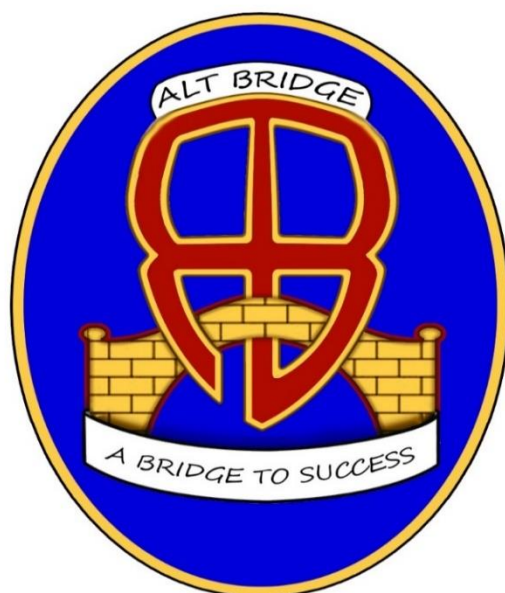


ALT BRIDGE SCHOOL



Behaviour for Learning Policy

<i>Reviewed by:</i>	Mrs N Menagh/Mrs Parkinson	Date: 17.07.25
<i>Approved by:</i>	Full Governors	Date: 06.11.25

Behaviour for Learning Ethos

We recognise that positive behaviour is closely linked to student progress—when students feel safe, supported, and engaged, they achieve more.

At Alt Bridge, all students have an Education, Health and Care Plan due to Special Educational Needs and/or Disabilities (SEND), and many require support with emotional regulation, communication, or social understanding. We understand that behaviour can be a form of communication, often linked to unmet needs or past experiences. Our approach is rooted in the principles of nurture and trauma-informed practice, recognising the impact of adversity on behaviour and learning.

Strong, trusting relationships are central to our work. We invest time in getting to know our students, understanding their individual needs, and creating a safe, predictable environment where they can thrive. Consistency, care, and clear boundaries help build the sense of security essential for learning.

All staff share responsibility for responding to both positive and negative behaviour and are expected to use relational, restorative, and supportive strategies. Educating students on appropriate behaviour is part of our professional role, and we adopt a whole-school approach to ensure consistency and fairness.

Parents and carers are vital partners. By setting high expectations and working collaboratively with us, they support their child's emotional development and behaviour for learning.

As they grow older, students are encouraged to take ownership of their behaviour. They value fairness and consistency and understand the need for clear expectations to ensure a calm, safe, and supportive learning environment for everyone.

Rights of the child

Alt Bridge School is a Rights Respecting School according to the UN Convention on Children's Rights. The following articles are particularly relevant to this policy;

- **Article 3:** The best interests of the child must be a top priority in all decisions and actions that affect children.
- **Article 16:** Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.
- **Article 28:** Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.
- **Article 29:** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
- **Article 31:** Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

We encourage students to be aware of the rights of others and how behaviour can affect other people. Encouraging consideration for others and awareness of rights is supported by our core values and key expectations.

Aims and expectations

At Alt Bridge, our aim for our students is for them to develop healthy relationships and become as independent as possible in preparation for adulthood.

We focus significantly on developing positive relationships so that our students can learn and our staff can teach and work in a calm and positive learning environment.

We are a Rights Respecting School, as recognised by our gold level UNICEF award. The teaching of children's rights and respect for those rights, is embedded within our curriculum and our school approach.

Developing 'behaviour for learning' is all about teaching our students the skills they need so they can behave in a manner which helps them to learn in the most effective way. Students need to acquire listening, concentration and thinking skills to learn successfully. They also need to be able form positive relationships and achieve good mental health and wellbeing, both of which will affect their emotional wellbeing. To guide behaviour, we provide three simple expectations:

- Ready
- Connected
- Safe

These words, which are easy to remember, summarise our key expectations around behaviour in school. When students are ready to learn, they will learn more and engage in our lessons. When students are connected with those around them, they are able to develop positive relationships, understand more and follow instructions and directions. When students are safe, they ensure that their behaviours are not affecting the safety and wellbeing of those around them.

Our students are taught about emotions through the Zones of Regulation programme and are taught that everyone feels a broad range of emotions. We teach students about the different emotions, how to recognise them and what may lead to them. We support students to develop their awareness of strategies which help them personally to regulate emotion and manage in situations where they may feel difficult emotions.

Core Values and Character Education

Alt Bridge School are committed to supporting and guiding the personal development of students.

A wide range of opportunities to support personal development are available to all students who attend Alt Bridge School. Through the curriculum, curriculum enrichment and extra-curricular activities, students access activities which help to develop personal skills such as communication, teamwork, listening, leading, problem-solving, organising and adapting.

We provide students with an opportunity to gain recognition and accolades for participating in character building activities and making progress in their personal development. This comes in

the form of our 'Enrichment Passports' which students complete as an individual record of their achievements. At the end of a key stages, students who have engaged fully with the programme attend a special graduation ceremony.

Through the inclusion of approaches such as forest school, philosophical enquiry, our educational visits programme and the various work-experience and/or volunteering opportunities we offer, we have built up our 'unique offer' as a school.

Our **core values** can be remember by BRIDGE;

B – Belonging: Everyone feels safe, included, and valued.

R – Respect: We treat ourselves, others, and our environment with kindness.

I – Independence: We build confidence to make our own choices and take responsibility.

D – Determination: We keep going, even when things are challenging.

G – Growth: We learn from mistakes and aim to improve every day.

E – Empathy: We understand, care for, and support each other.

These key expectations and values will be continuously reinforced with students and displayed in each class and throughout school. Core values awards are allocated weekly and termly in celebrate assemblies.

Roles and Responsibilities

All staff are expected to;

- Ensure the health and safety of students on site and in the classroom
- Hold high expectations for all students and consistently communicate the three key expectations of the school to students.
- Tackle all forms of discrimination or bullying as soon as they become aware of it and report concerns.
- Act in the best interests of the student/s.
- Record and report significant incidents and those which may have caused disruption, distress or injury to members of our school community.
- Record and report incidents involving physical intervention
- To apply rewards and consequences fairly and consistently
- To adhere fully to all school policies
- Implement effective Team Teach approaches if de-escalation strategies or physical interventions are required
- Attend relevant meetings, briefings and staff focus groups and contribute
- Build positive relationships with students, other staff members and families.
- Contribute to pastoral support plans an implement agreed strategies.
- Communicate clearly and within required timescales when information is required
- Encourage and support students in developing positive behaviour for learning and implement the recommended strategies to enable students to make progress with personalised goals.
- Intervene early with behaviour when interacting with students across school.

- Implement trauma informed approaches where appropriate.

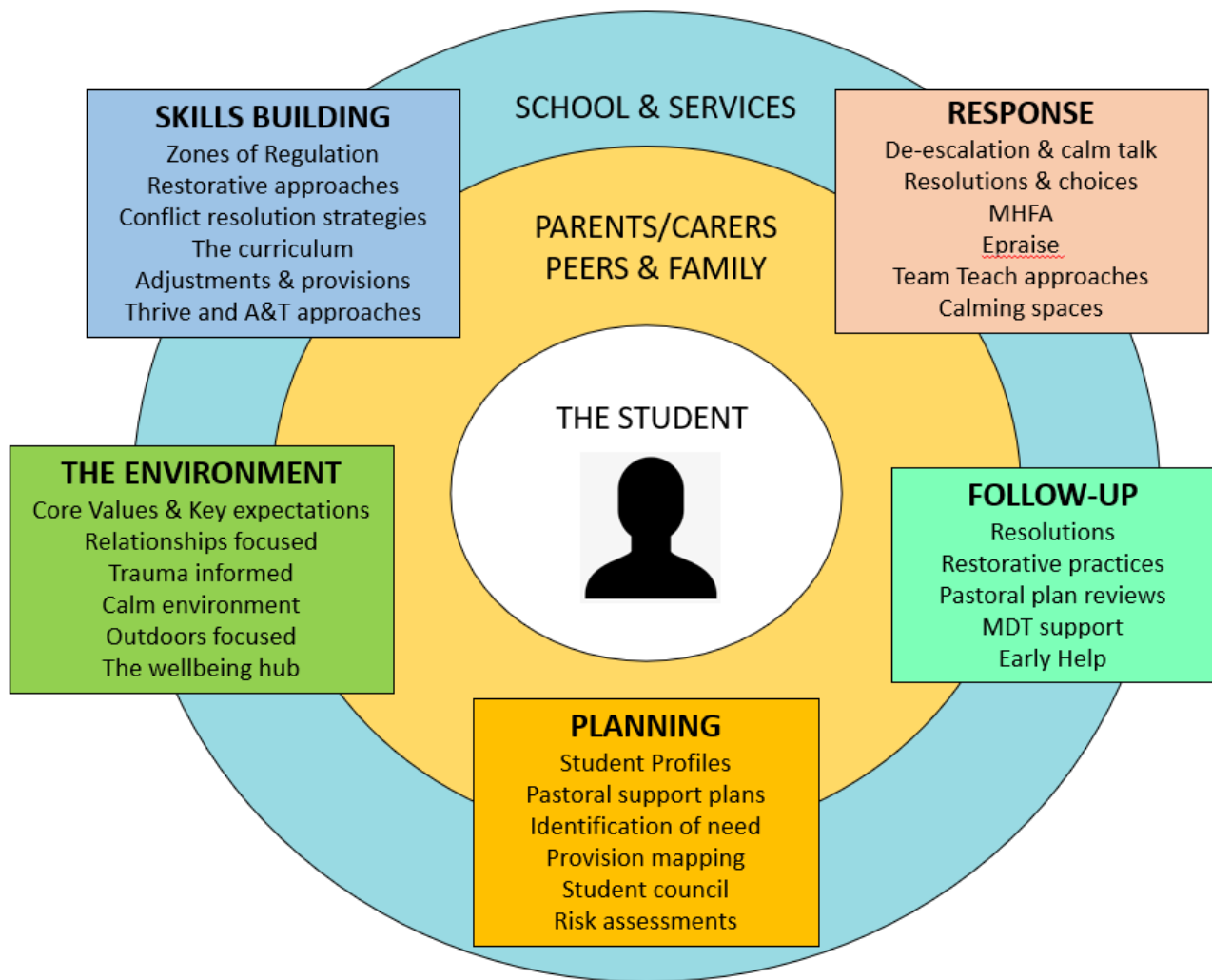
Whole school approaches

Alt Bridge adopt a range of whole school approaches to support positive behaviour for learning for all students. Whole school approaches at Alt Bridge include the following;

- Assigning points and logging behaviour using Arbor
- PSHCE and SRE curriculums to cover key themes
- Zones of Regulation: a programme to develop emotional self-regulation skills
- Key expectations for all students
- Core values for all students
- Using a school script to tackle discrimination (see appendices)
- Restorative approaches to repair damaged relationships
- Collaborative individual student pastoral support packages
- A relational approach: An emphasis on positive relationships between all members of the school community
- Attachment and trauma aware approaches and strategies
- Adopting an ABC model of analysing and recording behaviour using our CPOMS system to log concerns
- Use of calm spaces for sensory retreat guidance (see appendices)

These approaches are used in a way which supports the student in the right way and at the right time. It is essential that we work in partnership with families, ensuring that parents and carers understand and co-produce plans with us to ensure the best outcomes for individual students.

The diagram below displays the various whole school approaches that we use for school environment, skills building, response, follow-up and planning. When used together, these approaches provide a strong offer of support around individual students and their parents and carers. Where appropriate, we can also consider and work with family members and peers.



ABC model for reflecting on and reporting behaviour incidents;



The importance of communication

At our school, we recognise that effective communication is fundamental to supporting positive behaviour and promoting meaningful learning, especially for pupils with special educational needs. Many of our students may experience difficulties in understanding or expressing themselves, which can directly impact their behaviour and ability to engage in learning.

All staff have a responsibility to communicate with pupils in a way that is individualised, accessible, and supportive. This includes understanding each pupil's preferred methods of communication, whether verbal, non-verbal, visual, or through assistive technologies and adapting our approaches accordingly. Staff should use clear, consistent language, visual supports where appropriate, and take time to ensure pupils are both heard and understood.

Staff are also expected to use positive and proactive language, focusing on what they would like pupils to do, rather than what they should stop doing. For example, saying "Please walk" instead of "Don't run" provides clear, constructive guidance and supports pupils in understanding expectations. Avoiding negative or ambiguous language helps reduce confusion and anxiety, particularly for students who may take language literally or struggle with inference.

By prioritising communication that is respectful, clear, and tailored to each pupil's needs, we can reduce frustration, build trust, and foster a calm and inclusive environment where positive behaviour and engagement can thrive.

Responding to Behaviour

For the purposes of understanding and responding to behaviour, we characterise behaviour as:

- Distressed behaviour
- Positive behaviour
- Behaviours of concern

Distressed behaviour

Sometimes, students demonstrate behaviour which cause concerns due to underlying distress.

The cause of distress may include;

- Changes to routine
- Familiar adults missing and/or unfamiliar adults working with students
- Unstructured times
- Difficulties processing information at a given time
- Transitions between activities
- Tiredness, hunger or feeling unwell
- Difficulty communicating needs
- Sensory difficulties
- Underlying mental health difficulties such as anxiety or depression
- Untreated or unidentified pain
- Difficulties with social communication and reading social cues
- Seeing others exhibiting distressed behaviours

Difficulties our students may have with communicating the above needs and feelings may result in distressed behaviours which can lead to low, medium or high risks behaviours in school.

At Alt Bridge school, our staff are trained in Team Teach approaches which are used to calm students when distressed behaviours occur. We are committed to refreshing the training of staff regularly and also have several staff members who are Team Teach practitioners who can train other staff.

Our specialist approaches also enable us to observe students and their reactions over time and ensure that the provisions are providing the support require to minimise the likelihood of distress as much as possible. We also have a wellbeing hub in school and trained learning mentors who work with students and their families.

On rare occasions, school may need to contact parents and carers and invite them to the school site in order to provide comfort and support if this is in the best interests of the child.

Positive behaviour

We are working all the time, to support our students and recognise that they are unique individuals.

Our work with students focuses heavily on preparing them successfully for adulthood. To experience this success, our students are supported to develop their independence and their abilities to self-regulate, communicate, socialise and keep themselves safe. We promote the positive behaviours which we believe will enable this success, such as respectful communication, kindness, confidence, trying something new, teamwork, listening and following instructions, demonstrating resilience and participating.

Our behaviours of concern framework

We recognise that behaviours which challenge may arise due to a need or life circumstances which is making it difficult for a student to maintain positive behaviour for learning.

In response to behaviours of concern, we have a strong pastoral system in place whereby there are a number of sources of support for students.

Our behaviours of concern framework;

- Intervene as early as possible.
- Work collaboratively to find solutions.
- Involve important people in a student's life.
- Consider the life circumstance of the student as a whole.
- Be proactive and preventative in working to replace behaviours of concern and enhance the opportunities the student has for independent, interesting and meaningful activities which engage them.
- Involve specialists where this is helpful.

Scope of rewards and consequences

At Alt Bridge, we believe in supporting students to take responsibility for their actions and learn from their experiences. We use both rewards and consequences not just in the classroom, but

also during less structured parts of the day—such as break times or when staff are working with individual students.

We encourage all our students to develop their own self-regulation skills and take ownership of their behaviour. When things go wrong, we use consequences to help put things right, not to punish. For example, if a student misses work, they may be asked to spend a short amount of time catching up. If they speak rudely or upset someone, we expect them to have a calm conversation, listen, and apologise. In more serious situations, we give students time to cool off, followed by a restorative conversation where everyone involved can reflect and move forward. After any incident, our goal is to help the student have a fresh, positive start to their next lesson.

We don't follow rigid systems for consequences. If a student is regularly struggling and consequences don't seem to be helping, we know it's time to try something different. Repeating the same approach can damage relationships and affect how the student feels about school.

In these cases, a student's Form Teacher may call a Team Around the Child meeting. This brings together key staff members to look at other strategies or support options that might help. We also make sure parents and any professionals working with the student are involved and kept up to date, so we can work together in the best interests of the child.

If a higher level of support is needed, we may implement a Pastoral Support Plan.

Pastoral Support Plans (PSPs)

Where a student is demonstrating the need for a higher level of support to improve behaviour, a PSP may be devised.

PSPs are started by the Head of Year and involve key staff around the student and their parent and carer. Where appropriate, students are encouraged to participate in formulating plans to improve their behaviour for learning.

PSP process:

- Head of Year initiates PSP and records rationale on CPOMS
- PSP initiated on Provision Map
- Meeting arranged by HoY and held with parent/carers and form teacher for student and any other key internal or external professionals where helpful to include them.
- Thrive assessment undertaken by Thrive practitioner and action plan formulated
- Thrive action plan used to determine key targets and provisions within the PSP
- If the student requires a student profile to outline triggers or a positive handling plan, these are also completed on the Provision Map system.
- PSP finalised and available to the staff members involved via Provision Map
- PSP reviewed regularly
- PSP closed when objectives are met and behaviour is no longer a significant concern.

Rewards

Rewards should;

- Provide recognition of positive behaviour for learning
- Be personally/individually motivating to the student

- Promote the repetition of positive behaviour
- Highlight positive role models for other students

DAILY REWARDS

We find that our students respond best to regular rewards which recognise the positive behaviour in the moment and is recognised by staff but also their family and peers. Praise and encouragement is used daily by all staff and we aim to recognise individual efforts through the Arbor points system and also their achievements being shared with important people in their lives. The Arbor system is an online tool used by school to capture a record of behaviour for learning for each individual student. The online platform allows staff to allocate positive and negative points and allows parents and carers to access the information.

We aim to recognise the most positive behaviours through letters or phone calls home and various reward experiences. Each month, students will be nominated for recognition for their efforts to demonstrate our core values and also kindness. We share these nominations with families and also in our newsletters.

Consequences

Consequences should;

- Be consistently and fairly applied
- Fit the needs of the pupil
- Never contravene the rights of the child according to the UN convention on children's rights
- Never cause humiliation or remove a child's dignity

Where behaviours of concern arise, staff are expected to follow the steps below whilst recalling training in the principles of restorative practice, trauma informed training and zones of regulation;

1. Early intervention/co-regulation – distraction/diffusion
2. Reminder of clear rules and boundaries – use of voice intonation/visual cues/support
3. Offer pupil further support from Teacher/TA
4. Move pupil to an alternative position within the classroom
5. Timed sensory break supervised by class staff – in class
6. Timed sensory break outside the classroom – supervised by classroom staff
7. Loss of 5 or 10 minutes of break/lunch to facilitate a resolution conversation
8. Request Pastoral Support from head of year (Or other SLT member if unavailable)

If a student has progressed through the steps above and their behaviour has not improved then pastoral support should be called for by requesting Head of Year or other SLT support if they are unavailable.

Immediate pastoral response

Our pastoral support system is available in order to provide urgent support to a classroom and when behaviour may be presenting as an elevated risk to others.

Staff can request immediate support via the school office.

When the SLT member responds and arrives at the class, they will ask the class teacher or support staff member how they can help. It will be important that the request for support does not undermine the relationship between the staff member and the student, therefore, there may be one of the following actions taken:

- SLT member steps into class to provide support to the class whilst the teacher addresses the behaviour of concern
- SLT member provides a change-of-face for the member of staff and speaks with the student to organise a resolution, enabling the student to return to class.
- The SLT member withdraws the student from class for a period of time and the parent or carer is informed of this sanction.

Interventions and support processes

The school employs a team of full-time learning mentors to provide intervention and support to students for a variety of reasons which may include but are not limited to the following;

- Bullying and anti-social behaviour
- Trauma
- Mental health difficulties
- Bereavement/loss
- Emotional self-regulation difficulties
- Friendship/social issues
- Sexual health and AIMS referrals
- To collect pupil views using specialist approaches
- To provide onward referrals to key specialists

There are various other support systems available within school that include the following;

- Pastoral support for class-based staff and SLT
- Thrive approach, placements and outreach support from nurture classes
- Referral to the Wellbeing team for learning mentor support and access to a wide range of therapeutic interventions
- KOOTH Counselling
- Peer mentoring and support
- OSSME Autism Initiatives support

Nurture classes

Our nurture classes offer support to learners who need a specific approach for social and emotional needs. The staff within the class are trained in the Thrive approach and four members of staff within school are also trained as Thrive practitioners. They are able to develop the skills of other staff and complete assessments of students. The Thrive approach is offered to students within the class but also to students in the main school classes via an outreach model.

The amount of time a student spends accessing the nurture classes depends on their individual programme of learning. The classes are each staffed by a teacher and two teaching assistants. The staff and classroom remain consistent throughout the day for the students thereby reducing the number of transitions they face throughout the day. Some students access particular classes within the main school as appropriate to their aspirations and individual programmes of learning.

The classes support students from across 2-3 year groups so the curriculum is delivered through a rolling programme and is enriched with the Thrive model. Over time and depending on need, as students gain the skills they need to self-regulate and communicate effectively, they may possibly return to their main school class.

Meeting with parents/carers

It is really important that we maintain a positive and open dialogue with parents and carers which is focused on improved outcomes for the learner and making decisions which are in the student's best interests.

It is only through working in collaboration with parents and carers, that we may achieve the best possible outcomes for children. To ensure that meetings achieve the most they can, the following approaches are recommended;

- All parties use active listening skills and remain calm
- Ensure the meeting is accessible for all
- Adopt a person-centred approach where all parties contribute
- Avoidance of jargon
- Produce plans together, being honest about the reasons for measures or strategies
- Consistently focus on the end-goal; to achieve the best outcomes
- Present information in an accessible way
- Keep in touch using the most accessible method for parents as long as approaches are in line with our acceptable use policy and staff code of conduct

Managing Transitions

Transition times can be a source of increased anxiety for pupils. The smooth transition of information between settings should enable the staff at Alt Bridge to prepare for new students arriving and should contribute to the formulation of SPs at entry. Equally, this information should be shared as pupils' transition between year groups, classes and settings.

Further details can be found in our transitions policy.

Physical intervention

Our use of and approach to physical intervention is outlined within our separate physical interventions policy.

Peer-to-peer abuse

The school will act on any reported incidents of bullying or peer-to-peer abuse. Bullying will not be tolerated and must never be ignored. All incidents or reported incidents must be reported using CPOMS and the Designated Safeguarding Leader (DSL) or Deputy DSLs must be informed.

Our approach to peer-on-peer abuse is outlined fully within our safeguarding policy.

Our approach to anti-bullying is outlined fully within our anti-bullying policy.

Individual pupil risk assessments

The school has a whole school behaviour for learning risk assessment in place which outlines the various measures we have in place to limit risks around distressed behaviour or behaviours of concern. Where a student demonstrates high risk behaviour, they may require an individual pupil risk assessment. Where possible, this document should be drawn up collaboratively and signed by the various key parties involved in the student's care.

Individual risk assessments for students should;

- Only be necessary for individual students, where there is a risk of harm to the child, their peers, staff members or the public from their behaviour
- Aim to achieve successful inclusion of the student and enable access to the full curriculum
- Adhere to any specific advice received from specialists such as Educational Psychologists, OSSME, Speech and Language Therapists, CAMHS or Social care
- Be drawn up as part of a team involving parents and carers so that all parties understand the purpose and the need for the control measures in place
- Identify the risks of behaviours to others
- Provide control measures to manage the above risks within the setting
- Be shared with all adults working with the individual student
- Be regularly reviewed

The risk assessment should detail the context of when risk occurs i.e. the classroom, yard or dinner hall, the level of risk and the control measures in place to reduce risk.

Behaviour which occurs outside school

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable". The individual special educational needs of students will be taken into account in applying this behaviour for learning policy in response to negative behaviours which are reported to occur outside school.

Alt Bridge School follows the advice set out in the DfE guidance 'Behaviour and Discipline in Schools, June 2016'.

An incident occurring outside school, which has been reported to school, should be referred onto the Designated Safeguarding Leader or another member of the safeguarding team. A decision will be made by the DSL as to the next appropriate course of action in line with the policy.

Screening and Searching Pupils

Alt Bridge school follows the guidance contained within the DfE Searching, Screening and Confiscation guidance, July 2022.

The guidance states that Head teachers and staff who are authorised have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that a pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for.

The list of Department for Education prohibited items is as follows;

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images.
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
 - an article specified in regulations:

In addition to the above, the school has also chosen to prohibit the following items;

- Mobile phones
- Any device that has the facility to take photographs or send messages
- Vapes
- Energy drinks

“Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.” *DfE Searching, Screening and Confiscating, July 2022.*

Procedures for searching, screening of confiscating

If a member of staff becomes aware that a student has possession of a prohibited item they must do the following;

- Immediately request that the student hand in the item safely to them or escort them to the appropriate person to pass the item to
- Secure the item safely
- If the item is from the DfE prohibited list, report the matter immediately to a member of the Senior Leadership Team.
- Use CPOMS and Epraise to record that an item has been confiscated

If a student refuses to hand in the item, request pastoral support from a member of SLT. SLT members are authorised to conduct searches of pupils. If the SLT member has reason to believe that the student holds on their person, a prohibited item, the procedure for this is as follows;

- The student should remain with the SLT member whilst the SLT member contacts parents/carers to discuss the need to conduct the search. If parents are unable to be contacted, search and screen can still be carried out in line with the DfE guidance.
- The SLT member will seek agreement from the student before conducting the search of their bag or clothing items. Students will be asked to open and empty their own bags and pockets and potentially remove their shoes.

- If the student refuses to allow the search, a parent/carer will be contacted to attend school to retrieve the prohibited item. The student will remain in internal suspension until this can be organised.
- The SLT member will maintain communication with the parent/carer and agree measures to prevent a re-occurrence of the issue.

If there is a suspicion that the item carried creates a significant risk of harm to others the school's emergency procedures will be deployed.

Mobile phones and other technical equipment

Students are not allowed to bring mobile phones into school or onto transport.

All technical equipment must be switched off and handed in to the office on arrival.

If a staff member becomes aware that a student is carrying a mobile phone then it will be confiscated according to the procedures for searching, screening and confiscating.

The school will not accept legal responsibility for loss, theft, damage to property whilst on school premises or when an item has been confiscated.

Exclusion and suspension

All students who attend Alt Bridge have EHCPs. Where there is a risk of permanent exclusion or more than one fixed term exclusion, of a pupil with an EHCP, the student's Head of Year must inform the SEND officer at the local authority. In these circumstances, an early review of the EHCP will be requested to consider next steps.

When exclusion is being used as a sanction, there are three levels of exclusion:

Internal Exclusion – in this instance the student is with a member of SLT and is withdrawn from lessons for a set period of time. Parents/carers receive a letter from the member of SLT outlining the reasons for the internal exclusion.

Formal External Exclusion – in this instance work is set for the student and parents/carers are given the responsibility to supervise the student to work at home for the first 5 days of the exclusion (for suspensions longer than 5 days an alternative provision will be identified for the student). At the end of the period of exclusion parents meet with two members of the SLT. A re-integration agreement is made and signed by the student, parent and staff. On return to school the student's reintegration will be monitored by the Head of Year. The Designated teacher will inform the Virtual school and the social worker of any external suspensions for a student who is looked after.

Permanent Exclusion – the decision to permanently exclude a student will be taken in response to:

- A serious breach or persistent breaches of the school's behaviour policy;
- Where a student's behaviour means allowing the student to remain in school would seriously harm the education or welfare of the student or others in school

Only the Head teacher (or the acting Head teacher) has the power to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed periods, for up to 45 days

in any one school year. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head teacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling.

*If there is a concern that a Looked After Child is at risk of exclusion then the school will notify the Virtual Head and liaise with agencies to find alternative solutions.

Monitoring

The Head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the governing body to monitor the rate of suspensions and suspensions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this in line with the introduction of any new regulations, or in the event that the governing body receives recommendations on how the policy might be improved.

APPENDICES

Key expectations poster



Scripts to tackle discriminatory behaviour against individuals with protected characteristics.

School Script for Discrimination
Question what the pupil said <i>"Sorry what did you say?"</i>
Explain what they meant <i>"Did you know that word means _____"</i>
Link to school values <i>"Our school values are _____."</i>
Put it into a personal context <i>Relate to a sports person/celebrity or someone they know.</i>

Quiet Room Protocol- To Be Used as a retreat space

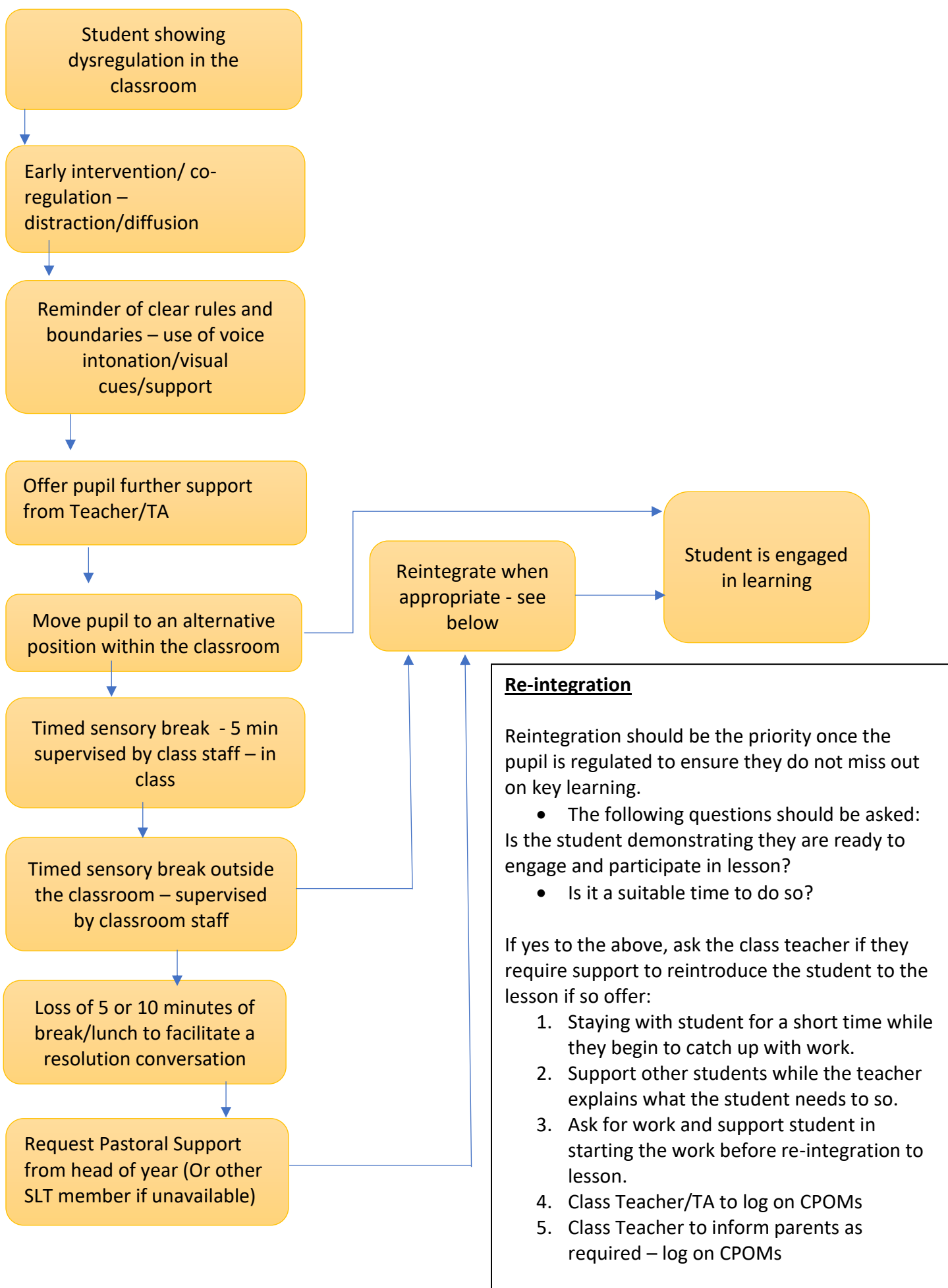
Important Before Using the Quiet Room

- Clear expectations given by classroom staff to young person before use of safe room- this means explain to the young person how long they will have in the quiet room before going in (5/10mins). All discussion about the quiet room with the young person should not be in a negative or overly positive way- keep it factual and clear.
- Support the young person to identify the use of the quiet room as part of their zones of regulation strategy choices- if staff see a change in young persons behaviour they may prompt them to choose the quiet room as their strategy. Staff to support the young person to identify which zone they are in and to then go to the quiet room.

When In the Quiet Room....

1. Staff to start visual timer (sand timer and put back in same place on shelf) say “ we will leave the quiet room in 10 minutes”= low-demand language
2. Staff to reduce all demands- this means do not ask the young person anything that is not relevant. Use low demand language
3. Staff to turn on visuals – staff to model the use of the projector games if needed. Keep verbal language to a minimum
4. If young person appears they need verbal interaction- staff to talk about the here and now for example “we are sitting in the quiet room” it’s a sunny day today” “we are safe in the quiet room” use low demand language- etc
5. It is crucial that all staff model the behaviour they wish to see from the young person (this is called co-regulation)- this also extends to body language.
6. Once the timer is up , staff to say out loud and use fingers on hand 5, 4, 3, 2, 1 and “now we leave the quiet room” take the young person back to class. Keep it the same every time.

Guidance for students with challenging behaviours in lessons



Guidance for students with challenging behaviours leaving lessons

Use Strategies Below:

1. Early intervention/co-regulation – distraction/diffusion
2. Reminder of clear rules and boundaries – use of voice intonation/visual cues/support
3. Offer pupil further support from Teacher/TA
4. Move pupil to an alternative position within the classroom
5. Timed sensory break supervised by class staff – in class
6. Timed sensory break outside the classroom – supervised by classroom staff
7. Loss of 5 or 10 minutes of break/lunch to facilitate a resolution conversation

If Pupil leaves classroom without being directed to:

1. Give timed sensory break outside of class – TA to supervise from a distance
2. If pupil walks off TA to supervise and follow if required
3. Call for Head of Year support – (Other SLT if they are not available)
4. Once pupil has regulated to follow re-integration

Re-integration

Reintegration should be the priority once the pupil is regulated to ensure they do not miss out on key learning.

The following questions should be asked:

- Is the student demonstrating they are ready to engage and participate in lesson?
- Is it a suitable time to do so?

If yes to the above, ask the class teacher if they require support to reintroduce the student to the lesson if so offer:

- Staying with student for a short time while they begin to catch up with work.
- Support other students while the teacher explains what the student needs to do.
- Ask for work and support student in starting the work before re-integration to lesson.
- Class Teacher/TA to log on CPOMs
- Class Teacher to inform parents/carers as required – log on CPOMs