



Positive Behaviour Policy

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Approved by: Chair of Trustees

Principal: Neil Bain

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1. Introduction

Nearly all students at Wemms Education Centre have an EHCP and consequently, a vital part of the school's role is to support the varying degrees of anxiety and trauma lead response they exhibit on a daily basis. We believe **Restorative Approaches** are a fundamental component in helping the School Community achieve this aim. Restorative Approaches offer a framework that enables young people to develop their social and communication skills.

Our Policy

- Aims to articulate the central values, rights and responsibilities which underpin the management and development of student behaviour within our school.
- The policy will have a central pillar of the Principles of Restorative Justice. The Restorative Justice approach will provide an alternative to the belief that punishment will change behaviour and achieve compliance.
- The policy will use Restorative Justice as an educative approach, to help those involved to learn how to change. Restorative Approaches will underpin our Positive Relationship Policy and offer an alternative to the traditional responses to behaviour that challenges.
- The policy is written in the belief that an understanding, shared throughout the school, of principles, procedures and practices, is the most effective method of achieving a united school community of which all its members can be proud.
- The School will assist the students and others working with them to engage with a new mantra of

READY, RESPECT, SAFE

READY: Ready for learning, ready to listen, ready to go to lunch etc.

RESPECT: Showing respect to their peers, to adults, to their environment, to themselves.

SAFE: Safe in their learning environment, safe with the people around them and safe in the activities in which they are taking part.

Ready

- by taking pride in your appearance and your vocational uniform.
- by arriving at lessons on time.
- by having all the correct equipment, resources needed.
- by listening carefully and following instruction.

Respect

- by treating others with consideration and politeness.
- by caring for others and their property.
- by being welcoming and friendly.
- by taking pride in the work, you comply.

Safe

- by accepting responsibility for your own behaviour.
- by moving around the school in a safe and sensible manner.
- by listening carefully and following instruction.

ROUTINES:

How we Teach our Expectations and Routines:

Through our planned curriculum and daily interactions with each other:

- We IDENTIFY the behaviour we expect.
- We explicitly TEACH the behaviour we expect.
- We MODEL the behaviour we are expecting.
- We PRACTISE the behaviour that we expect.
- We NOTICE excellent behaviour.
- We CREATE the right conditions for excellent behaviour.

Our Key Habits and Routines

- Clear and simple routines that we practise every day.
- Regular assembly programme to reinforce expectations.
- Notes home to identify the behaviours we expect.
- Structured entry and dismissals to ensure a calm atmosphere.
- Weekly PSHE lessons and the wider, carefully planned Personal Development curriculum ensuring that all students can develop their character and pursue their talents, hobbies and interests.
- Clear behaviour expectations, shared and understood by everyone.
- We use a consistent 'language for learning'.

2. Response

Responding to Individual Needs

- The School has an ambitious curriculum that meets an individual's needs through skilful adaptive teaching strategies.
- There is planned and 'on the spot' mentoring that forges positive relationships amongst students and staff.
- Restorative approaches to incidents prevent further incidents or issues between peers.
- Pastoral Support Staff are on call throughout the school day and during social and change over times to ensure smooth transitions around school and to proactively deal with any occurrences.
- The School has pastoral and mentoring support for students who need extra time and support to deal with challenging behaviour. Strategies are utilised with students to promote positive behaviour within the classroom and school.
- There is a Multi agency approach, where we work together as professionals with families and young people to make them successful.
- Staff respond with a Non-Emotional Response to poor behaviour. Emotional responses are reserve for Positive behaviours. The use of scripted responses reinforces good behaviour.

3. Philosophy

- We believe that good behaviour is an integral part of the learning process. Individual students have the right to work and develop in an atmosphere of respect, trust, security, integrity, honesty and openness – where positive relationships are valued within the school and the wider community.
- The key elements in this philosophy are:-
 - Clear, shared learning goals.

- Creation of a safe and caring environment.
- Enabling, recognising and celebrating individual achievement.
- Tolerance and understanding of others.
- Positive relationships (between students, their peers and adults) are integral to the effective implementation of this policy.
- In order to promote the success of this policy, the school will endeavour to ensure an effective partnership between adults at home and at school.
- The Policy will be applicable in school, on school trips, and also where appropriate when students are representative of the school in their journey to and from school.
- The Policy will rely on the Principles of Restorative Justice, which are:
 - They focus on harm caused by the wrong-doer and actively seek ways of repairing that harm.
 - They help create dialogue and communication.
 - They are fair, open, and honest; treating all participants with respect.
 - Within a safe environment they will allow all participants to engage, learn and gain a shared understanding.
 - This should lead to accepting responsibility, reparation, reintegration, restoration, and behavioural (and cultural) change.
 - Participants are given the opportunity to openly state their views, listen to others and acknowledge their views.

4. Relationships

The Start and End of the Day

Our staff meet and greet the students at the start of the day and then later say goodbye, supervising them as they leave the site safely. The start of the day is especially important because it gives our students a warm welcome and sense of belonging. From this point, staff can observe moods and feelings. All main exits are supervised by staff.

During Lessons

During lessons, teachers will refer to our behaviour rule phrase, 'Ready, Respectful and Safe'. They will observe these excellent choices and recognise these. Teachers are free to organise the layout of their class and the seating arrangements to enable the best learning opportunities. When children are in transition and move from their class to other parts of the school building, they are expected to move safely to and from their lessons. Students are encouraged to have conversations around helpful and unhelpful behaviours for learning, for example, applying active listening, supporting each other in their learning, persevering with a challenge. During transition from lesson to lesson, support staff are available to ensure the student arrive promptly and to deal with any events that happen between lessons. Teachers explicitly teach and model what good learning behaviours are.

Recognition

Each day class teachers seek to identify which children go above and beyond to demonstrate good choices. The child's name could be added to a recognition board or a note might be sent home.

Break and Lunch Time

Students are encouraged to be Respectful and Safe when playing or learning outdoors. Students are aware of what Safe choices look like outdoors too. Teachers supervise their activities at break time, and they are always ready to step in and help the students with any difficulty. Many of our students find social relationships very difficult and often cannot articulate in a social setting. During interactions between staff at break and lunch time, good work colleague relations are modelled to students providing a template of how colleagues react to each other in the workplace. This is a valuable life lesson to SEND students who cannot always make connections for themselves and find it easier to observe and experience facilitated interactions guided by the staff.

Making an Effort

Building positive relationships with children takes dedicated time but our staff go above and beyond to achieve this. It can be witnessed every day, all over the School site. An example of this may be, a thoughtful welcoming comment as the student enters the class, a compliment about how smart they look in uniform, or how much effort was placed into a piece of written work or the simple act of remembering: did you enjoy the sleepover at the weekend? All staff do this so easily and the impact is extremely powerful. This allows our team to build, sustain and maintain a positive rapport with our children.

An Incident

If an incident occurs, which is inevitable in a school setting, staff are well trained to work strategically to separate and de-escalate situations. Communication is key, so we encourage the students to have their say and get things off their chest. When they can, they are encouraged to reflect on their contribution to the situation and a solution is found. This is often using [Restorative Conversation scripts](#).

Staged Behavioural Response

Please see Appendix 2 which details the steps that will be followed when challenging behaviour occurs.

5. Rights and Responsibilities

All members of the community of Wemms Education Centre share the rights to:-

- Work safely and productively.
- Share information, skills learned and concepts grasped – without distraction or disruption.
- Have recognition and reward for successes and efforts.
- Have self-esteem enhanced.
- Work in a co-operative manner and treat each other with respect and dignity.
- Welcome visitors and respect their rights.
- Have equal opportunity to succeed irrespective of race, gender, religion, sexuality, ability or disability.

6. Teaching and Learning

The development of students' social, emotional and behavioural skills will be encouraged by establishing high expectations in all lessons, together with tutor time.

Through regular meetings, both formal and informal, students who are identified with more challenging behaviour are provided with additional support and/or changes to curriculum or provision with the focus ultimately on reintegrating the student as soon as possible back into the learning environment. Through the restorative process, the school aims to support these young people, helping them to understand their behaviour and the effect it has on their learning and that of others.

The way in which all members of the school community teach and learn from each other when behaviour and attendance is unacceptable, is also influential. As students grow through the school there should be regular explicit opportunities for learning about how to act in keeping with the school's values and beliefs. In these practical strategies for intervention, full use should be made of support from the wider community of the LA, Education Welfare Service, Police, Connexions Service, YOS, Social Services multi-agency teams, etc.

7. Roles And Responsibilities

The promotion of positive behaviour is the responsibility of the school community as a whole.

The Trustees, Principal and Staff are responsible for ensuring that all aspects of the School's Positive Relationship Policy and its application promote equality for all students. The roles include:-

- The **Trustees** supporting and promoting the principles underlying the school's Behaviour Policy.

- The **Principal and Leadership Team** in framing and establishing an environment that encourages positive behaviour and regular attendance.
- The Wemms Education Centre **Safeguarding Team** provides support and training for all staff around behaviour management and restorative practice; additionally, the Safeguarding Team co-ordinates the formal conferencing process and the teams of conference facilitators and peer mediators.
- **All staff** ensure that the policy is consistently and fairly applied and that students are taught how to behave well.
- **Students** all have personal responsibility for their conduct and will be supported by peer mentors. These mentors are anti bullying ambassadors who will support all to behave in a manner that promotes well-being, confidence and learning throughout the community. Please see Appendix 7 for the list of unacceptable behaviour that the school will follow through on.
- **Parents and carers** have responsibility for their child's behaviour inside and outside the School to maintain all parties expectation of high standards.

8. Code Of Conduct

The Use of Restorative Approaches at Wemms Education Centre:

The approach will require all staff working with our students to be aware of the Principles and Language of Restorative Justice, and the ability to apply them to resolving situations in their classes, corridors, and elsewhere in the school community. The Principles and use of Restorative Approaches will be a regular feature in the school's Continuing Professional Development Program, both at the beginning of the school year and where appropriate at other times.

The Restorative Questions:

- What happened?
- What were you feeling / thinking at the time?
- What do you think / feel about it now?
- Who has been affected by what has happened?
- In what way?
- How has it made others feel?
- What impact has this incident had on you and on others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?
- What do we need to do make sure this doesn't happen again?
- How can we do things differently?

The questions are neutral and non-judgemental, they are about the inappropriate behaviour and its effect upon others, and they are open questions which require an answer. They take everyone from the past (what happened) to the future (repairing harm) and require people to reflect on who has been affected and how. They are likely to help develop some empathy for those affected.

How to use the Restorative Questions:

The **Restorative Approach model** can be applied in a number of ways, ranging from informal work in corridors and classes to formal conferences with all parties involved, including working with whole classes if necessary (see **Appendix 1**). However, in Wemms the technique must be used in a manner that supports the student's individuality and confidentiality. Wemms Education Centre is strongly committed to resolving conflict and modifying behaviour in a secure, private environment with discussion restricted to those who have a direct investment in the discussion. The School is committed to the fresh start approach, stepping out of the meeting wiser, with greater awareness and focus but knowing the slate is clean; there is no anticipation of students continuing to offend.

It is important that when first working with a student who has exhibited challenging behaviour, a period of

friendly silence is given to allow them to regain control of their emotions. Usually, the teacher would sit calmly appearing to be completing a simple admin task for around 60-90 seconds, then make eye contact and smile at the young person, empathise with the fact the adult recognizes the young person is clearly experiencing angst and invite them to explain their perception of events.

Sometimes the student will need to be taken to a calm, quiet space in the immediate aftermath of the challenging behaviour incident with staff who can solely focus on this process of supporting the student with regulation. This may mean just giving them space in a sensory room for 10 minutes or up to two hours. When the student is ready to take part in the Restorative Justice Approach, they can then spend time in the designated space with the designated behaviour team. The team need to give the time to focus on this process fully with questions, reflective activities, social stories and cartoon strips. When the student shows signs that this has been impactful, they can go back to their usual timetable and the rest of the school.

Examples of restorative approaches in action include:

Restorative Chat – informal private chat using restorative questions. This does not include formal referral, preparation, contract or debrief but should/may include a follow-up; individual member of staff takes initiative and leads process.

Corridor/Impromptu Conference – informal conference that does not include formal preparation, but may include an informal contract and a follow up; individual member of staff takes initiative and leads process. Must be held in a secure environment which can not be observed or overheard by others.

Circle or Classroom Conference – a more-structured conference that requires a degree of pre-conference preparation and, possibly, a contract, debrief and a follow- up session. Referral for support can be made to the Safeguarding Team for the students concerned. Usually used in form time/PSHE lessons. Again ensure room is secure and group discussion is treated as confidential

Formal RJ Conference – Requires formal pre-conference preparation, possibly a home visit, formal referral, a contract and a formal setting, a debrief after the conference and a follow-up session. This process must be led by a member of Exec, SENCo or, occasionally, SMT.

The type of Restorative Justice approach is dependent on the seriousness of the breach of the behaviour and the impact it has had on other students.

In all cases staff should remember to use active listening skills ie

- Being fully present in the conversation. Do not multitask. Do not accept interruptions.
- Showing interest by practicing good eye contact.
- Noticing (and using) non-verbal cues.
- Asking open-ended questions to encourage further responses.
- Paraphrasing and reflecting back what has been said.
- Listening to understand rather than to respond.
- Empathise with their belief/ private logic before offering alternative interpretations of their situation.

Restorative Justice Interventions should be recorded as appropriate on the school's behaviour tracking system.

Unsuccessful Conferences or Refusal to take part:

Unless all have agreed to take part in a Restorative Intervention, it will not proceed; all have to be willing participants. If during an intervention any of those taking part are unable or unwilling to proceed, the intervention will close and an alternative resolution will be implemented.

If those involved fail to comply with expectations of the agreement, alternative solutions including the Schools Consequences (see below) will be applied to the initiator of the incident.

9. Rewards

In general, the School believes that rewards are much more effective than punishment in encouraging and motivating students and should be used as a proactive incentive for success. Likewise, wherever possible, Restorative Interventions should initially be used in preference to Consequences to manage inappropriate

behaviour; where this is not possible or where it has failed, an appropriate sanction may be negotiated or applied.

The Reward System at Wemms Education Centre – designed to target learning, behaviour, and attendance is currently being revamped but the core values of “catch me being good” still abound. In addition, staff may develop bespoke reward programmes for individual students as necessary to target and support their particular social, emotional and behavioural needs. Similarly, **HOF may** generate letters/postcards to notify parents and carers of daily successes.

10. Consequences

Consistent with the school’s ethos of supporting students rather than blaming and punishing, excessive and/or ‘knee-jerk’ reliance on Consequences is to be avoided; instead, Consequences - escalating in nature - need to be used proportionately, flexibly and creatively to respond to each individual and the specific situation and only after suitable reflection, discussion and negotiation as necessary has taken place. For example, a child who has caused damage to the building might better take part in a restorative meeting with the Site Manager and/or literally repair the damage by removing graffiti or similar. Furthermore, where a more traditional sanction - such as a detention (see below) - is unavoidable, staff should take every opportunity to ensure this becomes part of a restorative process through guided discussion/exploration of negative actions and their impacts on others in the school community (or beyond), the development of contracts (with or without any other participants in the conflict), or simply the use of circles to build skills and promote strategies for positive behaviour.

At times negative behaviours may be of a degree such that, despite all attempts to use the Restorative Approach, it may be necessary for the young person to receive a more traditional sanction - for example, a fixed-term exclusion.

It is a requirement that staff record all serious incidents of unacceptable behaviour using the school’s behaviour tracker; individual incident reports also include a record of what members of staff have done to address the poor behaviour, so that students are able to modify and improve it. To this end, the behaviour tracker has been configured so as to include both restorative responses as well as more traditional Consequences.

Detentions

Whilst Restorative Justice conversations may need to sometimes take place in breaks and lunch, the school policy is to accept that our students, and staff need their morning break and lunch break to attend to personal needs, socialize and decompress.

After school detention is not plausible, as our students are mainly taxied into school and must leave promptly. Thus, the use of detention is not available to staff.

Day of Reflection

In the first year of a student's Wemms Education Centre journey, they have much to adapt to. We are aware that they can become overwhelmed and lash out inappropriately in word or deed. We understand that their behaviour is often trauma led and whilst their intent is to be the best person they can be, their previous experiences sometimes leads to behaviour that frightens others.

In such circumstances, we believe that it is appropriate to consider giving the child a day of reflection. We see it as an act of kindness for a trauma lead child to be allowed to go home to the safety of their family, unwind, discuss matters with their most trusted people and then come back to work on adapting their provision to even more closely support their needs.

When we consider it appropriate, we will offer up to three days of reflection in the students first year. Parents have the right to refuse our offer and ask for a formal suspension.

We do however stress that such days will not be offered if a peer or staff member has been physically assaulted in an unprovoked attack.

Students who have been in the school for over a year will also have the opportunity to do a fixed term reflection period if they are consistently good and have just started to present behaviour that challenges. This behaviour can therefore be addressed before it becomes embedded.

Exclusion

The School strives not to permanently exclude any student. Unfortunately, there will inevitably be the

occasional student who we cannot help and then we work with the host LA and parents to facilitate a managed move.

We also strive to keep fixed term exclusion to the minimum and are extremely mindful of the individual child's EHCP when making such decisions. However, it is sometimes necessary to exclude on a temporary basis and we are committed to do so when a student's behaviour has impacted on the dignity of a protected characteristic, injured another, transgressed a social norm, or brought the school into disrepute.

The decision to authorize a fixed term exclusion rests in the hands of the Principal, or in their absence, the senior member of staff in charge of the smooth running of the school that day.

Each exclusion will be notified to parents by both telephone, when they are asked to pick their child up from school, and by letter handed to them when they arrive. The letter will give clear guidance on their right to appeal the decision and will give the date for the reintegration meeting. The reintegration meeting will be attended by the Senior teacher who signed the exclusion letter, SENCo, the form tutor, the affected staff, and the case worker will be invited. In that meeting a behaviour plan will be agreed between the student, parent and behaviour lead as to how the student must behave moving forward.

Students who fail to adhere to their behaviour plan and are repeating behaviour that challenges which disrupts the impact of the provision we provide in meeting all four areas of need on their EHCP's, will result in an Emergency Annual Review with the Local Authority to seek outside expertise involvement. This also includes persistent non attendance in lessons. This will result in an updated behaviour plan with input from the Local Authority. If this plan fails then we will hold another Emergency Review to seek a managed transfer to another school setting.

Reintegration

In line with the general use of Restorative Approaches at Wemms Education Centre, students returning from a fixed-term exclusion, will be expected to participate in a Restorative Reintegration Meeting with their parent/carer. See above under Exclusions.

Use Of Reasonable Force

In routine circumstances staff should refrain from using force; however, it is important that staff are fully aware of the legislation and guidance provided by the DCSF/DfE with regard to the circumstances when reasonable force could be used by a member of staff, what is acceptable, and what a member of staff should consider before they intervene in a particular situation. As part and parcel of this, staff need to be aware of and act in accordance with any **Positive Handling Plans** (risk assessments) for individual students.

It is important that staff should ensure that they have exhausted all other options and are confident they could justify and explain their use of force before making a physical intervention. In short, it is the final option and should be avoided unless there is no other reasonable alternative open.

Detailed guidance regarding the Use of Reasonable Force is to be found in the School's **Use of Reasonable Force Policy**. Only staff in possession of current Wemms training in Positive Touch may use their training to restrain a student but must remain mindful of protecting their own safety at all times.

If Positive Touch is used, the staff member and relevant witnesses must complete a written report within 4 hours of the incident. The proforma for this report may be collected from SENCo, who will also provide duty of care to ensure the staff member is debriefed and supported.

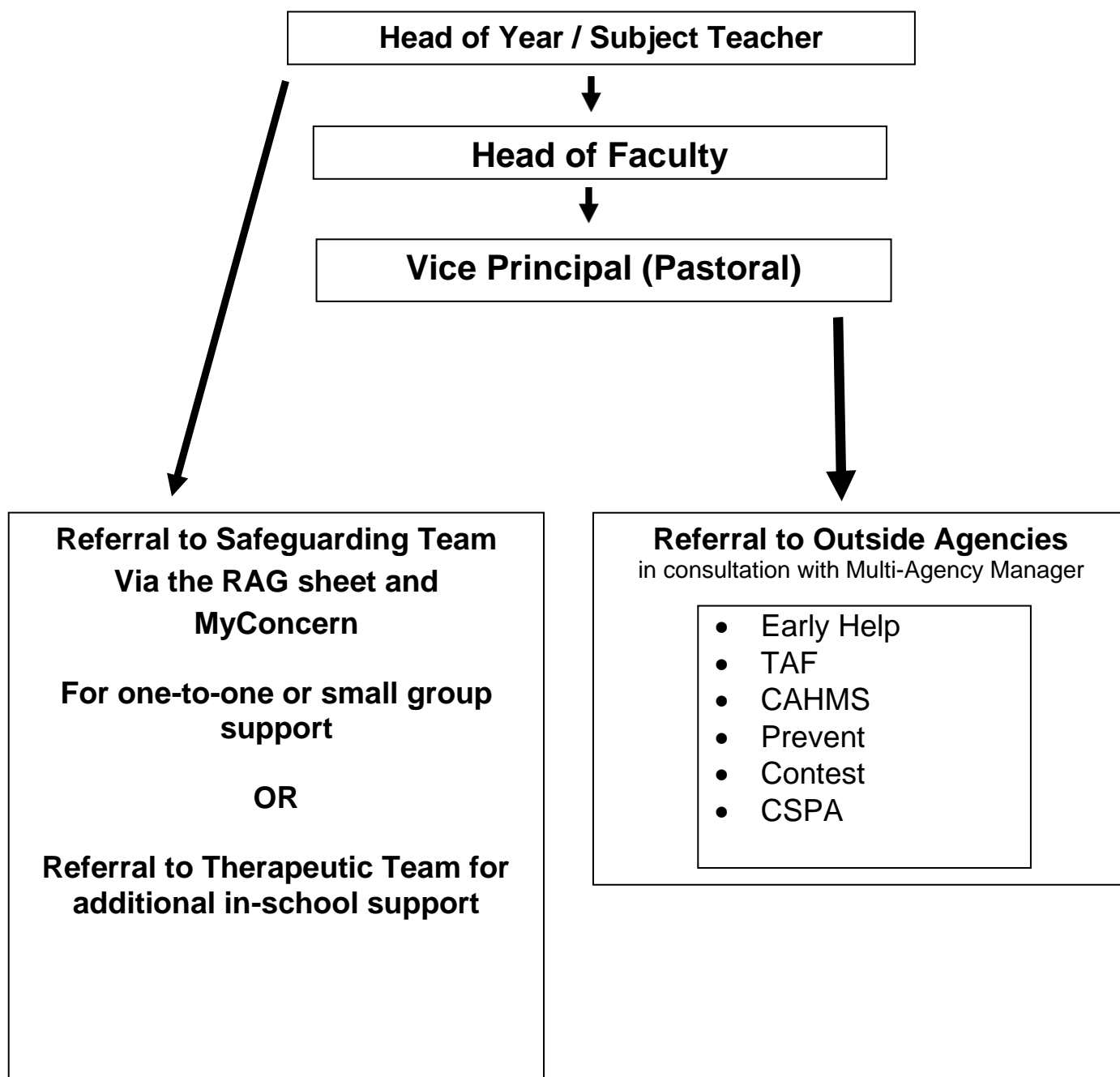
11. Support Systems for Students

Above and beyond the high levels of support and adapted curriculum available to all at Wemms Education Centre, a number of students will need additional support to manage their behaviour and attendance. The school will support these students and proactively work to pre-empt escalating behaviours, attendance problems, and other signs of disaffection. Students causing concern are identified by individual members of staff and the response will be according to the **Pastoral Support Model** (below).

Please see Appendix 2 for staged behaviour responses which teachers will follow.

PASTORAL SUPPORT MODEL

(For students requiring additional support)



10. Support Systems for Staff

All staff have a responsibility to deal with incidents of misbehaviour when it occurs, respond accordingly and where appropriate - possibly in conjunction with a 'fielding' colleague - record the incident and the follow-up action on the school's behaviour tracking spreadsheet.

Staff should follow the policy of:

- Step 1 - Ignore minor transgressions, defuse and redirect.
- Step 2 - Bringing the more serious misconduct to the student's attention and seeking their co-operation to rectify.

Some examples are:

- Escalating a minor transgression because the pupil has consciously ignored efforts to redirect.
 - Lateness to class without justification.
 - Wearing of coats, hoodies and other non uniform when they have been asked to remove it.
 - Use of phone.
 - Inappropriate language/personal questions.
 - Unsupportive behaviour to peers/staff.
 - Unkind remarks/killer statements.
 - Attempting to leave class without permission.
 - Eating, drinking in class without permission.
 - Invading a teacher or peers' personal space/making physical contact.
 - Putting feet on chairs and tables.
 - Littering.
 - Failing to engage in work that is clearly within their grasp.
- Step 3 - Student continues to resist co-operation.

Offer two outcomes;

ONE that has a consequence of escalation to HOF, parental contact, additional work going home (any part of this or multiply parts - staff choice)

or

SECOND that involves student doing as requested, at which point they can work off their previous negativity i.e. complete this piece in the next five mins and no extra work will go home, do this as well, and I will be able to write to your parents and tell them that you self corrected and made a good choice. Get this right as well and I will only tell my Head of Faculty how well you co-operated today.

Incidents of a more serious nature should be referred upward through the network indicated (Pastoral Model) for resolution elsewhere in the school community.

The school maintains a zero tolerance of violence against staff and peers. A young person consciously injuring another living being will be instantly removed from circulation and will be internally isolated until parents can collect. The length of exclusion will be determined by individual circumstance but will be no less than two school days. Please note that if a parent is unable to provide supervision for a young person who is excluded during their working hours, the school is legally required to let the child serve the exclusion in school.

Staff who have repeated difficulties with a particular individual or teaching group should seek initial support and guidance from their Line Manager or, alternatively, the school's Behaviour Lead.

If misbehaviour is so serious that teaching and learning cannot continue, staff should use the mechanisms in place (radio call/send TA or student) to summon additional support. It is important that staff follow up the exiting of a student from their lesson and attempt to ensure the situation is not repeated in their next lesson,

through means consistent with the School's Restorative Approach (including appropriate use of thought-out consequences). Likewise, staff need to be familiar with the School's protocols and scripts for a 'managed return to class' so that the risk of an unsuccessful return is minimised after the initial incident has been dealt with elsewhere by colleagues (see **Appendix 2**).

12. Involvement of Parents and Carers

The involvement of parents/carers is, of course, a key ingredient to successful outcomes for students; to promote this, class tutors are expected to make use of standard home-school contact arrangements including report forms and regular weekly phone calls (or emails) to exchange information, build relationships, and routinely communicate both positive news and achievements as well as behavioural and academic issues as and when necessary.

Parents who have a strong working relationship with the school and staff members, because they know their child is respected and liked, find it easier to support the school when their child has strayed from the standards they themselves expect of their offspring. Thus, it is essential to regularly send home letters of praise and thanks. Life is a tapestry of interwoven threads; every strand is vital to the overall picture.

Parents/carers of students causing particular concern should be contacted at the earliest appropriate stage to discuss strategies and support for the individual student. Potential communications should be discussed with your line manager. Wemms works with the neurodivergent and sometimes adults, as well as students, have challenges in interpreting the tone of written communication.

The appropriate level of intervention will vary from child to child and, as such, no hard and fast rules govern the point at which contact of this type is necessary. It is however essential that all communications are phrased in a supportive and kind manner. Staff should remember to offer positive comments, highlighting successes as well as discuss behaviour that needs improving and encourage parents to offer supportive suggestions.

Parents/carers of students at risk of exclusion because of persistent poor behaviour will be actively involved in the development of individual Pastoral Support Programmes (PSPs). The PSP will have specific targets and identify behaviours that need to be reduced and improved. PSPs should be reviewed regularly by the member or members of staff responsible (usually the Senior Management Team).

13. Confiscation

All staff should immediately confiscate any of the following items found in possession of a student; weapons, drugs, energy drinks, materials that offend under the terms of KCSIE, or using a mobile phone during the hours of 8.30am to 4pm. Failure to hand over said items will result in instant isolation, until such time as the child hands over the item and/or a phone call is made to the parent to collect their child.

Always finish a request with a thank you; this indicates you have anticipated their co-operation.

For the following items the student can be given a warning to hand over the item or to have the item removed. For a second transgression, the school supports confiscation of:

- Any item that poses a *threat to others*: for example, a laser pen being used to distract and possibly harm other students or staff;
- Any item that is *against school uniform rules*: for example, a student refuses to take off an outdoor coat on entering a classroom or wears a hoodie in school;
- Any item that poses a *health or safety threat*: for example, a student wearing large ornate rings in PE may present a safety threat to other students;
- Any item which is *counter to the ethos of the school*: for example, material which might cause tension between one community and another;
- Any item which is *illegal for a child to possess*: for example, racist or pornographic material, alcohol, cigarettes, matches, and, for all students under 18 years, all VAPE materials. Protocols for how to deal with such items can be agreed with local police.
- Students over 18 may not vape on school premises or on school trips and may not be taken to staff smoking area. Students over 18 and Staff are all equally charged with the responsibility to neither smoke nor vape within the school buildings, the grounds or in front of the school entrance at any time. Staff have a designated smoking area.

Students have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned. For items of obvious value, staff will ensure appropriate storage arrangements (for example, in a locked cupboard or in the school safe). All reasonable steps should be taken to make such arrangements secure. If similar items have been confiscated from several students, such as mobile phones or ipads for example, staff will take care to ensure that they are clear which item belongs to which student.

Regarding the use of mobile phones, and similar devices, pupils may opt to keep these pieces of equipment on them during the school day. However, in order to limit the scope for misunderstanding and conflict, on the one hand, and to encourage children to take responsibility, on the other, these pupils are expected to complete the **Mobile Phone / devices (Appendix 4)**; this clearly states when/where they may use the equipment. If they do not adhere to the agreement they can expect their phone to be at risk of confiscation. The Agreement is also to be shared with (and signed by) parent / carers to ensure they understand the full implications of this option.

All staff should consider the following when confiscating mobile phones.

- The safety of students on the journey home and parental concerns over this issue.
- The School should return confiscated phones before the student leaves the school premises.
- Examination Board and School rules about the use of such technologies in examination settings, including supervised coursework.
- The unacceptability of students using phones or other technological equipment to humiliate or bully other members of the school community (e.g. sending abusive text messages, **cyber-bullying** or using camera-phones for so-called 'happy slapping', i.e. recording and transmitting of images of abuse). The school has a separate **e-Safety Policy** addressing the safe and appropriate use of ICT.

In most cases, confiscation is a sufficient sanction, and return of the item at the end of the lesson, school session, or school day is adequate time to reinforce the school rule. This also limits the chance of problems with loss of items while in the care of school staff. If the confiscation is for a longer period parents/carers should be informed.

14. Consultation

To be fully effective the Positive Behaviour Policy needs support from the whole school community. Any proposed changes to the school's policy will be discussed by the Leadership Team and the Trustees and shared with all staff and students as appropriate.

15. Monitoring and Evaluation

The School will regularly audit the effectiveness of the Positive Behaviour Policy including regular analysis of data provided by **MyConcern**. This will inform the **School Improvement Plan** and lead to identification of targeted training for staff implementing the policy. The audit will consider effectiveness of support, including the use of exclusion, consequences and Restorative Justice.

16. Evaluation and Review

In order to assess the effectiveness of this policy, the following standards will be used as a means of measuring performance;

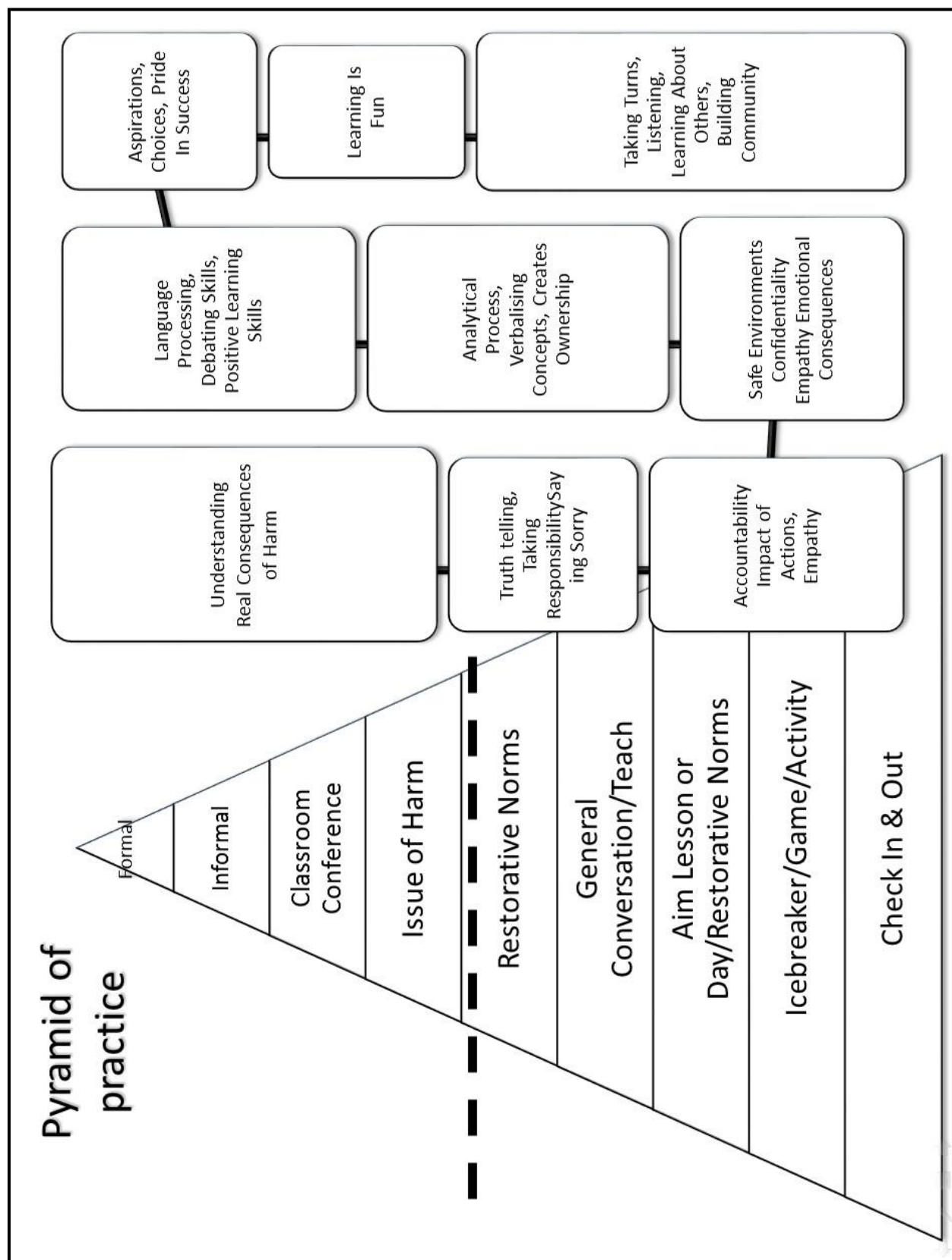
- From incident sheet data of one term.
- The comparison of such data to subsequent terms.

This policy will be considered a living document. It will be periodically reviewed and updated. Ultimate responsibility for its introduction and implementation will rest with the Principal, who will consult with the Board of Trustees. However, all staff, children and parents have an active role to play in the development and maintenance of the policy.

17. Appendices:

1. Restorative Approaches 'Pyramid of Practice'.
2. A new day – Staged Behaviour Responses.
3. Scripts for managed return to class following an incident.
4. Mobile Phone & other devices Agreement.
5. Example 'Reflection Sheet'.
6. Active listening skills.
7. Behaviour that challenges.

APPENDIX 1 Pyramid of Practice



Appendix 2 Staged Behavioural Responses

Every day is a fresh start. Staff work hard to make the students see that we are learning in every way, and it is not just about our lessons but how we conduct ourselves. A fresh start reinforces the power of forgiveness and restoring faith in the good choices we make.

| Stage | Actions | Behaviour |
|-------------------------------------|--|---|
| Stage 1: The Wemms Way | We expect everyone to be at Stage 1, where they can access the recognition and rewards for following the school rules and displaying our school values. | READY, RESPECT, SAFE |
| Redirection/ Reminder | A gentle encouragement in the right direction. A reminder of our three simple rules – Ready, Respect, Safe delivered privately wherever possible. Repeat reminders if necessary, de-escalate and decelerate where reasonable and take the initiative to keep things at this stage. Praise will be given if the child is able to model good behaviour as a result of the reminder. | <p>Not following the 3 rules:</p> <ul style="list-style-type: none"> • Not following instructions, • Not listening, • Disrupting learning, • Running in Corridors, • Arguing with peers, • Boisterous behaviour, • Talking at inappropriate times, • Distracting other students, • Disobeying instructions, • Shouting out / leaving seat, • Incidents of taking property of others, • Making unkind remarks. |
| Stage 2: Warning | <p>A clear verbal warning delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. A Stage 2 card (Middle School) will be issued for 5 minutes, acting as a visual reminder to help the child get back to Stage 1 quickly. Students will be reminded of their previous good conduct to prove that they can make good choices.</p> <p>Record the incident.</p> | <ul style="list-style-type: none"> • Persistence of Stage 1 Behaviours + • Spoiling another child's work, • Leaving class without permission. |
| Stage 3: Time Out (Phone Call Home) | <p>Time out away from the distraction is necessary. The child will be placed in the adjacent classroom (same year group where possible) and will be expected to continue their learning. Once complete, they will hopefully be able to show that they are ready to go back to Stage 1. A phone call home will be made by the Head of Year. The phone call will inform parents of the rule/rules which have not been followed. It will also inform the parent of any loss of privilege.</p> <p>Record the incident.</p> | <p>Persistence of Stage 1 and 2 Behaviours and;</p> <ul style="list-style-type: none"> • Hurting another child physically, • Persistently goading another child, • Using inappropriate language, • Taking property that does not belong to them, • Showing threatening behaviour, • Throwing equipment at another child or adult |
| Repair | <p>A restorative conversation will be had with any child reaching Stage 3. Children will be expected to have a reflective dialogue.</p> <p>Record the incident.</p> | |

| | | |
|--|--|--|
| Stage 4: Reflection Time (Break time/lunch Time) | <p>If there is a requirement for a loss of privilege, the student may lose free time the following school day, after the parent has been informed. At this point, the student will have Reflection Time with a reflective conversation with Middle School students and the use of a Reflection Time Sheet for a stimulus in KS3-5.</p> | Persistence of Stage 1-3 Behaviours |
| Reflection Time (Home) | <p>In the circumstance that the school rules continue to not be followed, or for a serious breach of behaviour, the child will need to be removed from the classroom and a parent / carer contacted by a member of SLT. The parent can either come to school and complete a Reflection Time Sheet with their child in school or take the child home and complete the Reflection Time Sheet at home. The Reflection Time Sheet should be signed by the parent and returned to school at a meeting with the teacher and member of the SLT before the student returns to class.</p> <p>Record the incident.</p> | <ul style="list-style-type: none"> • Purposefully using inappropriate sexual behaviour, • Racist, homophobic or sectarian language, • Purposeful violent or dangerous behaviour, • Bullying. |
| Stage 5: Behaviour Support Plan followed by a Risk Reduction Action Plan | <p>Where a child's behaviour becomes a concern, behaviour management support commences. Parents will be invited in to meet the class teacher and the Vice Principal to discuss the child's behaviour. This may be shown by: A child reaching Stage 3 two to three times a week for a period of time; A child reaching Stage 4 more than once in a week; A serious breach of behaviour.</p> <p>Record the incident.</p> | |

APPENDIX 3: Scripts for Managed Return to Class

- On return to class, students are given a fresh start.
- Apologies are not demanded but are pleasantly received, if offered.
- Staff use an agreed script to help students return successfully. e.g. “We have talked about the incident and X would like to come back to work now.”
- This indicates to the teacher that no discussion is needed at this time and the student should be allowed to return quietly to work.
- Or “We have talked about it and X would like to talk to you when possible.”
- Or “X and I would like to talk with you later, if possible.”
- After an incident, all staff aim to repair and rebuild relationships as soon as possible.
- Look for opportunity to “catch them being good” and offer positive recognition.
- Remember the staff member is never above saying sorry when necessary. It is a sign of strength, not weakness.
- Greet the student with a smile, watch body language that may, to the student, convey reluctance to give a fresh start.





My Rights, My Responsibilities

In order to improve learning for all pupils and to encourage more social interaction, I agree to the Rights and Responsibilities shown below.

Students will not be allowed to bring a mobile phone or MP3 player to school unless they agree to and have signed the following agreement:

My Rights

- ☐ To carry a mobile phone to and from school.
- ☐ To learn in all my lessons and not be affected by the disruption of others and their phones or other devices.
- ☐ To be spoken to politely by staff and other students.

My Responsibilities

- ☐ To keep my mobile phone switched off and away in my pocket between the hours of 8.30am and 4pm.
- ☐ I will ensure that I do not disrupt a lesson by forgetting to switch off my equipment.
- ☐ I will keep my mobile phone safe and secure and understand that the school is not responsible if it gets lost or damaged.
- ☐ I will respond politely when asked to turn off my phone and put it away
- ☐ I will ensure that I will not use my mobile phone to record anything in school or to look at, listen to or share inappropriate material. This includes not taking pictures of my peers, staff or school visitors without their explicit prior permission.
- ☐ If I choose to ignore my '***Rights and Responsibilities***', I will receive one warning. If I continue to make a poor choice and am challenged a second time, I will hand over my phone to be **confiscated**.

I (print pupil name) _____ of Tutor Group _____ agree to this Mobile Phone & Device Agreement.

Pupil (Signature)

Date:

Parent/Carer: (Signature)

Date:

Form Tutor on behalf of School: (Signature)

Date:



APPENDIX 5: Reflection Sheet

Name.....

Date.....

1. What did I do to be placed in a reflection room?

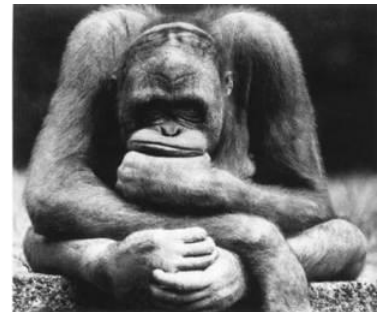
2. Which of our Community Standards did I break?

3. Is this a fair consequence for my behaviour? Explain why.



4. What can I do to repair the situation and put things right?

5. Who can help me with this?



6. Thinking about the future, what can I do to make sure that I don't spend more time in reflection?

Signed

APPENDIX 6: Active Listening Skills

- Being fully present in the conversation.
- Showing interest by practicing good eye contact.
- Noticing (and using) non-verbal cues.
- Asking open-ended questions to encourage further responses.
- Paraphrasing and reflecting back what has been said.
- Listening to understand rather than to respond.

APPENDIX 7 Behaviour that Challenges

Behaviours that challenge include, but are not limited to:

- Physical – injury to themselves or others i.e. head banging, hitting, biting, hair pulling, throwing things, spitting.
- Verbal – offensive language, screaming, shouting, threats, abuse, repetitive speech.
- Non-verbal – being destructive, rocking, pacing, stealing, withdrawal, inappropriate sexualised behaviours, eating inedible objects.
- Bullying – both verbal, physical and emotional.
- Absconding from lessons/not attending lessons.
- Using illegal substances whilst in school uniform.
- Racism in any form.