
POSITIVE BEHAVIOUR CHANGE POLICY



RÆDWALD
T · R · U · S · T

RATIFIED BY THE TRUST BOARD:
16th NOVEMBER 2022

NEXT REVIEW DATE: OCTOBER 2023

POSITIVE BEHAVIOUR CHANGE POLICY

Person responsible for this policy:	Angela Ransby
Policy author:	Angela Ransby
Date to Trust Board:	November 2022
Date Ratified:	16 th November 2022
Date to be Reviewed:	October 2023
Policy displayed on website:	Yes

CEO Signature:	Angela Ransby
Trust Board Signature:	Alan Whittaker

Updates made:	Date:
Site based appendices updated	14 th March 2022
Policy renamed Site based appendices updated	19 th October 2022
Site based appendices updated Link to Mental Health Procedure added	9 th June 2023

Table of Contents

1. Aims	3
2. Legislation and statutory requirements	3
3. Definitions	4
4. Bullying.....	5
5. Roles and Responsibilities	5
6. Malicious allegations.....	6
7. Behaviour management	7
8. Training.....	8
9. Monitoring arrangements	8
10. Links with other policies	8
Appendix 1: Written Behaviour Principles.....	8
Appendix 2: Behaviour Management Site Based Procedures	9

1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Through our appendices, summarise the roles and responsibilities of different people in the community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to

have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

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

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Please see the RT Anti Bullying Procedure (available on the RT website).

5. Roles and Responsibilities

5.1 The Trust Board

The Trust Board is responsible for monitoring this behaviour policy's effectiveness and holding the CEO to account for its implementation.

5.2 The CEO / Head Teacher

The CEO / Head Teacher is responsible for reviewing and approving this behaviour policy and their site based principles.

The CEO / Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on the trust information management systems

The senior leadership team will support staff in responding to behaviour incidents and take action as required. All records are retained on our management information systems.

5.4 Parents and carers

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the staff promptly

6. Malicious allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Child Protection and Safeguarding Policies and the Managing Allegations Against Staff Policy, all available on the RT website, for more information on responding to allegations of abuse against staff or other pupils.

7. Behaviour management

7.1 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

Please refer to our Physical Intervention Policy.

7.2 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

7.3 Pupil support

The Trust recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The Trust special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

7.4 Safeguarding

The Trust recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policies.

8. Training

Our staff are provided with training on managing behaviour, including proper use of restraint.

Behaviour management will also form part of continuing professional development. A staff training profile is available from the Trust PA.

9. Monitoring arrangements

This behaviour policy will be reviewed by the CEO annually. At each review, the policy will be approved by the Trust Board.

10. Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding Policies
- Managing Allegations Against Adults Policy
- Physical Intervention Policy
- Mental Health Procedure

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Trust Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Trust Board annually.

Appendix 2: Behaviour Management Site Based Procedures

Alderwood Academy

If the expected behaviours are not met, as outlined in the Behaviour Management and Discipline Policy of the Raedwald Trust, the following procedures are followed at Alderwood Academy.

Our priority on induction of all pupils at Alderwood is to create strong positive relationships to peers and staff, so all pupils will feel safe and secure at the setting. Part of this process is to monitor their interactions and their behaviours that may indicate their needs and anxieties, so that we can aim to create an environment that is more conducive to their needs.

Safe spaces are encouraged to be used. If a pupil is struggling to manage their behaviour they are given the opportunity to use these areas with staff guidance, to have time out, time to self -calm and/or talk and support their reintegration back into the learning environment. If a pupil refuses to leave an area of the class upon staff's request, the staff will ensure other students are removed from this situation and moved to a safe area to continue their learning.

If a child leaves the classroom and refuses to use a safe space and follow staff instructions, staff will keep the pupil in sight to ensure they are safe. Staff will offer guidance where appropriate and ensure communication with SLT, to keep the pupil and staff and others informed and updated of the situation (risks). Additional staff are aware to monitor the situation and offer help when appropriate and necessary to do so.

If a student decides to abscond from site, staff will follow and make SLT and office aware, through the use of mobile phones as required. If appropriate another member of staff will then join the staff member and ensure communication back with site is regular. Contact with home is then made to make them aware of the situation. The police will be informed if the pupil has disappeared. All of these incidents are recorded on School Pod on the day of the incident. A follow up conversation also occurs with the parents/carers. Risk Assessments and Positive Behaviour Support Plans are also updated in light of the incident.

Discussions with students about potential consequences of their behaviour and how to stay safe are outlined during and following the incident to reinforce the pupils understanding of their choices and potential risks associated with unsafe behaviour.

Pupils attending First Base often display distressed behaviour and are supported in a variety of ways to make excellent progress in developing their personal, social and emotional skills.

Behaviour Target

Throughout their placement pupils have individual behaviour targets that they work on. The school day is divided up into 15 sessions and pupils can earn a smiley face for each session when they successfully achieve their target. Pupils are all aware of their targets and are reminded and supported by adults to achieve them. Once a pupil is regularly getting 14-15 smiley faces a day then their behaviour target is reviewed and updated. The number of smiley faces achieved is communicated to parents/carers daily and to mainstream schools weekly. Behaviour targets allow staff to identify one key element of behaviour at a time, and to take steps to achieve positive behaviour change.

Core Values

Our core values at First Base are kindness, curiosity, resilience and reflection. Pupils are, at all times, encouraged and supported to demonstrate these values. Adults model the values in their interactions with each other and with the pupils. Pupils quickly become familiar with the core values and how to show them. They can earn stickers on their 'Watch Me Grow' card, when they demonstrate one of the core values.

Choosing Time

The timetable at First Base includes sessions of choosing time. During choosing time pupils have a choice of play-based activities they can engage in. Throughout this time adults support the pupils to positively engage in play with their peers and to develop their personal, social and emotional skills. At the start of the day all pupils are entitled to their choosing time, it does not have to be earned. However, choosing sessions are timetabled after learning sessions and learning must be completed before pupils are allowed to move on to choosing. If pupils make 'negative choices' during the day they can lose minutes from their choosing time. Support to make the right choice and a warning will always be given before a pupil loses minutes from choosing time. If a pupil has lost minutes, an adult will sit with them during this time and support them to reflect on why they lost minutes and the different choice they could make next time.

Scripts

Adults at First Base use scripts when speaking to the pupils to ensure they receive consistent, clear messages from all of the adults. These include phrases such as; use your words, feet on the floor to be safe, the adults make the choices. Adults often use countdowns with repeated instructions to support pupils to make the right choice. For example, "5 - you need to sit on your chair, 4 - you need to sit on your chair, if I get to 0 and you are not sitting on your chair you will lose a minute of choosing, 3 – you need to sit on your chair....."

Instant one minute 'time in'

Pupils will at times receive instant 'time ins' for negative behavior choices. As First Base supports younger learners, there are times when consequences for their behavior choices need to be instant. An adult may feel that a behavior requires an instant consequence either to discuss the choice with the pupil or to allow them time to calm and reflect. During a one minute 'time in' an adult will ask the pupil to sit with them and talk about what has just happened. The adult will help them to reflect on their actions and

support them to consider an alternate course of action. A sand timer is used to measure the minute. Pupils are not given 'time outs' where they are expected to sit alone, in silence and reflect on their choices.

Class Treat

Approximately once a fortnight, pupils can earn a class treat. To earn a treat pupils must fill their class jar with pom-poms. Pom-poms are earned through positive choices which are made as a whole class. For example, everyone coming in nicely from playtime. Pupils give ideas and then vote on a treat each time. Treat time happens either during a choosing session or during a Thrive session, if the activity fits within the planning. Treats can include activities such as; an extra playtime with the bikes, making fruit kebabs or watching a story on the screen.

Environment

First Base offers a safe, supported and nurturing environment for pupils to develop their personal, social and emotional skills. When pupils become upset in the classroom, they are encouraged to spend some time in "the nest". This gives them the opportunity to move away from their peers and adults and self-regulate. When pupils need more time/space than the nest offers they are encouraged to go outside. During their placement time at First Base pupils are supported to develop their ability to recognise their feelings and to know when they need space. If they ask to go outside, an adult accompanies them and supports them to co-regulate, and return to learning when ready. Pupils can also ask to access the Jungle if they are feeling overwhelmed. This is a room with minimal sensory input where children can spend time with an adult, who will support them to co-regulate. There are times when pupils are being unsafe and are unable to recognise their need for time away from the group. At these times adults may support pupils to move safely to the outside areas or the Jungle.

5-point scale

Difficult emotions are often discussed using a 5-point scale, as our young learners can find it difficult to verbalise their feelings. Pupils will refer to themselves or others as "Being on a 5 and needing some space." Adults use the scale to support pupils identification of their own feelings.



De-escalation

When pupils are upset, overwhelmed, anxious, angry (or many other emotions) adults use de-escalations strategies to support the pupil to co-regulate. These strategies can take many forms including; distraction, games, reading, races, feeding the fish, getting a snack. After de-escalation adults will support pupils to discuss and reflect on their prior feelings and actions. Where applicable pupils are supported to apologise to anyone they have upset. They are also supported to discuss and understand the consequences for their actions, such as losing minutes from choosing time.

Supporting Documents

All pupils at First Base have documents detailing how best to support them. These include a one-page profile, behaviour support and intervention plan, a 5As plan and an individual risk assessment. The one-page profile explains a pupil's likes, dislikes and how they would like to be supported. The support and intervention plan details strategies/provision which should always be in place to support the pupil and what is needed additionally should they begin to dysregulate. The 5As plan breaks down a pupil's individual stages of dysregulation, what this looks like for them and what strategies should be employed to support them. Their individual risk assessment details behaviours they may exhibit which could pose a risk to themselves or others. It includes what is in place to mitigate the risk of these behaviours.

Exclusions

First Base do not give suspensions (fixed term exclusions) or permanent exclusions for actions taken during incidents of distressed behaviour.

Outreach Teaching Service

If the expected behaviours are not met as outlined in the this policy of the Raedwald Trust the following procedures are followed in Outreach;

Students may be asked by staff members to leave the room.

Students may be taken out of the building by staff to a safe outside space allowing them time to calm down and discuss any concerns they have. It is hoped that most incidents will be addressed in this way and that students will be able to return and re-engage in their learning.

Students can be taken off site by staff if this is felt to be appropriate and the best for their safety and wellbeing and that of others. Staff can accompany them for a walk around the block, maybe for something to drink as a change of atmosphere and personnel may be helpful. This allows conversations to be had in safe and neutral places which support student reflection and in the longer-term behaviour change. If a student leaves the room and refuses to use a safe space and follow staff instructions, staff will keep the student in sight to ensure they are safe. Staff will offer guidance where appropriate and ensure communication with SLT ensuring the student, staff and others are informed and aware of the potential risks. If a student decides to abscond from site staff will follow and make SLT aware.

Contact with home and school is then made to make them aware of the situation and if felt necessary the police may be informed. All of these incidents are recorded on SchoolPod the same day and the school and parents/carers are informed where necessary. Risk Assessments are also updated in light on the incident and behaviours displayed. Discussions with students about potential consequences of their behaviour are outlined during and following the incident to reinforce the pupils understanding of their choices and potentially unsafe behaviour and risks associated with these.

Parkside Academy KS4 & Westbridge Academy

Introduction

Our policy focuses on building positive relationships and promoting behaviour for learning. Our policy is rooted in respect, understanding, compassion and forgiveness. We strive to develop the character of our students and help them to decide their identity and place as a member of their local and wider communities. Westbridge Academy and Parkside Academy sites are aligned and any conscious deviations to site practice are highlighted.

Values

Higher Aspiration

Staff will have high expectations of students and give them the confidence and resilience to succeed.

Respect

Staff and students will treat one another with mutual respect, tolerance and acceptance.

Identity

Students will develop a sense of self and have a sense of belonging at Westbridge and Parkside Academies, and feel confident in expressing themselves.

Higher Achievement

All students will experience success and their achievements will be celebrated.

Curiosity

Students will have opportunities to be inquisitive learners and will have the skills to investigate their future pathways.

Our Academies commit to meet the needs of all students so that students can regulate themselves in a way that is conducive to learning and progress. To support this, Westbridge and Parkside ensure:

- Our students will learn through a consciously planned curriculum that supports their personal, social and emotional development needs can be met, including emotional literacy development, and reading skills.
- The curriculum centres around providing students with strategies and opportunities that will re-engage them with learning and promote a sense of curiosity in the world around them.
- Every student will achieve success through carefully tailored curriculum programme and interventions designed to build oracy and confidence, which promotes behaviour for learning.
- Every student will be treated as unique and their daily diet of learning experiences will be designed to add value to all aspects of their personal growth and to help them fulfil their potential.
- That all staff follow the UN Convention on the Rights of the Child (see appendix I)
- That student voice and equality of opportunity is at the centre of everything we do at Westbridge and Parkside Academies.

Embedding positive behaviour

Westbridge and Parkside Academies apply a positive behaviour approach; rewarding appropriate behaviours, celebrating success and achievement and promoting high expectations so that children and

young people will take responsibility for managing their own behaviour. Students are expected to adhere to the following expectations at all times:

- Be Kind
- Engage
- Respect the environment

Teachers use strategies to reinforce positive behaviour, build self-esteem, develop routines and help students to regulate their behaviour, including:

- A calm and welcoming classroom environment
- Having consistent expectations and giving clear instructions
- Praising positive behaviours and interactions
- Be aware of student intent when negative behaviours occur, and support them to make positive decisions
- Giving students the opportunity to rethink their choices when they make negative decisions
- Allowing opportunities to reflect on their behaviour, and make amends
- Delivering high quality teaching which is differentiated and personalised to suit learners' needs
- Showing respect when speaking with students
- Celebrating students' successes and share with parents/carers
- Explicitly taught sessions that focus on developing the skills needed to make relationships, build confidence and self-esteem and manage feelings and behaviour

Celebrating success

Students will have a half termly tutor review to discuss progress towards their ILP targets, academic achievement, student engagement and personal, social and emotional developmental successes relating to the school Values. Tutors will reward and celebrate successes by using verbal praise, phone calls home, praise and postcards.

Managing behaviour that challenges community welfare

Where students are not adhering to the expectations at school, support is put in place to encourage appropriate behaviour for learning. All students are different; we apply behaviour strategies best suited to support the needs of individuals. These include:

- Reminders of expectations
- Offering opportunities for students to take time out and reflect
- Phone calls home to parents/carers
- ILP & PSED targets to promote positive learning behaviour monitored by tutors
- Where relevant, liaising with mainstream schools, health/social care professionals and referrals to external agencies

Staff will record negative behaviours on School Pod to allow leaders to monitor and identify patterns or ongoing issues with behaviour, so that appropriate strategies can be put in place. Staff will discuss strategies as a team to introduce interventions to reduce these levels of behaviours. Risk assessments are also updated at this point to ensure appropriate strategies are put in place to reduce behaviours.

For students who regularly do not follow the expectations, are involved in a serious incident staff will follow the chart in appendix III. Senior staff will be available to support staff in managing unsafe behaviours but will not take control of the incident unless asked to by the member of staff managing the challenging behaviour. In the event of extreme circumstances where fixed term exclusions are given, readmission meetings will take place to support the learner improve behaviours by using a wide range of strategies. The Pastoral Team and SENCo will be invited to the re-admission meeting to ensure that we fully support reintegration.

- Serious incidents include, but are not limited to:
- Serious actual or threatened violence (against another student or member of staff)
- Carrying an offensive weapon
- Sexual abuse or assault
- Hate crimes
- Damage to school property
- Prejudice or discrimination towards those with protected characteristics
- Bullying in all forms

Classroom strategies and use of time out

Staff at Westbridge and Parkside Academies will use a wide range of consistent approaches to engage and settle students when negative behaviour occurs. Within the initial stages staff will use success reminders, firm and clear instructions, calm talk and also distraction. At times a change of face is appropriate and staff members will swap roles in terms of who is dealing with the incident. Staff are always vigilant. It is important that lots of staff do not become involved in dealing with behaviour as messages can become unclear.

Safe spaces and the opportunity to spend time with a member of the Pastoral team are available when a student is finding their current environment challenging. If a student is struggling to manage their behaviour they are given the opportunity to use these areas with staff guidance, to have time out, time to self-calm and/or talk and support their reintegration back into the learning environment.

If a child leaves the classroom and refuses to use a safe space and follow staff instructions, staff will keep the student in sight to ensure they are safe. Staff will offer guidance where appropriate and ensure communication with SLT, to keep the student and staff and others informed and updated of the situation (risks). Additional staff are aware to monitor the situation and offer help when appropriate and necessary to do so.

Absconding from Site

If a student decides to abscond from site, staff will follow and make SLT and office aware, through the use of mobiles as required. If appropriate another member of staff will then join the staff member, often in their vehicles and ensure communication back with site is regular. Contact with home is then made to make them aware of the situation. The police will be informed if the student has disappeared. All of these incidents are recorded on School Pod the same day and parents/carers are informed where necessary. Risk Assessments are also updated in light of the incident. Parents will also be informed through the Key worker, as well as the Home School (if applicable).

Bullying and harmful sexual behaviour

Harmful sexual behaviour is addressed within the Westbridge and Parkside Academies safeguarding policies. Reports of bullying will be addressed as per trust Anti-Bullying Policy. We do not tolerate sexist language, sexual harassment and sexual violence, reports of this will be investigated and confirmed cases would trigger stage 5 actions of our behaviour system. Bullying can be reported by students to staff using the bullying report form (see appendix VI).

Smoking: *To safeguard and support the health and wellbeing of all*

The Raedwald Trust, working alongside the school nurse, take seriously their duty to promote children and young people's wellbeing and their spiritual, moral, social and cultural development (Education Act, 2006). We have a strong commitment to creating a smoke free environment and developing student's knowledge, attitudes and skills in decision making around smoking as part of our work on keeping children and young people safe around drugs and managing risks. A drug is any substance which affects how a person thinks, feels or behaves (World Health Organisation).

This policy aims to protect all members of the Raedwald Trust community from the harms of second-hand smoke and to prevent the uptake of, and reduce the prevalence of, smoking. All members of the Raedwald Trust community have the right to work and learn in a smoke free environment. Exposure to second hand smoke (passive smoking) increases the risk of lung cancer, heart disease and other illnesses. Smoking remains the largest preventable cause of death and illness in England, and it kills half of all long-term users. Two thirds of all new smokers in England are young people under the age of 18. Those who start smoking before the age of 16 are twice as likely to continue to smoke compared to those who begin later in life and are more likely to be heavier smokers (Muller, 2007).

This policy applies when students are taken off site on school excursions, visits or trips.

This includes the use of e-cigarettes (electronic cigarettes and vapes) due to the following reasons:

1. E-cigarettes are not completely risk free (NHS, 2009).
2. The liquid and vapour can contain some potentially harmful chemicals also found in cigarette smoke and many other harmful substances (NHS, 2009; CDC, 2022).
3. There have been instances of e-cigarettes exploding or catching fire (NHS, 2009).
4. Most e-cigarettes contain nicotine which is highly addictive and can harm adolescent brain development, which continues into the early to mid-20s (CDC, 2022).
5. Scientists are still learning about the long-term health effects of e-cigarettes (CDC, 2022).

Smoking: Policy Procedure

- There is a zero-tolerance approach towards student carrying or using smoking and vaping paraphernalia.

- If a student smoke or vape on site, they will be sent home immediately where they will continue their education with a home learning pack. If contact cannot be made, the student is transported to another site to complete 1:1 learning.
- If a student has smoking or vaping paraphernalia, they must hand it to staff immediately where it will be stored safely and securely. The student will then remain on site to continue their education.
- A student refusing to hand in the paraphernalia will be sent home immediately where they will continue their education with a home learning pack. If contact cannot be made, the student is transported to another site to complete 1:1 learning.
- Any paraphernalia handed in to staff, must be collected by parents/carers/guardians.
- *Use of nicotine patches to support cessation of smoking:* The school nursing team will work alongside the Raedwald Trust to support students that wish to cease smoking or vaping. Each student will be supported according to their individual needs, medical plan and circumstances.

Smoking: Support with stopping smoking and vaping

Local NHS Stop Smoking Services are available for those who would like to stop smoking and vaping. Local stop smoking services are free, friendly and can improve the chances of quitting for good. These services are staffed by expert advisers that provide a range of proven methods. Services also include one-to-one, and group stop smoking sessions. Your GP can refer you, or you can phone your local stop smoking service to make an appointment with an adviser. More information can be found here:

- <https://www.nhs.uk/live-well/quit-smoking/nhs-stop-smoking-services-help-you-quit/>
- <https://www.nhs.uk/better-health/quit-smoking/find-your-local-stop-smoking-service/#bt4Q3X2d7CKUh5MI.97>

Smoking: References

NHS, 2009 <https://www.nhs.uk/live-well/quit-smoking/using-e-cigarettes-to-stop-smoking/>

CDC, 2022 https://www.cdc.gov/tobacco/basic_information/e-cigarettes/Quick-Facts-on-the-Risks-of-E-cigarettes-for-Kids-Teens-and-Young-Adults.html

Energy Drinks: To safeguard and support the health and wellbeing of all

The Raedwald Trust, working alongside the school nurse, take seriously their duty to promote children and young people's wellbeing and their spiritual, moral, social and cultural development (Education Act, 2006). We have a strong commitment to creating a safe and healthy environment and developing student's knowledge, attitudes and skills in decision making around a healthy lifestyle as part of our work on keeping children and young people safe and managing risks.

This policy aims to support students in identifying healthy choices and creating a calm learning environment for staff and students to work in. Consuming high sugar energy drinks can lead to type 2 diabetes and tooth decay (World Health Organisation). Children who regularly drink high sugar drinks are more likely to become overweight (National Health Service). Energy drinks often contain large amounts of caffeine which may cause serious heart and blood vessel difficulties (such as heart rhythm

disturbances and increases in heart rate and blood pressure), harm developing cardiovascular systems and impact sleep and mental wellbeing (National Institute of Health).

Water and milk are provided throughout the day to all students. Parents/carers/guardians are able to send their child in with a bottle of low sugar squash or low sugar flavoured water. This policy applies when students are taken off site on school excursions, visits or trips.

Energy Drinks: Policy Procedure

- There is a zero-tolerance approach towards students possessing and drinking energy drinks.
- If a student drinks an energy drink at school, they will be sent home where they will continue their education with a home learning pack. If contact cannot be made, the student is transported to another site to complete 1:1 learning.
- If a student is found in possession of an energy drink, they will be asked to hand it over immediately. If the student refuses to hand over the energy drink they will be sent home where they will continue their education with a home learning pack. If contact cannot be made, the student is transported to another site to complete 1:1 learning.
- Any confiscated energy drinks will be returned to the student at the end of the day.
- A meeting will be arranged with the parent/carer/guardian of any student that is found in possession or consuming an energy drink.

Support can be provided by the school nursing team for any students struggling with the consumption of high sugar, caffeinated drinks.

Energy Drinks: References

World Health Organisation (2016) <https://www.who.int/news/item/11-10-2016-who-urges-global-action-to-curtail-consumption-and-health-impacts-of-sugary-drinks>

National Institute of Health (2018) <https://www.nccih.nih.gov/health/energy-drinks>

National Health Service (2021) <https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/water-drinks-nutrition/>

Mobile Phones: To safeguard and support the health and wellbeing of all

The Raedwald Trust, working alongside the school nurse, take seriously their duty to promote children and young people's wellbeing and their spiritual, moral, social and cultural development (Education Act, 2006). The Raedwald Trust also recognises that parents/carers/guardians may wish their children to have mobile phones for use in cases of emergency. However, mobile phones can be used inappropriately and potentially pose a risk to mental health and wellbeing (Frontiers in Psychiatry, 2021). Additionally, mobile phones can be targets for theft, safeguarding concerns and a potential for bullying. The Raedwald Trust has, therefore, adopted the following policy, which will be rigorously enforced.

- Mobile phones should not be used on school premises and students should hand them in on arrival.
- Mobile phones will be stored safely and securely in lockers, with charging facilities (where available).
- If a student refuses to follow this policy, they will have one opportunity to hand in their phone.

- Students who ignore this policy will be sent home with the provision of a work pack to continue their education.
- If a student is unable to continue their education at home, they will be provided a space to work at an alternative Raedwald Trust site.
- At any point, students will be able to return to school if they agree to store the mobile safely and securely in the lockers, or if they agree to return without their mobile phone.
- Students that refuse to follow this policy will be required to attend a meeting with parents/carers/guardians and a member of staff from the Raedwald Trust.
- Students remain responsible for their own property and will bear the responsibility of any losses or damage. The Raedwald Trust does not take any responsibility for phones that are stored in lockers on site.
- Parents/carers/guardians should be aware that whilst there are obvious benefits to students having mobile phones in terms of personal safety, there are also some associated risks such as potential for theft, bullying and inappropriate contact, including grooming by unsuitable persons.
- Smartwatches should not be used to communicate in place of mobile phones.

Advice on Safe Use of Mobile Phones

Students using mobile phones need to be careful and keep them in a safe place.

- Students should not give out their number or friends' numbers to people they do not know, especially in Instant Messenger or Chat Rooms.
- Students should keep their security code or PIN number private.
- If students get texts which upset them, they must not reply but keep a record and tell you.
- In serious cases you can report to the police. If students receive rude or embarrassing image or text about someone they must not forward it to others.
- Students must not distribute sexual images of other young people as this is harassment and could be illegal. If they receive something like this, they must tell you or a member of staff immediately.
- Students must ask permission before taking photos of their friends and others and this before sending it on. Once pictures have been sent they have lost control of it and it could become public.
- Further advice on keeping safe with mobile phones can be found below:
 - <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7012622/>
 - <https://crimestoppers-uk.org/keeping-safe/personal-safety/mobile-phone-safety>
 - <https://www.ncsc.gov.uk/collection/small-business-guide/keeping-your-smartphones-and-tablets-safe>

References

Frontiers in Psychiatry, 2021

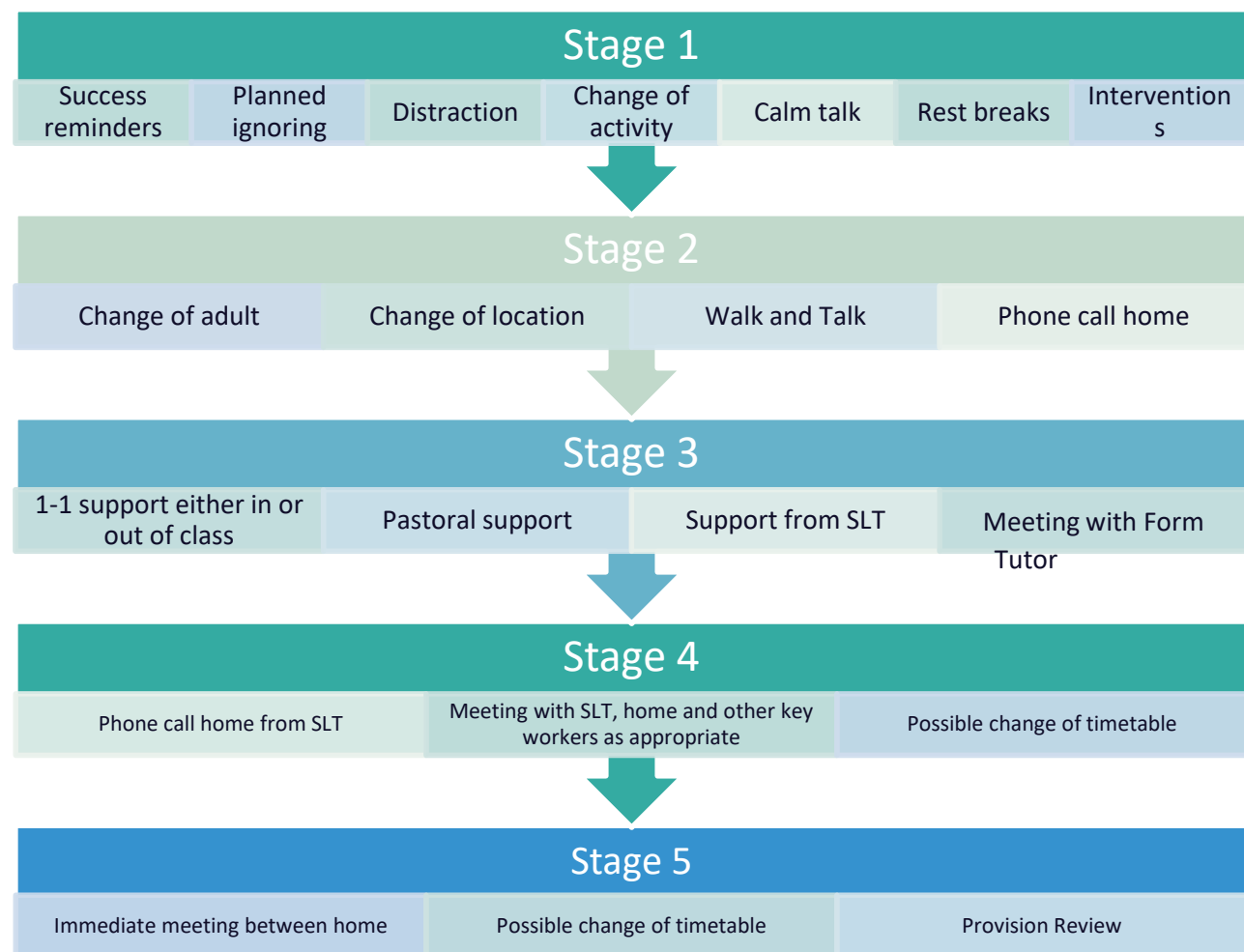
<https://www.frontiersin.org/articles/10.3389/fpsyt.2021.669042/full#:~:text=Results%3A%20Comorbidity%20with%20depression%2C%20anxiety,shyness%20and%20low%20self%20Desteem>



Appendix II: Westbridge and Parkside Academies Values, Rules, Privileges and Rewards

Westbridge and Parkside Academies Values <ul style="list-style-type: none"> • Higher aspirations • Higher achievement • Curiosity • Respect • Identify 	Westbridge and Parkside Academies Rules <ul style="list-style-type: none"> • Be kind • Respect the Environment • Engage
Privileges <ul style="list-style-type: none"> • Access to the community room • Choice of enrichment activities, where appropriate • Use of gym at lunch time, where appropriate 	Rewards <ul style="list-style-type: none"> • Phone call home • Postcards • Certificate • Reward time (or trips where appropriate)

Appendix III: Westbridge and Parkside Academies - Behaviour System



Appendix IV: Behaviour Strategy (*THIS STRATEGY WILL BE PART OF A PLANNED BEHAVIOUR STRATEGY THAT WE AIM TO INCORPORATED BY THE START OF THE SPRING TERM*)

Behaviour	Staff actions	Scripting
Leaving the classroom/not coming back in	<ul style="list-style-type: none"> Teacher to encourage positive decision to stay TA checks on location of student to ensure their safety Staff gives student invitation to come back in Move away Use timer for 5 minutes to give another chance to return, keep repeating. If they return, praise the positive decision, then give them the opportunity to calmly explain their actions if they want to. Tutor to have follow up discussion Use behaviour management system (stage 1 and 2) KO/MW/GW will analyse logs to identify patterns to consider what, if any, further action is needed. 	<p>"I'd like you to choose to stay to finish the lesson"</p> <p>"I hope you choose to return to the lesson once you've had five minutes"</p> <p>No further discussion/attention to students</p> <p>If they return, praise the positive decision – "I'm really pleased you chose to return."</p>
Refusal to come to class	<ul style="list-style-type: none"> Staff to give 5 minute warning before lunch/break ends. At lesson time, staff to prompt students that they need to make the decision to arrive on time. Staff remove cards/table tennis equipment All staff exit the meeting room, one member of staff waits outside the hall away from students to lock up when students exit 	<p>"Make the right decision to be in the right place."</p> <p>"I'm pleased you made the positive decision to arrive on time" to those who come in</p> <p>Don't make the conversation negative or bring up the past</p> <p>X "this is the second time today you've been late"</p> <p>X "you made the wrong decision earlier..."</p>

	<ul style="list-style-type: none"> • Teaching and support staff to ensure they are ready to greet and welcome students as they arrive & praise students for attending on time • Use behaviour system (stage 1 and 2) • Teaching staff to refer concerns to tutors • KO/MW/GW will analyse registers/logs to identify patterns to consider what, if any, further action is needed. 	
Swearing	<ul style="list-style-type: none"> • Staff to use scripted response • Model acceptable language back • Planned ignoring for subsequent incidents • Record offensive/intentional language directed at staff and students • Use behaviour system (stage 1 and 2) • Staff refer concerns to tutors • KO/MW/GW will analyse registers/logs to identify patterns to consider what, if any, further action is needed. 	<p>"I'd like you to use acceptable language"</p>
Engagement to learning	<ul style="list-style-type: none"> • Staff to use scripted response • Give clear expectations and instructions on what the work is or what you are asking them to do • Use a timer to measure engagement, make it clear to the student how long they have to 	<p>"The expectation is to engage in your learning"</p> <p>"I expect you to complete this activity within x minutes"</p> <p>"(Name)I'm really pleased that you are engaging well in your learning."</p>

	<p>engage before they get a rest break</p> <ul style="list-style-type: none"> • Take up time • Encourage to use red/green cards • Use support staff for smaller group work if needed • Use scripted response for those that are engaging • Use behaviour system (stage 1 to 3) • Staff refer concerns to tutors • Record on Schoolpod persistent disruptive behaviour. • KO/MW/GW will analyse registers/logs to identify patterns to consider what, if any, further action is needed. 	
--	--	--

Appendix V: Behaviour Scripts (for lanyards)

Key Phrases	Positive Feedback
<ul style="list-style-type: none"> - I hope you choose to stay in/return to lesson - Make the right decision - Right place, right time - Make the right choice to follow the rules - The rule is... (be kind/respect the school etc) - I'd like you to use acceptable language..... - The expectation is (to engage etc) - I expect you to complete this activity within x minutes 	<ul style="list-style-type: none"> - I'm pleased you chose to return to lesson/arrived on time - You have chosen to, well done - I'm happy you made a positive decision
	Remember
	<ul style="list-style-type: none"> - Give instructions once then move away - Only one member of staff needs to interact at a time - Make limited conversation - Make sure any interaction is positive - Give whole class reminders

Behaviour Reflection

Appendix VI: Behaviour reflection

Name: _____

Date completed: _____

Completed with (staff): _____

Date of incident: _____

The school rules I broke:



[]

[]

[]

The prejudicial language I used (Circle):

Homophobic	Transphobic	Sexist	Racist	Ableist	Xenophobic	Ageist	Other
------------	-------------	--------	--------	---------	------------	--------	-------

A summary of the incident:

How did my behaviour affect others?

	The strategies I <u>used</u> to try and prevent myself from breaking the school rules/using prejudicial language:	The strategies I <u>will use</u> next time:
Rest breaks		
Asked for help		
Asked for/accepted a change of activity		
Distracted myself		
Used a fidget toy/calming activity/intervention box		
Went to see a member of the pastoral team.		
Sought advice from the school nurse		
Sought advice from the school PCSO		
Sought advice from parent/carer		
Found a creative solution		
Took a deep breath/counted to 10/used mindfulness activity		
Apologised		
Compromised/shared		
Other	-	

What will I do as reparation?

Ipswich Hospital School & West Suffolk Hospital School

Our policy focuses on building positive relationships and promoting behaviour for learning.

Staff have high expectations of students, taking into account the constraints of their medical conditions and mental health at the time of admission. Staff will give them the confidence and resilience to succeed. Staff and students will treat one another with mutual respect, tolerance and acceptance.

Our students will learn through a consciously planned curriculum that is weighted and consciously planned to ensure their personal, social and emotional development needs can be met, including emotional literacy development, and reading skills.

Every student will be treated as unique and their daily diet of learning experiences will be designed to add value to all aspects of their personal growth and to help them fulfil their potential.

All staff follow the UN Convention on the Rights of the Child.

Student voice and equality of opportunity is at the centre of everything we do.

Our approach to Behaviour:

We apply a positive behaviour approach; rewarding appropriate behaviours, celebrating success and achievement and promoting high expectations so that children and young people will take responsibility for managing their own behaviour.

Students are expected to adhere to the following expectations at all times:

- Be Kind
- Engage
- Respect the environment

Teachers use strategies to reinforce positive behaviour, build self-esteem, develop routines and help students to regulate their behaviour, including:

- A calm and welcoming classroom environment
- Having consistent expectations and giving clear instructions
- Praising positive behaviours and interactions
- Be aware of student intent in the unlikely event negative behaviours occur, and support them to make positive decisions
- Giving students the opportunity to rethink their choices if they make negative decisions
- Allowing opportunities to reflect on their behaviour, and make amends
- Delivering high quality teaching which is differentiated and personalised to suit learners' needs
- Showing respect when speaking with students
- Celebrating students' successes and share with parents/carers

-
- Explicitly taught sessions that focus on developing the skills needed to make relationships, build confidence and self-esteem and manage feelings and behaviour

Staff may choose to use the RT behaviour system resources in place above depending on Key Stage of pupil (Eg. Behaviour Scripts; 5 Point Scale(KS1&2); Behaviour Reflection (KS3&4).

At all times, pupil's mental health and wellbeing is considered as an integral part of our behaviour management.

St Christopher's Academy

If the expected behaviours are not met as outlined in this policy of the Raedwald Trust the following procedures are followed at St Christopher's Academy;

Students may be asked by staff members to leave the room.

Students may be taken out of the building by staff to a safe outside space allowing them time to calm down and discuss any concerns they have. It is hoped that most incidents will be addressed in this way and that students will be able to return and re-engage in their learning.

Students can be taken off site by staff if this is felt to be appropriate and the best for their safety and wellbeing and that of others. Staff can accompany them for a walk around the block, maybe for something to drink as a change of atmosphere and personnel may be helpful. This allows conversations to be had in safe and neutral places which support student reflection and in the longer-term behaviour change. If a student leaves the room and refuses to use a safe space and follow staff instructions, staff will keep the student in sight to ensure they are safe. Staff will offer guidance where appropriate and ensure communication with SLT ensuring the student, staff and others are informed and aware of the potential risks. If a student decides to abscond from site staff will follow and make SLT aware.

Contact with home and school is then made to make them aware of the situation and if felt necessary the police may be informed. All of these incidents are recorded on SchoolPod the same day and the school and parents/carers are informed where necessary. Risk Assessments are also updated in light on the incident and behaviours displayed. Discussions with students about potential consequences of their behaviour are outlined during and following the incident to reinforce the pupils understanding of their choices and potentially unsafe behaviour and risks associated with these.