

Belonging • Resilience • Kindness • Trust



(Behaviour) Relationships
Policy

‘All Behaviour is
Communication’

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History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation

This policy is underpinned by the **core HEART values** of the Cabot Learning Federation:



All behaviour is a form of communication. Where a child is unable to express their feelings and thoughts in ways that can be understood and respected while keeping themselves and others safe the first thing, we need to ask ourselves is, what are they trying to communicate? We need to follow by supporting the child to make the right choices. Lime Hills Academy takes a trauma informed approach when dealing with behaviour. We have high expectations for our children and believe in safety through routines, boundaries and positive relationships.

- All behaviour is a form of communication
- Students need routines and boundaries.
- Children need consistency and to know what to expect.
- Positive recognition is always more powerful than negative consequences.

Students attending Lime Hills Academy have often experienced difficulties in meeting the demands of mainstream education. They have experienced many consequences and often rejection. Within the structured and consistent educational setting at our school, we concentrate on recognising and rewarding positive behaviour as a central part of our way of working.

Acceptable behaviour is a way of life and therefore extends beyond lessons and the school boundaries. This includes behaviours around arriving at and leaving Lime Hills Academy, being offsite on trips and outdoor learning and behaving appropriately in all interactions with the local community and employers.

SEMH School understands the inherent challenges of its SEMH status and recognises that students' attitudes and behaviour may be linked to home circumstances and contexts, diagnosed or undiagnosed medical conditions or learning difficulties and to the quality of relationships promoted by school staff. The quality of these relationships is vital to create a culture of positive well-being and self-regulation.

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

Internal and external specialists will work with students with persistent inappropriate behaviour or where a student has an underlying identified condition that demonstrates itself through inappropriate behaviour and identify strategies to address this with the student and subject teachers.

Creating the conditions to support regulated and positive behaviours:

Lime Hills Academy will create an environment, a workforce and a curriculum experience which enables children and young people with social, emotional, and mental health difficulties to develop the skills, resilience, and self-awareness to be successful in later life.

Combining a knowledge of research in neuroplasticity with utilisation the natural physical environment, creative and therapeutic opportunities, children at Lime Hills Academy will be supported to develop self-regulation and a broader window of tolerance in their daily life so that they can access the very best academic opportunities at their point of readiness.

Each child will have a different range of needs and hence a different range of opportunities and therapies, and the curriculum will be designed around an understanding of the individual: no two curricula will look the same. The design of the school day and staffing structure will support children to access learning through being more regularly in optimum arousal stage: this will be enabled by ensuring children are attached or allocated to three key staff, helping them to build relationships over time and enabling them to feel safe and thrive, even in the face of change. The small number of people working with each individual enables optimal arousal to be learning without the vulnerability associated with ensuring trusted connections with only one adult.

The setting will have a range of carefully designed spaces which will enable group interaction, safe spaces for retreat, those which facilitate academic learning and those which are more therapeutic in nature. The day will involve routine and structure which creates a feeling of safety, without the rigidity of a mainstream setting: staff will be trained and empowered to deviate from routine where appropriate to help an individual to make progress socially, emotionally or academically whilst maintaining the very highest expectations.

A **positive and holistic discipline approach of recognition and individualised student led consequences** will ensure that all children are supported to comply with clear expectations as part of their behaviour development.

Key workers will provide support and guidance with individual behaviour targets which move children through stages of mastery in terms of appropriate and positive behaviour. There will be **high expectations for all**. It is also likely to be the case that there may be more effective ways that we will have become aware of by the time of opening or in the first year

With recognition that all behaviour is communication, Lime Hills Academy works with the pupils to help them to express their feelings and thoughts in ways that can be understood and respected while keeping themselves and others safe.

The foundation on which the curriculum for children with SEMH is built will be based on the belief that social and emotional learning comes first because learning is an uncomfortable state within which a child must take risks. If a child is unable to regulate their own emotions, they are unable to navigate the learning journey. Because of this, the daily experience will be structured to enable emotional and social need to be met from the point where children are collected from their homes. This will allow optimal preparation for learning via the journey to school, the settling period in school before accessing the curriculum, where they will be able to make accelerated progress because the social and emotional barriers to this will have been moderated or overcome.

For all children, behaviour, communication interventions are a key part of the curriculum to support students and give them the language to be able to function safely and productively in society both during their younger years and into adulthood.

Relationships and belonging are essential for building trust and regulation, staff regularly talk to parents, have detailed student passports through transition and beyond and use the 5 Point scale to help students re-regulate.

Students will be various stages in the development of their social, emotional and communication development. For example:

1	2	3	4	5
To begin to develop an awareness of emotions. To modify responses according to the situation	To develop an increased awareness of own emotions. To begin to learn to use strategies for modifying emotional responses without cues and prompts to use them.	To be able to manage emotional responses in some situations	To generally show appropriate emotional responses. To develop strategies for particular situations (e.g., dealing with anxiety related to tests, new experiences, etc. To develop ways of giving and receiving feedback (e.g. related to relationships, work skills, etc.)	To recognise and understand own emotional responses and the source of these. To be able to manage and modify spontaneous emotional responses and deal with them at appropriate times. To recognise and respond appropriately to the emotional responses of others.

EMOTIONAL DEVELOPMENT INDICATORS

<ul style="list-style-type: none"> •Unable to label own emotions or describe own emotional responses •Little awareness of triggers for emotional responses •Unaware of early warning signs of emotional responses. 	<ul style="list-style-type: none"> •Can recognise and label own emotions •Inconsistent in ability to identify triggers and early signs of emotional response •Needs to be taught strategies such as anger management 	<ul style="list-style-type: none"> •Manages emotions more effectively in some situations (e.g. better in formal groups than informal: different responses with peers than other groups) •Needs help with handling emotionally charged situations 	<ul style="list-style-type: none"> •Managed emotions in day-to-day situations •Has started to describe emotions in relations to themselves and others •Has developed strategies for dealing with particular situations but may still require practice and guidance 	<ul style="list-style-type: none"> •Able to label own emotions or describe own emotional responses •Good awareness of triggers for emotional responses •Aware of early warning signs of emotional responses. •Manages emotions appropriately in all situations.
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Positive behaviour will be encouraged, recognised, and rewarded:

- Positive behaviour is everyone's responsibility – the staff team and partners provide good role models
- Staff use positive language when speaking to students and their colleagues
- Expectations for everyone's behaviour are always high and displayed around the school
- Daily, through morning meetings, staff verbally recognise students whose behaviour is an example to others and name these behaviours.
- Staff are trained in positive behaviour management and the school seeks support from external agencies as necessary
- The use of recognition is moderated and reviewed regularly by staff to ensure parity

Give students responsibility for their behaviour:

- All students are responsible for their own behaviour
- All students are actively involved in setting targets and consequences for their own behaviour
- Students will be involved in how they would like to be recognised and rewarded which will contribute to their ownership of it.

Roles and Responsibilities

The Principal, Deputy Principal/ SENCO, Deputy Principal Primary, Pastoral Lead, and the Governing Body are responsible for the consistent and fair operation of this Policy.

In implementing this Policy, staff will be responsible for:

- Unconditional positive regard for students, parents and staff
- Creating an environment of trust, mutual respect, and aspiration
- Ensuring that teaching and learning is interesting, challenging, relevant and personalised to match the needs of students
- Leading by example as positive role models, wanting to find solutions for students
- Providing early intervention with prompt but calm, solution-focused action where there is poor behaviour
- Deliberately noticing achievements daily through positive recognition of individual student achievements, excellent attendance, and behaviour, and through formal awarding of certificates or prizes
- Identifying underlying causes to negative behaviours, appreciating the need to solve these issues in partnership with students and their families/carers
- Promoting the students voice through oracy and other forms of communication across all areas of the students' experiences at Lime Hills Academy
- Utilising the expertise of all members of staff and other external agencies to ensure positive and effective approaches to supporting complex needs of students in this setting.

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

- Promote good attendance and participation
- Parents/Carers will be actively encouraged to participate in the day-to-day life of the school and will be encouraged to offer their views through regular communication from teachers and teaching assistants and 'Parent/Carer Voice' initiatives.

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

- Involve themselves fully in the life and culture of Lime Hills Academy and contribute ideas through student voice events. These events will allow for consultation opportunities and both 1-1 and group discussions
- Engage with the Pastoral Team, Therapists, and other External Agencies
- Take responsibility for their own behaviour
- Respect themselves, others, and their environment
- Learn from mistakes
- Commit fully to the principles of the behaviour contract
- Understand their responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported

Recognition and Consequences

Lime Hills Academy operates a system of individualised recognition and consequences which is closely monitored to ensure that arrangements have due regard to equal opportunities and anti-discrimination.

It is also extremely important for the Academy to promote an ethos of recognition and celebration rather than sanction and punishment. Staff are supported to avoid following reactionary cycles that may have previously failed students in our setting. While students are expected to take responsibility for their actions, staff must be aware of their own responsibility to act with well-considered professional judgement.

Training and development will be provided to emphasise the importance of a shared understanding of how ALL staff are behaviour managers and positive role models. On a day-to-day basis the Senior Leadership Team will support staff to promote productive learning behaviours in the learning environment.

Student progress is monitored by the Senior Leadership Team, teachers and named key adults. Learning Goals achieved and attendance data will indicate a positive response to learning and should be identified and recognised whenever possible.

Positive Behaviour and Achievement

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

- Oral praise, personal recognition
- Written comments on individual pieces of work
- Formal recognition in morning meetings and assemblies
- Informal daily recognition from advisors, teachers (*teachers also includes support staff), and members of SLT
- Recognising and praising 'micro skills' such as being helpful, active listening or sharing, which although common in many young people, may be much more difficult for our students

Counterproductive/Disruptive/Negative Behaviour

Lime Hills Academy is an SEMH Provision School. The students at Lime Hills Academy are likely to have encountered negative cycles of consequences. In our context, consequences are only effective if used very rarely, proportionately, and consistently. Confrontation is never a way to solve a problem in our setting.

Everyone in the staff team is expected to address these types of issues in the first instance:

- Disrespectful/inappropriate language e.g. Swearing, inappropriate comments e.g. misogyny
- Difficulty engaging with the learning
- Poor manners and/or rudeness
- Abuse of the environment (including litter)

Staff should make every effort to solve any day-to-day dysregulation and challenging behaviours as they arise.

In an SEMH school context dysregulation and challenging behaviours are likely to occur frequently. In certain circumstances, support may be required when this is significantly defiant and counterproductive, and another students learning is impeded. Staff should not hesitate to ask for guidance and assistance from colleagues if they feel it will improve student well- being and/or behaviour. An informal referral of this nature is generally a much more positive action than a formal approach.

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

Addressing and Challenging Poor Behaviours

Students whose conduct falls below the standard which could reasonably be expected of them, can expect that appropriate action be taken. Where possible students are involved in Working out how they can fix the problem through natural consequences.

In some cases staff will enforce a sanction being clear with the student why this is appropriate.

To be lawful, any disciplinary measures must be proportionate and satisfy the following conditions:

- The decision to give a student consequence must be made by a paid member of school staff or a member of staff authorised by the SLT.
- The decision to give a student consequence and the sanction itself must be made on the school premises or while the student is under the charge of the member of staff; and it must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- Any consequence must consider the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.

When poor behaviour is identified, consequences should be implemented consistently and fairly, and be in line with the behaviour management policy. Staff work with students to identify consequences that go some way to put the incident right e.g. helping to repair a broken door, writing a letter to a member of staff, having a repair conversation. Other consequences that students and staff may include:

- Removal from the main teaching class
- Loss of privileges
- Eating lunch away from their peers
- Student 'Contracts' describing expectations of good behaviour.

Every child is discussed regularly through wrap ups, line management, CPOMS logs and SLT meetings, additional interventions and strategies put in place.

In more extreme cases the school may use fixed term suspension or permanent exclusion.

Anti-Bullying & Hate Crime:

All students have an absolute right to be educated in a safe and secure environment and to be protected from others who may wish to harm, degrade, or abuse them.

There is no justification whatsoever for bullying behaviour and it should not be tolerated in any form. Differences including race, religion, gender, sexual orientation, and ability are absolutely repudiated as reasons for bullying.

Bullying behaviour is a problem from both the victim and the bully and should be addressed in positive and constructive ways which provide opportunities for growth and development for the individuals involved.

Effective management of bullying is a shared responsibility, and strategies should involve school staff and students, parents/carers, and other professionals.

It is important to invest time and resources in the prevention and management of bullying. Staff and students require advice, training, and support to manage it with confidence.

Please see the Anti Bullying Policy for more information.

Suspensions:

Our guiding principle is that all attempts will be made to avoid external suspension/suspension from school. However, we have a responsibility to safeguard all students in the school.

Concerning behaviour that may warrant a fixed term suspension is logged on CPOMS, with a letter sent home and work provided (if we have to make this difficult decision as a last resort). Where possible the student's key adult will work with the student off site or virtually.

Only the Principal can authorise a suspension.

SLT will need the following information:

- A CPOMS Incident log
- Where applicable a Physical Intervention report
- An account from staff and students

Fixed Term Suspensions during school day will only be made if students have put themselves and the rest of the school community at risk or are beyond the school's care and control.

SLT need to have all relevant information prior to make any decision on exclusion.

When students fail to follow the school rules, they put themselves beyond our care and control. If they do this persistently, they may face a permanent suspension from Lime Hills Academy

In certain circumstances the school may decide that it is safer for the student not to be sent home and to be 'Internally suspended' instead. If this is the case this will be communicated to parents/carers and learning will take place in a 1:1 room.

Positive Classroom Management:

Persistent disruptive behaviour can have a major negative impact on the learning environment.

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

- Use the PACE language and principles
- Positive attitudes on the part of all staff are essential – remember PRAISE FIRST.
- Wherever possible, procedures should be adopted which avoid confrontation. E.g., ignore, distract, send on a (supervised) errand, give extra attention, involve other persons, or alleviate the tension through a joke or non-demeaning light-hearted comment.
- Negotiate, not impose, wherever possible, although minimum standards are not negotiable.
- Where confrontation is unavoidable be calm, assertive, and positive.
- Always come back to the primary behaviour/ignore secondary behaviour.
- Focus on the behaviour, not personally on the student.
- Use persuasive scripts
- Recognise positive behaviours wherever possible.
- Use strategies as outlined in students' Individual Behaviour Support Plan (IBSP).

Mobile Phones and Devices

In line with government guidance, we do not allow mobile phones and devices to be used on site during the school day.

Mobile phones distract students from learning and being 'present' at school.

This also protects against online bullying in school and reactive online behaviours to messages and social media from other members of the school community and beyond.

Students hand in mobile phones in reception (secondary) and to their teachers on the gate (primary)

- Students will be offered alternatives such as a lock box for the classroom or leaving it with a trusted adult.
- Students who refuse to hand in phones will be taken home by a member of staff to deposit the phone at home.
- If a student refuses to leave the device at home, they will be suspended for the remainder of the day.
- If a student needs to talk to a parent/ carer or vice versa this will be facilitated in a quiet space.

Smoking

- Students will in no circumstances be permitted to smoke whilst at school. If a student does elect to smoke either on or offsite their parents/carers will be informed, and they will be asked to leave school on the same day as the offence.
- Depending on the time of the day they may also receive a **1-day fixed term suspension** to be taken on the next school day after the incident (if the incident happens towards the end of the day for example).
- If students are caught with tobacco or other smoking equipment on them this will be confiscated and not returned to the student. Parents can request this back, but it will not be given to the student.
- Students will be offered support in giving up smoking through pastoral support and close collaborative work with healthcare professionals such as SASS
- 'Puff bars' and 'Vapes' will be treated the same as smoking. We understand students may be using puff bars and vapes to try and give up smoking, in which case the SLT may decide a learning conversation is more appropriate than an exclusion. It will depend on the context in which the puff bars or vapes are being used.

Drugs and Alcohol

- The Academy operates a **zero-tolerance** approach to students taking/misusing Alcohol/Drugs.
- If a student is suspected of having **taken** either alcohol or drugs their parents/carers will be informed and they will be asked to leave school on the same day as the offence. Staff will ensure they get home safely. If nobody is at home to ensure the child is safe the school may decide to keep the child on site until they can be assured of their safety.
- They will also receive a **1-day fixed term suspension** to be taken on the next school day after the incident.
- If a student is found to be in **possession** of drugs or alcohol their parents/carers will be informed, and they will be asked to leave school on the same day as the offence.
- The police will also be informed, and the student will receive a suspension. This is likely to be a 5-day suspension, but each case will be considered on an individual basis and the school reserve the right to permanently exclude any student who brings drugs or alcohol into school.
- In the case of a fixed term exclusion, prior to returning to school parents/carers will be expected to attend a reintegration meeting to discuss the dangers and risks associated with their behaviour.

Students will be offered support in relation to their drug/alcohol misuse through Personal tutorial sessions and close collaborative work with Healthcare professionals and other outside agencies such as Local Authority Drugs Project as well as our well-being team.

Absconding Students:

Removing themselves from Class

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

Absconding from the school site

- If the young person is seen leaving the site, staff will note the time and monitor them as long as possible; then, take note of the direction they were last seen headed.
- On no account should staff attempt to chase the student – this may lead to reckless behaviour on their part.
- Staff will be aware of individual and site risk assessments for students who abscond.

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

- When a student is caught absconding from site their parents/carers will be informed as they have placed themselves in a vulnerable situation and they are beyond our care and control.
- They may be asked to leave school on the same day as the offence following a dynamic risk assessment. They may also receive a **1-day fixed term suspension or internal suspension** to be taken on the next school day after the incident.
- Prior to returning to school parents/carers will be expected to attend a reintegration meeting to discuss the severity and potential risk of a young person leaving site without permission.

Please note:

- Students will not be allowed to leave site to go to the shops.
- Staff will not open the gates to students to let them out of school after the school day starts or before the end of the school day.
- If a student decides to jump the fence or leave site, they do so at their own risk, and this is classed as absconding and will be dealt with accordingly.

Absconding on a Trip or Visit

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

- Immediately inform the police, providing details as observed and a description of the student.
- If the incident occurs during school hours, contact school as soon as possible. If the incident occurs out of school hours, refer to the contact number provided on the Trip and Visit form.
- Leaving the supervision of staff whilst on a trip or visit will be interpreted in the same way as if a student has left school site during the day. Therefore, this may also result in a 1-day FT suspension.
- Prior to returning to school parents/carers will be invited in for a reintegration meeting to discuss the severity and potential risk of a young person leaving site without permission.

Searching and confiscation of inappropriate items

The academy reserves the right to search students for items that are banned by the academy rules. This includes bags. If a student refuses to be searched then permission will be sought from parents or in extreme cases, the Police will be contacted.

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

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

Section 91 of the Education and Inspections Act 2006, enables academy staff to confiscate, retain or dispose of a student's property, where reasonable to do so. Academies are not required to inform parents before a search takes place or to seek consent to search their child.

Power to Use Reasonable Force

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

All incidences involving Restricted Physical Intervention must:

- Be **used as a last resort**
- Be managed in accordance with Team Teach guidelines
- Be reported to the Principal, Vice Principal and Pastoral Lead.
- Be written up on a Physical Incident Report with the corresponding completion of 'Bound Book'.
- Be recorded on CPOMS
- Involve telephoning the parent/carer
- Include a 'cooling off' period
- Creation of 'Individual Behaviour Support Plan (Appendix 1) and where possible a Restorative Justice meeting with involved parties
- Allow the student concerned to 'de-brief' with a member of staff of their choosing

Staff Support:

In some of the circumstances outlined above, especially where anger and aggression have been shown, then it is just as stressful for the staff involved as the pupils themselves. Therefore, it is important that we ensure the staff involved have the opportunity to take time away from the teaching environment to calm themselves and discuss the incident with a supportive colleague.

The member of staff involved, and any witnesses, must have the opportunity to write up a report of the incident as soon as possible. This may need the intervention of other colleagues and members of the Senior Leadership Team in either supporting the member of staff affected by the incident and/or their teaching commitments.

Opportunities at a later stage to have a debrief regarding the incident a member of the senior leadership team should be made available. In some cases, this could include external supervision or engagement with our Employee Assist Services. As a SEMH School we value regular supervision for staff; following a big incident/ emergency, supervision sessions will be commissioned professional services such as NAOS.

Formal Referrals

If there has been a period of sustained and increased level of negative behaviour over a significant period of time this will be discussed in SLT meetings and a plan put in place.

The following will be logged on CPOMS:

- A student uses obscene or threatening language directed personally at a member of staff
- A student assaults another student or a member of staff
- Cases of theft or vandalism have occurred with clear supporting evidence
- Cases of drug or alcohol abuse are suspected
- A student presents as the victim/perpetrator of bullying, racism, sexism or homophobia.

In the most extreme circumstances, the recommendation at this level could be Permanent Exclusion. This decision would be made by the Principal in consultation and agreement with the Board of Governors.

Procedures for Permanent Suspension

- Immediate contact and advice sought from the Local Authority and Executive Principal.
- Students may be required to leave (name of school) under the following circumstances where:
- There is sufficient evidence that a student has committed a disciplinary offence which, if by allowing the student to stay on site, may seriously harm the education or welfare of others
- A student is found guilty by the police of a serious criminal offence

Only the Principal may take the decision to exclude a student. In taking the decision to exclude a student, the Principal will take into consideration mitigating factors and aggravating factors.

Mitigating factors may include provocation as a result of bullying, the student's emotional and/or medical condition, potential coercion by other students, and the nature of the offence and whether it is a first offence, previous behaviour, an apology, an admission, willingness to cooperate with the investigation and a willingness to make restitution towards the victim.

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

Notifying Parents/Carers

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

Notifying Governors

The Governing Body will review all exclusions and consider any representations made to them by parents.

On receiving notification from the Principal, a representative from the Governing Body will invite the parents/carers to attend the meeting. It will request written statements and will circulate these at least five days in advance of the meeting. The Governing Body may uphold the suspension or direct the student's reinstatement.

Appeals

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

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

Appendix 1

Examples of Behaviour Support Plans (High Level only)

Individual Behaviour Support Plan (IBSP)	
Pupil name: [REDACTED]	
Key Worker : [REDACTED]	
Year Group: [REDACTED]	
Date of birth: [REDACTED]	Medical conditions/needs: [REDACTED]
Date plan starts: [REDACTED]	
[REDACTED] Staff working with the pupil: [REDACTED]	
Date of next review: [REDACTED]	
Review version: [REDACTED]	
Challenging behaviour	Targets
<i>What does it look like?</i>	<i>What are we working towards?</i>
<i>What triggers it?</i>	<i>How do we get there?</i>

Strategies for positive behaviour/**Proactive Strategies**

How do we maintain positive behaviour?

- *Phrases to use*
- *Rewards, motivators*
- *Skills the YP could learn to avoid repeat of situation in future.*

Early warning signs

How do we prevent an incident?

- *What to look out for*
- *How to respond (reminders, alternative environment)*
- *Update 5 point scale*

Reactive strategies

How do we diffuse the situation?

- *What to do and what not to do*
- *Phrases to use*
- *Calming techniques*

At what stage should another member of staff be informed? Who should this be?

- *Include Positive Handling Plan*
- *Any Medical Condition*

Support after an incident

How do we help the pupil reflect and learn from the incident?

Is there anything that staff can learn about working with this pupil?

Is review of Positive Handling Plan needed.

Agreement: *Only for initial IBP meeting - Notes to be sent to relevant parties.*

Parent name _____ Staff name _____

Parent signature _____ Staff signature _____

Date _____ Date _____

Behaviour Plan		
Pupil name		
Year Group:		
Log of incidents:		
Incident Date	Description of behaviour	Action taken
	<i>Provide Link to incident log</i>	
IBP Review Dates: Regularly (at least once a term).		IBP version no.
<i>How effective is the plan?</i>		
<i>Record suggestions to be considered when this plan is reviewed.</i>		

Appendix 2

Behaviour Management Toolkit

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

- Meet and greet
- Smile and relate
- Communicate clearly
- Use PACE Language (Dan Hughes)
- Treat everyone as an individual
- Understand that a student's behaviour is not necessarily a personality trait
- Realise that certain behaviours can be directly related to a child's EHCP, e.g., ADHD, anxiety and ASD
- Understand that for many students, the legacy of adverse life experiences manifests in confusion about how to engage in contexts (such as school) that demand formality and self-control
- Set and expect high standards
- Expect to give and receive respect
- Model and name acceptable behaviours
- Apply expectations fairly and firmly.

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

It helps by:

- Avoiding confrontation
- Listening and giving students time to offer an opinion.
- Focus on strengths and resilience in students rather than weaknesses or deficits.
- Establishing the facts and making judgements only when certain of these facts
- Using consequences sparingly.

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

- Meet and greet students
- Start the dialogue
- Set high standards of speech and communication

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

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

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

It often helps to do all you can do to:

- Use humour (sparingly and carefully as it may be perceived as humiliating) to diffuse a situation ... builds bridges and develops relationships
- Remain calm and offer clear and simple instructions ...reduces tension and eases the situation
- Speak slowly...this will be interpreted as soothing
- Use distraction...can diffuse a potentially explosive situation.
- Re-focus the student onto something more positive
- Listen to students in turn ...earns respect and helps to reach a judgement
- Reassure the student and set limits
- Motivate and empathize with the student. get to know students, and their interests, as individuals ... it develops confidence
- Smile.....it goes a long way.

Above all:

- Be flexible ...treat every situation and student in the most appropriate manner
- Provide support for less experienced colleagues ...good behaviour management is a skill learned through taking advice and gaining experience

- Remember that the student's behaviour is often the symptom not the cause and is always an attempt to communicate something. Try to depersonalise the situation, give the student time to calm down and work collaboratively with them to understand what and why an incident has occurred and then generate a restorative solution.
- Remember it's a team effort ...apply policies consistently will support colleagues and help create the culture that is envisaged
- Focus on recognition and celebration ...take every opportunity to praise students who take responsibility and act as positive role models.