informed by ongoing parental needs' assessment in the context of a school strategy  
PRE-WAVE All CYP have access to the universal offer and for CYP on this wave, their needs are being met. 	WHO? ALL CYP ACCESSING THE CURRICULUM EFFECTIVELY AND DEMONSTRATING AGE-RELATED EXPECTED PROGRESS & DEVELOPMENT WHAT? All needs are met through quality first teaching and CYP supported to thrive. Reading skills and functional skills are not a barrier to learning. Where CYP are unable to attend the physical teaching space, CYP can access the curriculum(s)  	WHO? ALL CYP WHO DEMONSTRATE POSITIVE MENTAL HEALTH AND WELLBEING, OR SELF-CARE STRATEGIES TO WEATHER NEGATIVE PERIODS WHAT? CYP voices are heard, they belong to their school community and feel a sense of belonging & inclusion, they are learn to provide self-care, and develop skills in caring for others  	WHO? CYP WITHOUT ADDITIONAL NEEDS - THESE CYP CAN THRIVE AS THERE ARE NO SAFEGUARDING CONCERNS WHAT? All staff receive CP Training, regular updates & are aware of concerns/symptoms that may require additional services, and can signpost CYP and parents/carers to these  	WHO? CYP WHO ARE MEETING TRUST ATTENDANCE TARGETS: > OR = 97% IN PRIMARY; > OR = 96% IN SECONDARY WHAT? Patterns of absence are identified early and there's an acknowledgement that specific groups require more attentive tracking. CYP are educated & supported to be resilient  	WHO? ALL HOMES AND CYP WHAT? Schools have a clear understanding of parental engagement & a parental engagement strategy is integrated into a whole school approach to parental engagement  

QFT10



CHECK #1 POLICIES

All policies have been read, processes understood and these are applied consistently. It is important to breed consistency as, although alternative approaches may not affect you, they may affect a colleague, and will definitely impact on the students.



CHECK #2 PREPARATION

You have cross-referenced your class lists, Learning Support Register information, obtained Person Centred Plans, reviewed previous data (FFT/SISRA), and are aware of access arrangement information.



CHECK #3 SPACE

Seating plans consider the (access) needs of all students and the classroom is well-organised, free of clutter (low-arousal environment), labelled and all displays are accessible for all, supporting the learning planned for the space, including subject-specific vocabulary supported with visual aids.



CHECK #4 STRUCTURE

Clear, logical learning is planned and adaptations implemented. Learning is chunked with opportunities for pre- and over-learning. Links to real life situations are optimised and when any changes are due, these are prefaced with a warning.



CHECK #5 ROUTINE

Clear, consistent routines are used to create a safe environment i.e., SMART way, task on entry, references are in line with policy: AtLs, Zones of Regulation, C system, rewards, etc. Students are involved in the routine and given roles and responsibilities - coordinate control in the room.



RELATIONSHIPS CHECK #6

...are the currency to all things positive! **Know your students!** This does not mean you're their friend but their supportive critic. Are they FSM, PP, what's the thing that they love, what is their PCP...? Relationships should hinge on a shared intention for the student to thrive.



CHECK #7 MODELLING

Model the behaviours you wish to see: punctuality, calmness, compassion, respect. Model everything you wish students to do: thought processes, written response, completing a process - look for opportunities to praise. Discuss wrong-doing restoratively to unpick the error and look for alternative eventualities. Model alternative routes to 'getting it right' rather than admonishing the error, academically and behaviourally.



COMMUNICATION CHECK #8

...with all stakeholders. You are not an island and need the student working with you, along with their families, colleagues, external professionals. Speak to them. Engage them. Work together. Be clear. If your communications are unclear, the response will not be as you need it to be.



CHECK #9 IMMEDIACY

Do it now! Give feedback now - not retrospectively when it doesn't get read, but in class, in discussion, in low-stakes tests, in collaboration: write it, model it, coach it. Students need to see they are getting it right and this needs to be explicit, or the value is diminished. They also need to know when they're getting it wrong and if you commit to support or a consequence, this needs to happen there and then or soon.



ACCESS | SUPPORT CHECK #10

Plan in, and with, any arranged in-class support (TAs, HLTAs, Access Leaders, etc.) - this should not be based on behaviour but learning. Verbal instructions/expectations should be logical & chunked, where possible also supported by visual clues. Build in a variety of multi-sensory learning (visual, auditory and kinaesthetic) to improve memory.



Children and Young People

READY | RESPECTFUL | SAFE

STAFF

READY | RESPECTFUL | SAFE

Expectations and Values

We live out this vision in both our actions and words. For example, caring about achievement is understood to include turning up to lessons on time or concentrating on learning. Caring about our environment might include picking up any dropped litter, whilst caring for others includes the school expectations about how we speak to others.



Caring about
my achievement



Caring
about **others**

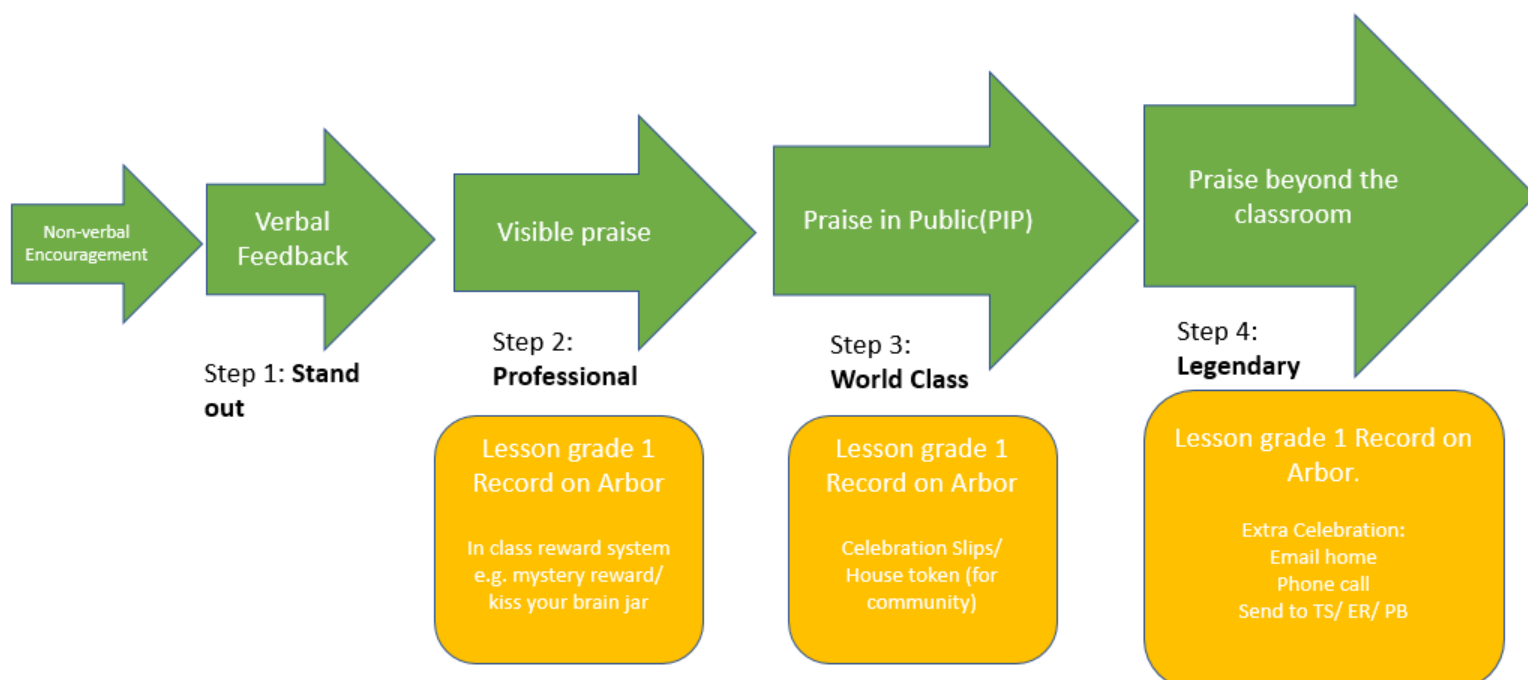


Caring
about
our environment

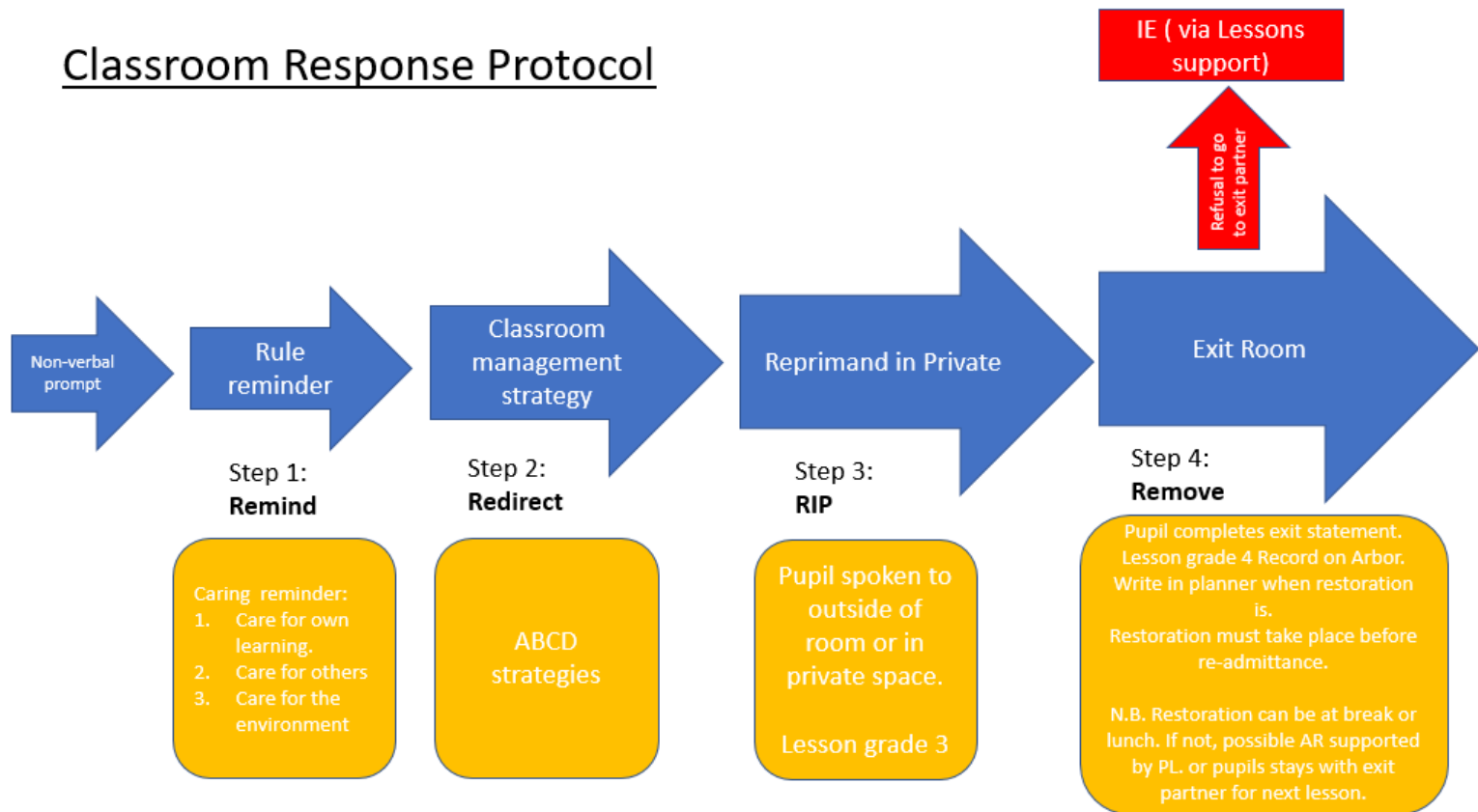
Classroom management and environments for learning

Classroom management systems are arranged to recognise positive behaviour and respond to negative behaviours.

Classroom Recognition Protocol



Classroom Response Protocol



Teaching of learner behaviours

The PSHE and form time programme supports pupils to consider and demonstrate the three parts of the school achievement through caring values. Lessons and assemblies focus on:

Caring about my achievement:

- Being ready for my lessons (on time, uniform, equipment)
- High levels of engagement in lessons
- Follow instructions first time
- Put you hand up to show off knowledge in lessons
- Revise to gain high scores in tests and exams
- Talk to teachers around the school about what you have learnt in their subjects

Caring about others:

- Greet others politely ('Good morning/ afternoon')
- Show an interest in others ('How is your day?' 'What did you teach/study last lesson?')
- Hold doors open
- Win gracefully
- During discussion work listen and respond respectfully
- Look after others when they are unwell or injured

Caring about the environment:

- Pick up after ourselves and others
- Do things for others because it feels good
- Move around the school site by walking, quietly and directly
- Look after property
- Create a calm atmosphere by avoiding being loud or boisterous



PSHE/ and or RSE curriculum plans

The intent of our PSHE, CEIAG and wider curriculum provision is to provide the opportunity for pupils to develop their character and aspirations, through opportunities and experiences beyond the classroom. We intend to provide robust pastoral support for those pupils who need to overcome obstacles in their personal development. MATNAVs have been created to map this provision.

Enrichment and extracurricular opportunities

The PSHE program is complemented by a broad combination of form time sessions, a coherent assembly plan, a varied range of extra-curricular opportunities, as well as an extensive set of co-curricular trips that supplement and embed learning. For example, Well-being Wednesdays on the form time calendar support the specific PSHE curriculum time which focuses on well-being content, including how to maintain good mental health. Well-being assemblies are held including those delivered by the school nurse team.

The school uses a coherent approach where the school pastoral support team, the school behaviour systems and the curriculum work together. For example, *the school's approach to vaping*. A preventative approach is employed which aims to educate pupils on the dangers of vaping through several sources, such as specific assemblies, PSHE lessons and form time activities; this is further supported by clear protocols where vaping has taken place including the referral of pupils who are known to be vaping to specific support (via the safeguarding team) e.g. We Are With You. There is also a robust consequence system to reinforce the school's expectations.

A calendar of competition events works to increase student awareness of needs and causes. This allows pupils further opportunities to contribute to the wider school community. Pupils are regularly involved with the local town and surrounding area, looking to contribute wherever possible e.g., a group of pupils were able to go to see the Great She Bear, an event coordinated by the Caldecott Festival. Each year pupils engage in the Whitchurch Christmas Lights Switch On and the Christmas Tree Festival at St John's. Profits raised from the annual 10K support good causes locally including Macmillan Cancer Support, Blackberry Fair and the Whitchurch Whippets. Pupils are encouraged not just to participate in the run but to also marshal and support the event in other ways.

The school house system allows pupils to join together as a team and support each other to be successful. House competitions run every half term and are led by a different faculty each time.

The school offers a variety of leadership opportunities from mentors, reading mentors, maths tutors, School Council, house captains, sports captains, and Eco Council.

Social Routines and behaviours

At the start of the school day pupils are expected to line up with their form group in silence. They are expected to be in full correct uniform, have their planner and their equipment ready for checking. At break and lunchtimes, each year group has its own designated social space. Unless otherwise given permission pupils are expected to spend social time in their designated space.

The Astro is also open at lunchtime. To play football at lunchtime pupils must be in possession of a football license. Pupils holding a football license agree to:

- Show respect to all users of the Astro.
- Ensure everyone feels included.
- Play safely e.g., no sliding tackles.
- Use appropriate and polite language e.g., no swearing.
- Follow the instructions of the teacher on the duty.

- Bring their trainers.
- Leave the Astro at 1.45pm.

Football licenses will be removed for 1 week if:

- An element of the player agreement is broken.
- A student receives a full smart card.
- A student receives an attitude to learning lesson grade 4.
- A student has been placed in IE.

There are consistent expectations of transition movements and behaviour at social time. Pupils are encouraged by the presence of staff around the school site and in corridors. Staff deliver expectations with the same consistent message: 'Walk, quietly and directly' to your lessons.



Behaviour Structures and Procedures

On a day-to-day basis students receive pastoral support from their Form Tutor. Each year group has a dedicated Progress Leader who supports the respective team of Form Tutors. There is a Senior Progress Lead in each of the key stages as well as a Deputy Headteacher responsible for raising standards.

During the school day students are further supported by the Lesson Support Team, whose primary role is to de-escalate situations and support students to emotionally regulate and make positive and rational choices.

At the end of each lesson students are awarded 'Attitude to Learning' scores by their teacher. These are graded 1-4. With 1 being the highest.

Each day at both 1pm and 3.15pm Progress Leaders and Senior Leaders are sent a behaviour report containing incidents that have happened that day. Incidents are then resolved with appropriate conversations, consequences, and interventions in a timely manner. Reports are also generated on a weekly basis to collate Attitude to Learning scores and behaviour incidents so that there can be further conversations, consequences, and interventions.

Recognising positive behaviours, including rewards

As part of classroom management systems, staff might recognise behaviour through celebration slips, house tokens, emails, and phone calls home.

Celebrations Slips

Individual slips of paper that are personal to each member of staff are awarded to those pupils for their approach to achievement through caring. These slips are celebrated when they are placed on the form time noticeboard.

House Tokens

Throughout the year, various behaviour focuses are held. For example, *kindness to others*. Where staff see these qualities shown, house tokens are awarded. Tokens are then placed in the 'sir-john-talb-o-meter'. The house with the most tokens is declared the winner.

Privileged Pupil of the Week

Each week, one student in each class that achieves the highest Attitude to Learning scores is awarded the prize of Privileged Pupil. The pupil receives a ticket to go to the front of the lunch queue, receives a free cake and gains access to the Astro every day for football at lunch and break times. This ticket is also entered into a prize draw in the end of term assembly.

Privileged Pupil of the Half Term

Each half term, the top 15% of the school are crowned 'Privileged Pupils'. They receive an email home and the choice of either a non-uniform day or a luxury hot chocolate.

Whole School Recognition

At the end of each term, a celebration assembly is held for each house with certificates and prizes. At the end of each year an awards evening is held for students who are nominated in each year group, to attend with their parents or carers to receive certificates and trophies for effort and achievement.

Recognising negative behaviours, including consequences

Where high standards of work/behaviour are not met, a number of consequences apply.

Smart Cards

We expect all students within this community to take pride in their appearance. Students who are dressed smartly think smartly.

Our SMART log policy rewards you for being SMART every week. If a SMART card is 'clean', which means no signatures, students will be rewarded with five points from their Tutor (these points are Attitude to Learning scores that translate into the half term non-uniform winners).

SMART cards will be signed if a pupil:

- Wears their uniform incorrectly
- Wears make-up, nail varnish, false nails, or jewellery
- Chews gum
- Does not have the correct equipment
- Forgets their exercise book or reading book
- Forgets PE Kit
- Forgets their ingredients for a food lesson
- Has their mobile phone on their person rather than in their bag
- Arrives late to school or lessons
- Drops litter

Department Detentions

Pupils may be kept in at break or lunch by individual staff or for department detentions.

SMART/ Whole School After-School Detention System

For more serious incidents or repetitive incidents, afterschool detentions may be used.

Pink Room/ Social Internal Exclusion

A pupil may be placed in the internal exclusion room for break and lunch where there is:

- A uniform infringement that has not been rectified
- Poor behaviour at lesson transition time
- Poor behaviour at social time

Exit Partner

Where high standards of work/behaviour are not met and are causing disruption to the learning of others, pupils may be sent to work in another classroom for the remainder of that lesson. Pupils may only return to future lessons once a restorative conversation with the class teacher has taken place.

Internal Exclusion Room

The Internal Exclusion (IE) room allows us to remove students from mainstream school whilst allowing them to be safely supervised and able to continue with their studies. Pupils have access to lesson materials through Microsoft Teams. Their class teachers provide the work for them to complete. IE sessions can be for part or whole days. Where a pupil has been placed into IE for a full day, this will end at 4.00pm.

Report Card

Pupils may also be placed on report for a period of time in order to monitor particular aspects of behaviour, attitude, and performance. Specific targets for improvement are set and parents/carers are fully involved in helping to monitor progress towards achieving these targets. Serious incidents of poor behaviour are dealt with by the relevant Progress Leader or the Leadership Group. Parents/carers are contacted as appropriate, and a strong emphasis is placed on partnership with parents/carers to achieve high standards in all aspects of school life.



School Teams

Form tutors
Progress Leaders
Lesson Support Team
Attendance Team
Safeguarding Team
Access Leaders

School- specific support

Wave 1

- Academic Mentoring
- Mentoring
- Pastoral learning space
- Time out cards
- Supervised social times
- Alternative social spaces
- Class moves/ seating plan changes
- Girls on Board
- Friendship support/restorative practice
- Fidget toy
- Leadership responsibilities
- Homework support group
- Parental meetings
- Phone calls home
- Movement breaks
- Person-Centred Plans (PCP)

Wave 2

- *Wave One Support*
- Meet and Greets each morning
- Referral School Nurse, Beam, Kooth, Listening Ear (Rev. Deb Walton), Branch, Climb, Purple Leaf
- Progress Leader Mentoring, report, meet and greet
- ELSA
- Bespoke timetables
- Time out with lesson support team

Wave 3

- *Wave one and two support*
- Referrals: Bee U, school counselling
- Alternative Provision: Bright Star Boxing, college placement (alternative curriculum), Crossbar, Fordhall Farm, Online learning within DJ
- Work Experience
- School Personalised Learning Plans (PLP)

Wave 4

- *Wave one, two and three support*
- Pupil Planning Meeting (PPM)
- Inclusion Advice Forum referral
- Personalised Learning Plan (PLP)

See also the Sir John Talbot's SEND Information Report for more graduated support.

DOCUMENT CONTROL

Policy Owner	Executive Lead Team
Scope	All staff, Trustees and Governors
Last Updated	December 2022
Effective from	September 2022
Next planned reviewed date	September 2023
Status	Approved
Date of approval	Headteachers consulted September 2022, approved by Executive Lead Team 14.09.22 & by Board of Trustees on 26.09.22
Summary of last revision	Adoption of new policy September 2022 Adoption of school specific appendices December 2022
Related Policies/Documents	MAT Children with Medical Needs Policy MAT Accessibility Plan MAT Exclusions Policy MAT ICT Policy MAT Special Education Needs and Disabilities Policy MAT Safeguarding and Child Protection Policy and Procedures
Policy control survey	Please complete this survey and provide feedback if you have had to use this policy https://forms.office.com/r/HMeZtB29Si