Raedwald Trust

connection learning without exception resilience respect

Positive Behaviour Change Policy

Policy Details	
Person Responsible for this Policy	**Angela Ransby**
Policy Author	**Angela Ransby**
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CEO Signature	**Angela Ransby**
Trust Board Signature	**Alan Whitaker**

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1 Introduction

1.1 Raedwald Trust ("the Trust's") behaviour strategy is aimed at creating a culture with high expectations of behaviour and establishing calm, safe and supportive environments conducive to learning across the Trust. Good behaviour and self-discipline lead to effective learning and helps prepare children and young people for life beyond the academy gate.

1.2 This policy outlines the high behavioural standards the Trust expects from all our pupils, the support and interventions used to address poor behaviour and sets out the sanctions that will follow if this policy is not adhered to. This policy should be read in conjunction with the Trust's Safeguarding & Child Protection Policy, SEND Policy, Managing Allegations Against Adults Policy, Mobile Phone Policyand Attendance Policy, all of which can be found on the Trust's website. It will be reviewed annually by the Board of Trustees.

2 Aims and Objectives

By setting high standards of expected behaviour, the Trust aims to:

- promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment;
- maximise the quality of the learning experience for all pupils enabling everyone to learn effectively;
- enable pupils to understand the implications of their behaviour, to learn strategies to help them manage their own behaviour and most importantly to take responsibility for their behaviour;
- ensure every member of the Trust community feels valued, respected and treated fairly;
- provide an ethos and environment within which everyone feels safe;
- foster discipline and mutual respect between pupils and their peers, and between staff and pupils;
- raise awareness amongst pupils to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety;
- raise awareness amongst pupils for the need to recognise and manage their emotions and reactions; and
- support pupils whose behaviour within the academy environment is challenging or who may find friendship and co-operation difficult.

3 Application of Policy

3.1 This policy applies to all members of the Trust community. The Trust uses their Compass MIS and SSPs to track and monitor pupil behaviour. Home schools are informed through reports, meetings and telephone conversations. Parents are updated about pupil behaviour through direct contact or via the home school. Each academy within the Trust will apply sanctions within this policy for behaviour that takes place outside of academy premises where it is reasonable to do so, for example if allegations of bullying or inappropriate online activity taking place outside of academy hours are reported to the academy.

3.2 When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the academy, staff will consider:

3.2.1 whether the pupil is taking part in any academy-organised or academy-related activity, travelling to or from the academy, wearing school uniform or is in some other way identifiable as a pupil at the academy at the time of the poor behaviour; and/or

3.2.2 the severity of the misbehaviour, whether the pupil's behaviour could have repercussions for the orderly running of the academy, whether the behaviour poses a threat to another pupil or member of the public or could adversely affect the reputation of the academy and/or Trust.

4 Roles and Responsibilities

All members of the Trust community are expected to follow this policy and treat one another with dignity, kindness and respect in line with the Trust's core values and the RT Staff Charter. Roles, responsibilities and expectations of each section of the Trust community are set out in detail below.

4.1 Board of Trustees

The Trustees will work with the Central Team and the Senior Leadership Team to set the ethos and a set of core values that promote high standards of expected behaviour from pupils attending its academies. Trustees will monitor and evaluate the impact of the policy and will hold the CEO to account for its implementation. Trustees will ensure that they receive relevant training on suspensions, exclusions, behaviour and discipline at least every two years.

4.2 The CEO

The CEO will ensure that this Behaviour Policy is applied consistently across the Trust and will report back to the Trustees on educational outcomes, behaviour management, support strategies and early intervention for pupils requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

4.3 Head Teacher

The Head Teacher will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The Head Teacher will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully and the use of removal from the classroom is used appropriately and not having a disproportionate effect on pupils sharing particular protected characteristics. The Head Teacher will act as a source of support and guidance for staff on behaviour management strategies and discipline.

4.4 Staff

All staff will:

- communicate the contents of this policy to all pupils and parents/carers to ensure that the Trust's expectations are transparent to all pupils and parents/carers, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Staff will do this by routinely reminding pupils of expectations e.g. assemblies, part of PHSE, discussed as part of pupil induction to the school and through direct discussions.
- apply this policy fairly, consistently, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable pupils may face;
- make reasonable adjustments for disabled pupils as required;
- promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons whatever their level of ability or need;
- model positive behaviour;
- not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour;
- challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct;
- record incidents of poor behaviour and any given sanctions on the Trust's MIS;
- provide praise, rewards and reinforce positive behaviour and record on the Trust's MIS;
- deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively;
- focus on de-escalation and preventative strategies rather than being solely reactive;
- consider the welfare of the whole Trust community and ensure that the majority of pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils;
- contribute to the development of systems which support and reinforce positive behaviour;
- recognise that there may be contributory factors which affect pupil's behaviour and respond according to individual need;
- identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve pupil behaviour and provide support. This could include:
    - Specific SEMH interventions;

- more frequent engagement with parents/carers;
- home visits;
- mentoring and coaching;
- engaging with local partners and agencies to address specific challenges;
- consideration of whether a multi-agency assessment such as early help or Education Health and Care Plan[1] is required;
- designing an Individual Behaviour Plan with set targets and support strategies embedded within; and/or
- SEMH interventions

- contact parents/carers if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour;
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

4.5 Parents/Carers

Parents/carers play an important role in ensuring good behaviour from their children. Parents/carers are expected to:

- support the academy in the application and enforcement of this policy;
- inform the academy of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour;
- ensure their child attends the academy on time, appropriately dressed, fed, rested, and equipped;
- work with the academy in support of their child's learning;
- attend virtual or in person meetings at the academy with staff to discuss their child's behaviour
- inform the academy in writing of any medication their child needs to take (see the "Supporting children with medical needs" policy);
- support their child in homework and other opportunities for home learning;
- attend Parents/carers' Evenings and discussions about their child's progress, if reasonably possible; and
- in the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during academy hours without reasonable justification and, if invited, attend a reintegration meeting at the academy with their child.

4.6 Pupils

The rights and responsibilities of pupils are set out in the Annex to this policy along with a list of the academy rules to which all pupils must adhere. Reminders of the academy rules and expected standards of behaviour are up on walls in classrooms and situated around the academy. Pupils are expected to have a positive attitude and maintain high expectations for themselves.

5 Rewards

The academy believes that it is important to encourage good conduct throughout the academy by celebrating and rewarding good behaviour.

6 Sanctions

6.1 Where a pupil's conduct falls below the standard which could reasonably be expected of them the first priority will be to ensure the safety or pupils and staff and to restore a calm environment. De-escalation techniques may be used to help prevent further behaviour issues arising. The academy will impose consequences in response to pupil misconduct. All consequences will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the pupil's age, any special educational needs or disability and any religious requirements.

6.2 The particular level of sanction will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. A response to behaviour may have various purposes including deterrence, protection and/or improvement. The academy uses a range of sanctions in response to incidents of poor behaviour. These consequences could include:

- verbal support to identify poor behaviour choices;
- requiring a verbal or written apology;
- removing items of a pupil's property to be collected later by parent/carer
- missing break time or minutes off play or choosing time;
- extra work or repeating unsatisfactory work until it meets the required standard;
- academy-based community service or imposition of a task – such as picking up litter, weeding academy grounds; tidying a classroom; helping clear up the dining hall after mealtimes; or removing graffiti;
- removal from a class or groups;
- detention including during lunch time,
- regular reporting including early morning reporting; scheduled uniform and other behaviour checks;
- education off-site for a designated period;
- suspension or permanent exclusion
- support to reflect on behaviour choices
- helping to tidy/clean any mess made
- time in with an adult
- time away for co-regulation
- completing missed learning during play time

6.3 Academy staff aim to work in cooperation with parents/carers to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. This might include the designated and/or deputy safeguarding lead making enquiries into circumstances outside of the academy and/or having a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. The Trust recognises the importance of effective home-school communication and will endeavour to communicate with parents/carers, and the Virtual School Head for looked after children, regarding students' behaviour when necessary. When a sanction is imposed, parents/carers will be informed in writing.

6.4 The academy encourages restorative justice, and pupils are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect.

6.5 The academy will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the academy's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case, they will consider whether a multi-agency referral is necessary.

6.6 Under no circumstances will illegal or inappropriate items be tolerated in the academy, and all pupils will respect and look after the academy premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in suspension or exclusion, depending on the circumstances:

- verbal abuse to staff and others;
- verbal abuse to pupils;
- physical abuse to/attack on staff;
- physical abuse to/attack on pupils;
- any form of bullying (to the extent not covered above);
- indecent behaviour;
- damage to property;

- gambling on academy property;
- recording or taking images of pupils or staff without their express consent, including the creation of fake images using artificial intelligence (AI);
- consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including “legal highs”;
- carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason;
- theft;
- serious actual or threatened violence against another pupil or a member of staff;
- sexual harassment and/or sexual violence;
- carrying an offensive weapon;
- arson;
- unacceptable behaviour which has previously been reported and for which academy sanctions and other interventions have not been successful in modifying the pupil’s behaviour;
- malicious allegations against staff;
- racist, sexist, homophobic, misogynistic or other forms of discriminatory behaviour;
- persistent truancy/lateness;
- possession of items prohibited under the academy rules (see Annex).

6.7 Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary, and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Reasons for removal are:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

During the period of removal, the pupil will receive continual, supervised education in a suitable environment. Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents/carers should be informed on the same day if their child has been removed from the classroom and a reintegration strategy will be discussed with the pupil and parents/carers which facilitates reflection by the pupil, sets out any support to be put in place for the pupil to avoid such behaviour in the future, sets out clear behavioural expectations and the consequences of failing to comply.

6.8 Permanent exclusion will only be used as a sanction of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy. The academy will follow the Trust’s Exclusions Policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude.

6.9 All pupils will have a RT Pupil Safety Plan on Trust’s MIS which will be regularly reviewed and updated.

7 Pupils with Special Educational Needs and/or Disabilities

7.1 In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning which are significantly greater than the majority of other pupils of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

7.2 The Trust is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the Trust will do all it can to ensure that the pupil receives appropriate support. The Trust is

conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient sanction for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability. The Trust will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the Trust on the facts of the situation.

7.3 Student Support Plans (SSPs) will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the Trust's SEND Policy and SEND Information Report for more information.

7.4 The Trust will as far as possible, anticipate likely triggers of misbehaviour for pupils identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

7.5 Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Teams, can help to inform effective implementation of this policy.

8 Investigating Incidents

8.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. In secondary academies pupils who have witnessed the behaviour will be asked to provide written, signed and dated statements. In primary academies pupils who have witnessed the behaviour may be asked to provide a written account or may be asked to describe to staff what they saw and the member of staff will record the response. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the academy will ensure that a responsible adult is present at all times and will inform the pupil's parents/carers of what has happened as soon as possible.

8.2 The Trust uses Close Circuit Television ("CCTV") within its premises. One reason why the Trust uses CCTV is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a sanction. Please see the Trust's CCTV policy and privacy notices for more information.

8.3 When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.

8.4 In exceptional circumstances, pupils may receive a suspension pending an investigation if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the academy.

9 Search, seizure and confiscation

9.1 If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes, bags and lockers is deemed appropriate, a search may be carried out by the Head Teacher or staff authorised by them. Staff will follow the latest DfE guidance on searching and confiscation when conducting a search. Staff will take into consideration the age and needs of pupils being searched or screened; this includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

9.2 The Head Teacher will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy). The Head Teacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not cooperating, so that these trained staff can support and advise other members of staff if this situation arises.

9.3 Staff may confiscate or seize items in the possession of pupils that pose a risk to staff or pupils, are illegal or banned by the academy rules or is evidence in relation to an offence and may confiscate, retain or dispose of a pupil's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a pupil's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other pupils to be educated. Where appropriate a member of staff may retain or dispose of a pupil's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching and confiscation.

9.4 A teacher or someone who has lawful control of the child can search a pupil **with their consent** to look for any item banned by the academy rules. Pupils must be first asked to empty pockets and bags themselves. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. If the pupil refuses to give permission, the academy may impose a sanction for failing to follow a reasonable instruction.

9.5 The Head Teacher and other members of staff authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay. Prohibited items that can be searched for without consent include:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- cigarettes, e-cigarettes, tobacco, cigarette papers and vapes;
- fireworks;
- pornographic images; or
- articles that the member of staff reasonably suspects have been or could be used to commit an offence or cause personal injury to, or damage to property of, any person (including the pupil).

A member of staff can use reasonable force to search for any prohibited items but not to search for items which are identified only in the academy rules. Before using reasonable force, the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

9.6 Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite

sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

9.7 When conducting a search, pupils must not be required to remove any clothing other than outer clothing. 'Outer clothing' [is defined as] any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

9.8 Strip searches (a search involving the removal of more than outer clothing) on academy premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Codes A and B. While the decision to undertake the strip search itself and its conduct are police matters, academy staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times. Before calling police into the academy, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary by consulting with the Head Teacher, Trust Safeguarding and Compliance Lead and CEO and should always ensure that other appropriate, less invasive approaches have been exhausted. Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.

9.9 Staff should make a record on the Trust's MIS RT Safeguarding Log of any searches conducted on pupils and inform parents/carers that a search has been carried out as soon as reasonably practicable. Records should include:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

9.10 Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead or deputy. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these issues.

10 Mobile Phones and Electronic Devices

10.1 The Trust's strategy is aimed at creating a culture with high expectations of behaviour and establishing calm, safe, and supportive environments conducive to learning across its academies. The Trust has considered the Department for Education's statutory guidance on mobile phones.

10.2 By establishing a mobile phone-free environment, the Trust aims to:

- Maximise the quality of teaching and learning by removing digital distractions during the school day.
- Reduce the risks associated with mobile phone use, including loss of focus in lessons, classroom disruption, and an increase in bullying.
- Protect the wellbeing, mental health, and online safety of all pupils and staff.
- Provide an ethos and environment within which everyone feels safe.
- Safeguard pupils from harmful online content, exploitation, and child-on-child abuse facilitated through mobile devices.

- Encourage pupils to see a mobile phone-free environment as desirable and valuable, creating intrinsic motivation to support the school culture.
- Support staff in consistently enforcing expectations and modelling responsible behaviour around technology.
- Comply with the Trust's legal duties, including under the Equality Act 2010 and the Children and Families Act 2014.

10.3 References to mobile phones in this policy should also be taken to refer to other communications and smart technology which the Trust has decided to include, including smart watches, wireless earbuds connected to a mobile phone, and any other device with the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video.

10.4 This policy applies to all pupils on the academy roll. It also applies to all adults on site, including staff, Trustees, and volunteers, in so far as the provisions concerning role modelling apply. It applies:

- On the Trust premises during the school day, including during lessons, the time between lessons, breaktimes, and lunchtime.
- On academy-organised trips and residential visits.
- In any context where a pupil is wearing academy uniform or is otherwise identifiable as a pupil of the Trust.

10.5 All members of the Trust community are expected to follow this policy and treat one another with dignity, kindness, and respect. Roles, responsibilities, and expectations of each section of the Trust community are set out in detail below.

10.5.1 Board of trustees

The trustees will work with the Central Leadership team to set the ethos and a set of core values that promote high standards of expected behaviour from pupils attending its academies. Trustees will monitor and evaluate the impact of the policy and will hold the CEO to account for its implementation.

10.5.2 The CEO

The CEO will ensure that this policy is applied consistently the Trust and will report back to the trustees on educational outcomes, behaviour management, support strategies, and early intervention for pupils requiring additional support.

10.5.3 The Head Teacher

The Head Teacher, with support from the senior leadership team, will ensure that staff are supported and up to date with policy changes. They will monitor how staff implement this policy to ensure sanctions are applied fairly and consistently, and that searches are carried out lawfully.

10.5.4 Staff

All staff will:

- Consistently enforce this policy in a fair, proportionate, and non-discriminatory manner, taking account of any adaptations or reasonable adjustments agreed for individual pupils.
- Staff should not use their own mobile phone for personal reasons in front of pupils throughout the school day. This will empower staff to better challenge pupils to meet the academy's expectations and effectively enforce the prohibition of mobile phones throughout the school day.
- Confiscate mobile phones and devices in accordance with this policy where a pupil breaches this policy.
- Record all confiscations and sanctions in accordance with the academy's behaviour recording system on RT Behaviour Log on the Trust's MIS.
- Make reasonable adjustments for disabled pupils, as required.

10.5.5 Parents/Carers

Parents/Carers have an important role in supporting the academy's policy on prohibiting the use of mobile phones. Parents/Carers are expected to:

11 Support the academy in the application and enforcement of this policy.

12 Where they need to contact their child during the school day, contact the school office rather than the pupil's mobile phone directly, where staff will be aware of the academy's policy on relaying messages and facilitating contact.

- Inform the academy in writing of any medical condition, disability, or other exceptional circumstance that may require their child to access a mobile phone during the school day (see section 8).

12.1.1 Pupils

All pupils are expected to:

- Comply with the approach set out in this policy.
- Not use or display a mobile phone or device covered by this policy during the school day, unless expressly authorised to do so under an agreed adaptation.
- Understand the risks associated with the use of mobile phones, both in school and more broadly, including loss of focus in lessons, classroom disruption, and an increase in bullying.
- Hand over a device immediately when asked to do so by a member of staff.
- Not attempt to circumvent this policy, including by concealing a device or passing it to another pupil.

12.2 Pupils may bring mobile phones or devices within the scope of this policy onto academy premises but must secure them in an allocated locker by handing them to a designated member of staff at the start of the school day. Phones must remain secured throughout the entire school day, including during lessons, the time between lessons, breaktimes and lunchtime.

12.3 Each pupil will be allocated a locker for this purpose. Pupils must place their phone in the locker upon their arrival at school and may retrieve it at the end of the school day. Lockers will be secured and pupils must not open their locker or retrieve their phone during the school day without the express permission of the Head Teacher or a member of the senior leadership team.

12.4 Any phone which is seen or heard during the school day, including vibrating, ringing, or being physically handled outside the locker or designated hand-in point, will be confiscated immediately.

12.5 Schools can use a range of sanctions for breaching the mobile phone policy appropriate to their context, including confiscation, detention, and suspension, as set out in this policy. All sanctions will be proportionate to the circumstances, and due consideration will be given to the pupil's age, any SEND, and any agreed adaptations.

12.6 Whilst the Trust prohibits the use of mobile phones throughout the school day to reduce distraction and disruption; we will consider and make reasonable adjustments where necessary under the Equality Act 2010.

12.7 There may be other exceptional circumstances where adaptations to this policy for specific pupils may be made; however, these are expected to be genuinely exceptional. This section does not provide an exhaustive list of exceptional circumstances, and the academy will assess each case on its own merits.

12.8 Where pupils are taking part in academy-organised activities outside the normal school day on academy premises (such as after-school clubs or school trips), this policy will apply unless the member of staff leading the activity has expressly confirmed otherwise for a specific and legitimate educational purpose.

13 Restrictive interventions including use of reasonable force

13.1 The Trust strives to provide a safe learning environment for all pupils. All members of staff (and anyone to whom the principal has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline.

13.2 This power extends to times when staff are lawfully in charge of pupils but are off the academy premises, e.g. on a school trip. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time.

13.3 There are circumstances when it is appropriate for staff to have physical contact with pupils which does not constitute the use of reasonable force or other restrictive interventions. Examples include:

- Giving first aid.
- Guiding or escorting pupils, such as holding the hand of a pupil when walking around the academy or on a school trip.
- Comforting a distressed pupil.
- Congratulating or praising a pupil, for example a pat on the back or a handshake.
- Demonstrating how to use a musical instrument.
- Demonstrating exercises or techniques during PE lessons or sports coaching.

13.4 Staff, in limited circumstances and as a last resort, may need to use restraint, which is a non-disciplinary intervention which immobilises a student or limits their movement, and this may or may not include direct physical contact.

13.5 Staff will only use seclusion – a non-disciplinary intervention to keep a pupil confined to a place away from others and prevented from leaving – as a safety measure to protect others from harm when a pupil is experiencing a high level of emotional or behavioural dysregulation. Staff will seek to ensure that the place of seclusion is not threatening or intimidating. The pupil must be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil must be allowed to leave. Reasonable force does not have to be used for an intervention to be seclusion. Seclusion includes:

- Physically obstructing the pupil's way of leaving the place,
- Securing the place so that the pupil cannot leave it, or
- Causing the pupil to believe that they will be punished if they leave the place.

13.6 Whenever any restrictive intervention is used, including reasonable force, staff will consider the following:

- Necessity – taking into account whether there is a less restrictive way to achieve the same thing, the risks involved, whether it may escalate and communicating, where possible, with other staff
- Proportionality – using the least amount of force, potential alternative strategies and the personal circumstances of the pupil including any relevant protected characteristics under the Equality Act 2010.
- The pupil's welfare – including that pupil's context and circumstances, overall welfare, the importance of their dignity, the need to communicate with them about the decisions being taken, any English as an Additional Language (EAL), and how the pupil is feeling.

13.7 Use of reasonable force and restrictive interventions will generally be rare and may need to be determined by staff in the moment in many cases.

13.8 Consideration will also always be given to the rights of the pupil concerned, including under the Equality Act 2010 and the Human Rights Act 1998. The Trust recognises that some pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments, or feelings of fear and anxiety. Pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. The academy will seek to understand the underlying triggers of challenging behaviour to provide proactive support, create an inclusive environment, and utilise staff who know individual pupils well to help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur. Parents should consult the Trust's SEND policy that sets out the provision for SEND pupils and the Trust's approach generally, but in the context of restrictive interventions this might include:

- Student Support Plans.
- Risk assessments and Pupil RT Safety Plans.
- Specific adjustments for that pupil that are known to reduce the need for restrictive interventions.
- Distracting techniques.

13.9 The Trust will minimise the need to use restrictive interventions through prevention and de-escalation measures, employing specific whole-school measures as well as tailored approaches for individual pupils.

13.10 Whole-Trust measures include:

- Consideration of how the academy and classroom environment can support all pupils to achieve and thrive.
- Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds.
- Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation.
- Development of working staff-pupil relationships and trust.
- Recording and analysing data on the use of restrictive interventions to inform improvement planning.

13.11 Individual approaches could include:

- Working closely with parents/carers to support individual pupils
- Implementing strategies to support individual pupils based on their identified needs, including the development of pupil safety plans and/or SSPs. Where a pupil has a disability, the Trust has a legal obligation under the Equality Act 2010 to support pupils with reasonable adjustments, making sure they can benefit from what the Trust offers
- Giving pupils time, space and strategies to calm down before their behaviour escalates

13.12 Every significant incident in which reasonable force is used will be recorded by staff members, as required by s.93A of the Education and Inspections Act 2006. This requirement only applies where it is a significant incident, so will not include cases where physical contact is made for other reasons, such as giving first aid. This recording will take place as soon as practicable after the event and should be done by the member of staff the same day as the incident. This following information must be recorded in the Trust's Management Information System (MIS) on a RT Behaviour Log. The record will include:

- Names of pupils and staff directly involved.
- Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code.
- Time, date, location and approximate duration of the intervention.
- A brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained.
- A brief account of why the use of force was assessed as necessary in that instance.
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.
- The pupil's account of what happened, as well as any witness accounts.

13.13 A written report will also be made to parents/carers where there is a significant use of force, apart from where:

- The pupil is 20 or over at the time; or
- It appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member will report the incident to any parent(s)/carer who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.

13.14 A written report of the incident made to parents/carers will include the following details as a minimum:

- Time, date, location and approximate duration of the intervention.
- Brief account of why the intervention was assessed as necessary in that instance.
- Brief account of what type of force was applied, and the degree of force.
- Details of any physical injuries sustained, if applicable.

13.15 Every incident which results in seclusion or restraint, which may not include reasonable force, must be recorded on the Trust's MIS on a RT Behaviour Log. Incidents must be recorded as soon as possible and no later than the same day, in writing. The information recorded must include:

- Names of pupil and staff directly involved.
- Time, date, location and approximate duration of the intervention.
- Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code.
- A brief account of why the intervention was assessed as necessary in that instance.
- Details of any physical injuries sustained, if applicable.
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

13.16 Apart from in the circumstances as set out in 11.13, a report must be made to parents/carers where a pupil is subject to seclusion, restraint or immobilisation, even if that is included within a pupil's safety plan. Staff will endeavour to do this the same day, but this may also involve a subsequent follow up discussion with parents/carers to include any de-escalation strategies and what can be done differently in future.

13.17 Where an incident resulted in both a significant use of force as well as seclusion/restraint, only the procedure set out at 11.12-11.14 will be used, with parents/carers not needing to be informed twice.

13.18 The Trust will evaluate all incidents involving the use of restrictive interventions as soon as practicable after the event to understand why it was used, the impact on pupils and staff, any patterns and trends, and how the use of restrictive interventions might be avoided in future.

13.19 Where appropriate, the pupil and staff member involved will receive a medical assessment and treatment for any injuries as soon as possible. Any injuries will be recorded in accordance with the Trust's procedures and reported as appropriate to the Health and Safety Executive.

13.20 Staff who are likely to need to use reasonable force and/or other restrictive interventions will be adequately trained in its safe and lawful use and in preventative strategies. The Trust will carry out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible, in accordance with the academy's duties under the Health and Safety at Work etc. Act 1974.

13.21 All staff will be required to attend theory training in de-escalation, legal rights and responsibilities and the use of physical intervention from a recognised trainer. Physical de-escalation techniques should be reaccredited bi-annually to maintain competency. New members of staff, as part of their induction, will be offered relevant training as soon as is practicably possible. Those staff will not be allowed to restrain pupils until qualified to do so, and a risk assessment will be put in place until training has been undertaken. risk assessments will also be completed for staff who are unable to undertake restraint due to their own health circumstances.

13.22 The Trust will ensure that the data around the use of force and restrictive interventions is considered by school leaders to ensure there is not a disproportionate use of force in the academy, to identify learning and patterns, and to make improvements to policies and practices.

13.23 Positional asphyxiation and prohibited techniques

13.23.1 Positional asphyxiation occurs when compression of the trunk limits chest movements preventing the diaphragm moving up and down between the chest and abdomen impairing breathing.

13.23.2 Physical Intervention Techniques that must NOT be used

- Neck restraints/holds
- Single/Double basket holds (sometimes referred to as 'wraps')
- Seated double embrace
- Nose distraction technique
- Prone restraint
- Any technique that interferes with diaphragmatic movement and lung function.

13.23.1 Actions required to Lower the Risk of Injury during Physical Intervention

- Ensure sufficient numbers of staff are available to deal with difficult situations
- Do not use neck locks
- Do not restrain on your own, unless absolutely necessary.
- Do not place students in the prone position.
- If restraint goes to the floor then either disengage or move the subject onto their side, or into a seated position as soon as possible.

We will endeavour to ensure there are staff trained in First Aid who are able to put a person into a recovery position if required.

14 Bullying

14.1 The Trust will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. The Trust has a separate Anti-Harassment & Bullying Policy which should be read in conjunction with this policy. 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. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.

14.2 The Trust wants to make sure that all pupils feel safe in the Trust and are accepted into the Trust community. The Trust's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.

14.3 Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The Trust practices a preventative strategy to reduce the chances of bullying, and the Trust's anti-bullying strategy is instilled in the Trust's curriculum, through the active development of pupils' social, emotional and behavioural skills, assemblies and is embedded in daily academy life. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

14.4 If an allegation of bullying does come up, the academy will:

- take it seriously;
- investigate as quickly as possible to establish the facts;
- record and report the incident; depending on how serious the case is, it may be reported to the CEO;
- provide support and reassurance to the victim;
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions;
- discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions;

- ensure that if a sanction is used, it will correlate to the seriousness of the incident, and the 'bully' will be told why it is being used;
- consider whether suspension or exclusion is appropriate in light of the circumstances (only imposed with authorisation from the CEO).

14.5 The Trust believes pupils should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of pupils and staff at its academies. Where a member of staff has reasonable grounds to suspect that a pupil is using social media in an inappropriate way, which could cause harm to another person in the Trust community, the member of staff should report this to a member of the academy's Head Teacher. Following any such report an investigation will follow during which an authorised member of staff may ask that the pupil gives them access to their social media account. In the event that the pupil refuses to cooperate and will not give access to an authorised member of staff during an investigation this could lead to an adverse decision taken against the pupil.

15 Child-on-Child Abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The Trust will act swiftly in response to instances of alleged child-on-child abuse and will follow its Safeguarding and Child Protection policy and Keeping Children Safe in Education statutory guidance. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

16 Complaints

If parents/carers have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Head Teacher in accordance with the Trust's Complaints Procedure. If the concern relates to a suspension or exclusion, the statutory procedure set out in the exclusions guidance will be followed.

Appendix 1: Rights and Responsibilities of Pupils and Academy Rules

Rights	Responsibilities
To feel safe both in and out of the classroom	Have regard for your own safety and that of others and care for academy equipment/ resources/ environment
To learn, free from the disruption of others	Be prepared to engage in class and be involved with learning
Be valued and have good work recognised and rewarded	Accept and learn from any sanctions that you receive
To receive help and support where requested	Follow staff instructions and seek help when needed
To be listened to and respected	Respect yourself, other people and their belongings
To be treated fairly	Be self-disciplined and follow the academy rules set out below
To be treated as an individual	Inform a member of staff when this policy has been breached by yourself or another pupil

Academy Rules

1 Attend the academy and classes on time (including attending at the times set by teachers in the event an altered or staggered routine is implemented).

2 Follow the academy's instructions on hygiene, such as handwashing, sanitising and behaviour in toilets.

3 Do not use rude, derogatory, racist or defamatory language.

4 Do not bully, belittle, or intentionally harm other pupils, staff or visitors.

5 Be polite, respectful and considerate of your peers and the extended community and always try to understand other people's point of view.

6 Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways, or when in public places.

7 Complete academy work and homework on time and to the very best of your ability.

8 Take care of your environment, both on the academy site and outside. Do not litter or vandalise property in any way.

9 Take care of academy equipment.

10 Follow staff instructions (including, when imposed details of groups students can socialise within, moving around the academy site in accordance with specific instructions).

11 Meet expectations around sneezing and coughing including adhering to the "catch it, bin it, kill it" policy

12 Do not spit or cough in the vicinity of, or deliberately at another pupil, staff member or any other person within the academy.

13 Do not share equipment with any other pupils or staff, including drinking bottles unless expressly directed otherwise. Do not eat during lesson times.

14 Report to the Head Teacher if you arrive late, feel unwell or need to leave for an appointment.

15 Stay on the academy premises at break and lunch time, including adhering to instructions relating to the areas you can be in during break and lunch time.

16 Do not bring into the academy under any circumstances:

- alcohol and drugs including "legal highs";
- e-cigarettes, vapes, cigarettes, matches, and lighters;
- chewing gum;
- weapons of any kind or instruments/substances intended to be used as weapons;
- material that is inappropriate or illegal for children to have such as racist or pornographic material;
- BB guns, air guns, toy guns, anything with a blade, anything designed to look like a weapon;
- any article which 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).

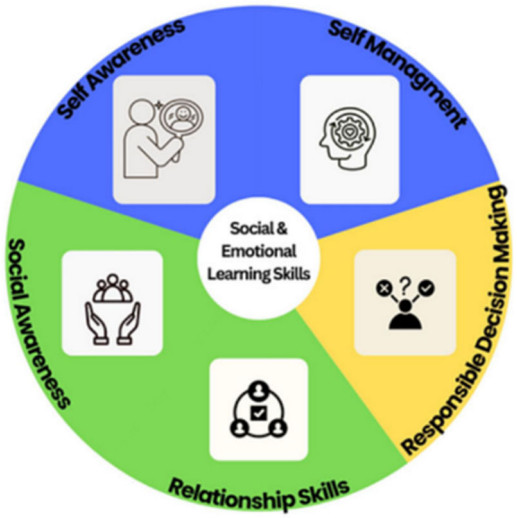
Appendix 2: Behaviour Management Site Based Procedures

Alderwood Academy

If the expected behaviours are not met, as outlined in Raedwald Trust's Positive Behaviour Change Policy, the following procedures are followed. Our priority on induction of all pupils into Alderwood is to create strong positive relationships between 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. During the school day, if a pupil displays behaviour that does not adhere to the school values, the class teacher/lead adult will concisely outline the unacceptable behaviour.

Social and Emotional Learning Skills

At Alderwood we have implemented the Social and Emotional Learning (SEL) approach to support pupils to understand and manage their own emotions, develop social awareness, establish and maintain positive relationships, and make responsible decisions. This approach is defined by 5 core learning skills (see below).



At the end of each session pupils reflect on their progress against their own individual target (linked to an area of the SEL framework) and this reflection will be supported by an adult. If they successfully meet this target, they receive 'one tick' for that session on their behaviour chart. Staff lead a reflection time at the end of the school day which enables pupils who have made good progress against their targets to have some choosing time. However, pupils who have struggled to make consistent progress spend some/all of reflection time with an adult discussing how to make better choices in the future and what support may be needed to facilitate this. Pupils will also record/be supported to record a daily achievement based on one of the SEL core areas at the end of each day to support the reflection process.

If behaviour continues to persist across a longer period, and verbal warnings are not effective, a discussion will be scheduled with the Head Teacher, which may lead to a meeting on-site between Head Teacher, class teacher, pupil and parent/carer.

If a pupil is struggling to manage their behaviour, they are given the opportunity to use a designated area of the school with staff guidance, to help them to regulate again. This could include having a small break, time to self-calm and opportunities to talk which support their reintegration back into the learning environment. These spaces include the sensory room, 'chill zones' within the classroom and designated spaces outside.

If a child leaves the classroom and refuses to use an alternative space and follow staff instructions, staff will always 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, staff and others informed and updated of the situation (risks).
If a student decides to abscond from site, staff will follow and make SLT and office staff aware, using mobile phones as required. If appropriate, another member of staff will then join the staff member who is off-site with the pupil, often in a vehicle and ensure communication back with site is regular. Contact with home is then made to inform them of the situation. The police will be alerted if the pupil has disappeared from the sight of staff. All of these incidents are recorded on Compass via a Behaviour Log. Pupil Safety Plans are also updated in light of the incident.

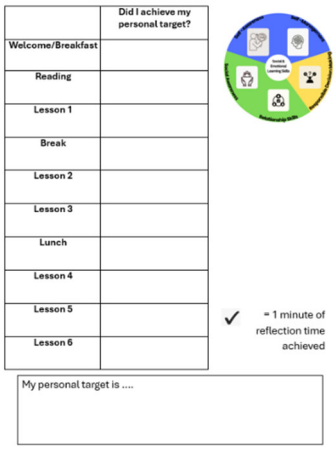
Discussions with students about potential consequences of their behaviour and how to stay safe are outlined during and following the incident to reinforce the pupils understanding of their choices and potential risks associated with unsafe behaviour.

Daily routines

- Providing a 'meet and greet'. Staff welcome each child as they arrive each day. Every school day starts with a breakfast club open to all students. This allows the pupils to socialise with both staff and peers. This part of the school day provides an opportunity for staff to attend to any issues or events the pupils may have at the start of their school day.
- Social times and periods of transition are often a time within the school day our pupils struggle to manage. To mitigate this, Alderwood safely staff these social times, and positive interactions are modelled and reinforced.
- All staff have clear routines and procedures. Daily routines and consistent adult behaviour promote a calm environment for the setting, with consistency and predictability for students reducing their anxiety.
- Reflection time at the end of the afternoon session enables pupils to reflect on both good choices and areas of difficulty and ways to move forward. To support this reflection, a daily achievement linked to the SEL framework is recorded by/for each pupil.
- Staff take care to prepare the children fully for any changes to their daily routine. This is done by a whole staff morning briefing led by SLT, which outlines the day and supports the visual timetables on display in each classroom which supports the children to sequence their day and relieve anxiety. All staff meet again at the end of the school day to de-brief and ensure the school and staff are ready for the following day.

Daily Behaviour Chart

All pupils will have a daily behaviour chart (see below). This incorporates one individual target (linked to an SEL core skill), which can be adapted based on presentation and need. Progress against this chart will be tracked by teachers and used to inform home school via regular cycle review meetings.



	Did I achieve my personal target?
Welcome/Breakfast	
Reading	
Lesson 1	
Break	
Lesson 2	
Lesson 3	
Lunch	
Lesson 4	
Lesson 5	
Lesson 6	

✓ = 1 minute of reflection time achieved

My personal target is ....

The combined score on a pupils' behaviour chart across their week produces a weekly total. This is then converted into a percentage. Certificates will then be awarded on the following Monday during our celebration assembly, with a chance to take something from the prize box. These certificates will be Gold, Silver or Bronze based on the number of points earned in the previous week. Platinum certificates are then awarded, where appropriate, half-termly. We also run an assembly on a Wednesday to learn more about the different SEL skills.

Points System

Class points can be achieved when pupils display SEL skills within the five areas (self-awareness, self-management, social awareness, relationships skills and responsible decision-making). These are collated per class which then enables students to choose an appropriate onsite or offsite reward. We aim to complete regular trips throughout the school year. These rewards ensure pupils can see a positive outcome from consistent positive choices being made and improves class cohesion and develops peer relationships. Pupils have an element of ownership when determining their choice for the onsite/offsite rewards.

First Base Bury St Edmunds Academy & First Base Ipswich Academy

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 16 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 14-16 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 learning, respect, 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 earnt. 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 behaviour choices need to be instant. An adult may feel that a behaviour 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' and 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 earnt 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 leaners 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 their Student Support Plan and an individual safety plan. Their safety plan 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.

Suspensions

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

Recording

Any behaviour incidents are recorded on Compass the same day and the school and parents/carers are informed where necessary. Safety Plans are also updated in light on the incident and behaviours displayed. Incidents are discussed during staff debrief to identify ways forward and next steps.

Outreach Support

Whilst First Base staff are supporting pupils in their mainstream setting, the strategies detailed above may be adapted to individual pupil need and to fit within mainstream behaviour policies and expectations.

Parkside Academy & Ipswich Hospital School

Our Behaviour for Learning Policy focuses on building positive relationships and promoting behaviour that enables every pupil to learn without exception. It is rooted in the key characteristics of our Parkside Charter: fostering resilience, respect, and meaningful connections.

We are committed to nurturing the character of every pupil, helping them develop a strong sense of identity and belonging as valued members of their local and wider communities.



We are committed to providing everyone with imaginative and inclusive learning opportunities.	Pupils will have a sense of self and belonging at our Academy through positive relationship building	We are committed to building relationships that promote the skills for life-long learning and independence	Staff and Pupils will treat one another with mutual respect, tolerance and acceptance through cultivating trust and fairness

At Parkside Academy, we provide imaginative and inclusive learning opportunities that promote curiosity, independence, and self-worth.

Our commitments:

- Pupils will develop a sense of self and belonging through positive relationship-building.
- We are committed to building relationships that promote lifelong learning and independence.
- Staff and pupils will treat one another with mutual respect, tolerance, and fairness, cultivating trust and understanding.
- We will meet the needs of all pupils and support them to regulate themselves in ways that enable learning and progress.

Embedding positive behaviour

We apply a **positive behaviour approach**, rewarding appropriate behaviour, celebrating success, and maintaining high expectations so that pupils take increasing responsibility for managing their own actions.

Our Core Expectations:

- Be Kind
- Engage
- Respect the Environment

Staff strategies to promote positive behaviour:

- Maintain calm, welcoming classrooms.
- Provide clear, consistent expectations and instructions.
- Recognise and praise positive choices and interactions.
- Understand the intent behind behaviour and support reflection.

- Offer opportunities to rethink and amend poor choices.
- Deliver high-quality, differentiated teaching that meets individual needs.
- Speak with respect and model appropriate behaviour.
- Celebrate success with pupils and parents/carers.
- Provide explicit sessions to develop confidence, self-esteem, and relationship skills.

Celebrating success

Staff regularly review each pupil's support plan, detailing academic progress, and social-emotional development. Achievements are celebrated through verbal praise, postcards home, and positive phone calls. Success is central to our culture — we actively acknowledge progress and effort as much as attainment.

Managing behaviour that challenges community welfare

When pupils struggle to meet expectations, staff put support in place to help them re-engage positively. Responses are individualised and guided by professional judgement.

Support strategies may include:

- Reminders of expectations.
- Opportunities for reflection or time out.
- Contact with parents/carers.
- Review of SSPs and SEMH targets.
- Liaison with mainstream schools, health, or social care professionals.
- Referrals to external agencies when appropriate.

All incidents are recorded on our Management Information System (MIS) so that leaders can monitor patterns and introduce early interventions. Safety Plans are reviewed and updated as needed to ensure effective strategies are in place.

For serious incidents and sanctions, please refer to Section 6 of this policy.

Behaviour Strategies in Learning Locations

Staff use a consistent, calm approach to de-escalate and re-engage pupils. Early intervention is key.

Key Phrases • 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	Positive Feedback • 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 • *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*
Success reminders and calm, clear instructions. Positive language and neutral tone. Strategic use of "change of face" when another adult intervenes.	"I'm pleased you chose to return to lesson." "You've made a positive decision — well done." "Thank you for showing respect and maturity."

Behaviour Scripting – Key Phrases:	Staff reminders:
• "I hope you choose to stay in/return to lesson." • "Make the right decision." • "Right place, right time." • "The rule is… (be kind/respect the school)." • "The expectation is to engage." • "I expect you to complete this activity within X minutes."	• Give instructions once, then step away. • Only one staff member should lead an interaction. • Keep tone positive and brief. • Offer whole-class reminders when appropriate.

Safe spaces and pastoral support are available for pupils who need time to self-regulate. Staff guide pupils to use these spaces for reflection, calming, or restorative conversation before reintegration.

If a pupil leaves the classroom and refuses to use a safe space, staff ensure they remain in sight and safe, keeping communication open with the Headteacher or delegated lead.

Absconding from Learning Location

If a pupil leaves the site, staff will:

1. Inform the Headteacher and main office immediately.
2. Maintain contact via mobile communication.
3. Follow safely and, if necessary, deploy additional staff support.
4. Contact parents/carers to inform them.
5. Notify the police if the pupil cannot be located.

All incidents are recorded on the MIS, and Safety Plans are reviewed to prevent recurrence.

Smoking and Vaping: Policy Procedure

Parkside Academy operates a **zero-tolerance approach** to pupils carrying or using smoking or vaping paraphernalia. This policy is explained during the home visit and induction process.

Procedures:

- Pupils found smoking or vaping may be escorted home to continue their learning remotely.
- If contact cannot be made, they may complete 1:1 learning at an alternative site.
- Pupils who hand in paraphernalia will remain on site to continue learning.
- Refusal to hand over items will result in the pupil being escorted home for remote learning.
- Confiscated items must be collected by parents/carers.

Energy Drinks: Policy Procedure

- Energy drinks are not permitted at Parkside Academy.
- If a pupil is found with an energy drink.
- They will be asked to hand it over immediately.
- If they refuse, they will be sent home to complete remote learning.
- Confiscated drinks are returned at the end of the day.
- Parents/carers will be invited to a meeting to discuss the concern.

Contextual Differences – Ipswich Hospital School (IHS)

While Lindbergh Road Site and IHS share the same ethos and expectations, IHS operates within a medical environment where teaching often takes place at the bedside or in the hospital room. This context requires **greater flexibility, sensitivity, and discretion** in applying behaviour strategies.

Key differences include:

- **Environment:** Teaching takes place around medical treatment and patient care routines. Staff adapt tone, pace, and activities to respect the hospital setting and maintain a calm, reassuring atmosphere.
- **Behaviour Expectations:** The same three expectations apply (*Be Kind, Engage, Respect the Environment*), interpreted in light of the pupil's health, mobility, and emotional capacity each day.
- **Response to Behaviour:** Staff prioritise reassurance, empathy, and gentle redirection rather than formal sanctions. Restorative conversations, positive reinforcement, and comfort are the primary tools for managing behaviour.
- **Rewards and Recognition:** Success is celebrated through verbal praise, encouragement, and communication with families and medical staff. Recognition is based on effort, engagement, and emotional progress as much as academic outcomes.
- **Collaboration:** Behaviour management is coordinated with medical and nursing staff to ensure that all interventions align with care plans and do not interfere with treatment.

Although the setting differs, the values, principles, and commitment to respectful, relationship-based practice remain identical to those of the Lindbergh Road Site and are united in their commitment to creating inclusive, nurturing, and aspirational learning environments.

We believe that behaviour for learning grows from positive relationships, consistency, empathy, and high-quality teaching.

Every pupil has the right to feel safe, respected, and capable of making positive choices that prepare them for lifelong success.

The Albany Academy and West Suffolk Hospital School

Introduction

Our policy focuses on building positive relationships and promoting behaviour for learning. Our policy is rooted in the key characteristics of our charter; allowing pupils to learn without exception, build positive connections, resilience and respect. We strive to develop the character of our Pupils and help them to develop their identity and place as a member of their local and wider communities.



We are committed to providing everyone with imaginative and inclusive learning opportunities.	Pupils will have a sense of self and belonging at our Academy through positive relationship building	We are committed to building relationships that promote the skills for life-long learning and independence	Staff and Pupils will treat one another with mutual respect, tolerance and acceptance through cultivating trust and fairness

We commit to meeting the needs of all Pupils and support them to regulate themselves in a way that is conducive to learning and progress. To support this, we ensure:

- Our pupils will learn through a consciously planned curriculum that supports their personal, social and emotional development needs, including emotional literacy development, and reading skills.
- The curriculum supports pupils to develop strategies and provides opportunities that will re-engage them with learning and promote a sense of curiosity in the world around them.
- Every pupil will achieve success through explicit direct instruction, that carefully scaffolds the curriculum programme; providing interventions designed to build oracy and confidence, promoting behaviour for learning.
- Every pupil 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 https://www.raedwaldtrust.com/raedwald-trust-pupil-charter/pupil-charter/
- Pupil voice and equality of opportunity are at the centre of everything we do https://www.raedwaldtrust.com/the-albany-academy/albany-academy/equality-objectives/

Embedding positive 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. Pupils are expected to always adhere to the following expectations:

- Be Kind
- Engage
- Respect the environment

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

- A calm and welcoming classroom environment
- Having consistent expectations and giving clear instructions
- Praising positive behaviours and interactions
- Being aware of pupil intent when negative behaviours occur, and support them to make positive decisions
- Giving Pupils 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 Pupils
- Celebrating Pupils' successes and sharing 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
Pupils' targets, academic achievement, and personal social and emotional development are regularly reviewed, and staff will reward and celebrate successes by using verbal praise, phone calls home and postcards.

Managing behaviour that challenges community welfare
Where Pupils are not adhering to the expectations in their learning location, support is put in place to encourage appropriate behaviour for learning. All pupils are different; we apply behaviour strategies best suited to support the needs of individuals. These include:

- Reminders of expectations
- Offering opportunities for pupils to take time out and reflect
- Phone calls home to parents/carers
- Behaviour & SEMH 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 our Management Information System 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. Safety Plans are also updated at this point to ensure appropriate strategies are put in place to reduce behaviours.

For Serious incidents and appropriate sanctions please refer to Section 6 of this policy.

Behaviour Strategies in Learning Locations
Staff will use a wide range of consistent approaches to engage and settle Pupils when negative behaviour occurs. Within the initial stages staff will use success reminders, firm and clear instructions, calm talk and distraction, through behaviour scripting.

Behaviour Scripts example

Key Phrases • 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	Positive Feedback • 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 • *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*

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 pupil is finding their current environment challenging. 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 leaves the classroom and refuses to use a safe space and follow staff instructions, staff will ensure pupils remain in sight to ensure they are safe. Staff will offer guidance where appropriate and ensure communication with the Headteacher or delegated member of staff, to keep updated on the situation and mitigate risks. Additional staff may be deployed to monitor the situation and offer help when appropriate and necessary to do so.

Absconding from Learning Location

If a pupil decides to abscond from site, staff will follow and make the Headteacher and main 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 pupil has disappeared. All of these incidents are recorded on our Management Information System the same day and parents/carers are informed where necessary. Safety Plans are also updated in light of the incident. Parents will also be informed, and the Home School (if applicable).

Bullying and harmful sexual behaviour

Harmful sexual behaviour is addressed within the Academy safeguarding policies. Reports of bullying will be addressed as per the Trust Anti-Bullying Policy. We do not tolerate sexist language, sexual harassment and sexual violence, reports of this will be investigated. See sections 12 and 13 of this policy.

Smoking and Vaping: Policy Procedure

- There is a zero-tolerance approach towards pupils carrying or using smoking and vaping paraphernalia. This approach is shared with families during the home visit as part of the induction process.
- If a pupil smokes or vapes on site, the pupil is transported to another site (First Base Bury) to complete 1:1 learning.
- If a pupil has smoking or vaping paraphernalia, they must hand it to staff immediately where it will be stored safely and securely. The pupil will then remain on site to continue their education.
- A pupil refusing to hand in the paraphernalia transported to another site (First Base Bury) to complete 1:1 learning.
- Any paraphernalia handed in to staff must be collected by parents/carers/guardians.
- The school nursing team will work alongside the Raedwald Trust to support pupils that wish to cease smoking or vaping. Each pupil will be supported according to their individual needs, medical plan and circumstances.

Energy Drinks: Policy Procedure

- There is a zero-tolerance approach towards pupils possessing and drinking energy drinks.
- If a pupil is found in possession of an energy drink, they will be asked to hand it over immediately. If the pupil refuses to hand over the energy drink, they will be transported to another site (First Base Bury) to complete 1:1 learning.
- Any confiscated energy drinks can be collected by parents/carers/guardians but cannot be returned to the pupil.

Westbridge Academy

Introduction

Our Positive Behaviour Policy is grounded in the principles of our Academy Charter: enabling all pupils to learn without exception, fostering positive relationships, and promoting resilience and respect. We are committed to nurturing the character and identity of every pupil, helping them find their place within both their local and wider communities.



We provide imaginative, inclusive learning opportunities that support every pupil's sense of self and belonging. Our approach is built on:

- Positive relationship building that supports lifelong learning and independence.
- Mutual respect, tolerance, and acceptance between staff and pupils, underpinned by trust and fairness.

Our Commitments

We are dedicated to meeting the needs of all pupils and supporting them in regulating their behaviour in ways that promote learning and progress. To achieve this, we ensure:

- A carefully planned curriculum that supports personal, social, and emotional development, including emotional literacy and reading skills.
- Opportunities that re-engage pupils with learning and foster curiosity about the world.
- Explicit, direct instruction and scaffolded learning, with targeted interventions to build oracy, confidence, and behaviour for learning.
- A recognition of each pupil's uniqueness, with learning experiences designed to support their personal growth and potential.
- Adherence to the UN Convention on the Rights of the Child (Raedwald Trust Charter).
- A strong emphasis on pupil voice and equality of opportunity, as outlined in our Equality, Diversity, and Inclusion Policy.

Embedding Positive Behaviour

We promote a positive behaviour culture by celebrating success, rewarding appropriate behaviours, and setting high expectations. Pupils are expected to:

- Be Kind
- Engage
- Respect the Environment

Staff use a range of strategies to reinforce positive behaviour and support self-regulation, including:

- Creating a calm and welcoming classroom environment
- Maintaining consistent expectations and giving clear instructions
- Praising positive behaviours and interactions
- Understanding pupil intent and supporting positive decision-making
- Providing opportunities for reflection and restoration
- Delivering high-quality, differentiated teaching
- Demonstrating respectful communication
- Celebrating success with parents/carers
- Offering explicit teaching of social-emotional skills, confidence, and self-regulation

Celebrating Success
We regularly review pupils' academic, social, and emotional progress. Successes are linked to our Trust values and are celebrated through:

- Verbal praise
- Phone calls home
- Postcards and other recognition methods

Responding to Behaviour That Challenges Community Welfare
We apply behaviour strategies best suited to support the needs of individuals:

- Clear reminders of expectations
- Time-out opportunities for reflection
- Communication with parents/carers
- Liaison with home schools, health/social care professionals, and external agencies as needed

All incidents are recorded in our Management Information System (MIS) and reviewed during daily staff briefings. This ensures a collaborative, proactive approach to behaviour support. Individual Safety Plans are updated as necessary. *For serious incidents and sanctions, refer to Section 6 of this policy.*

Behaviour Strategies in Learning Locations
Staff use consistent, supportive strategies to de-escalate and re-engage pupils, including:

- Success reminders and clear, calm instructions
- Behaviour scripting and the PACE approach (Playfulness, Acceptance, Curiosity, Empathy)
- Role-swapping among staff to avoid escalation
- Use of safe spaces for self-regulation and reintegration

If a pupil leaves the classroom and refuses to engage, staff ensure the pupil remains safe and visible, while keeping leadership informed and deploying additional support if needed.

Absconding from the Learning Location
If a pupil absconds:

- Staff follow and notify the Headteacher and main office
- Additional staff may assist, maintaining communication with the site
- If following increases risk, staff may stop under the Headteacher's guidance
- Parents/carers are informed, and the police may be contacted if necessary
- All incidents are recorded in the MIS and shared with relevant professionals
- Safety Plans are reviewed and updated accordingly

Bullying and Harmful Sexual Behaviour
Bullying and harmful sexual behaviour are addressed through our Safeguarding and Anti-Bullying policies. We do not tolerate:

- Sexist language
- Sexual harassment
- Sexual violence

All reports are investigated in line with Sections 12 and 13 of this policy.

Additional Behaviour Expectations:

Smoking and Vaping
We have a zero-tolerance policy regarding smoking and vaping on school premises.

- Pupils must not carry, or use, smoking or vaping items at school.
- If a pupil is found with smoking or vaping paraphernalia or has used them on site, they must hand the items to staff immediately. These will be stored securely.
- The pupil will remain in school to continue their learning, and parents/carers will be contacted and invited to discuss the incident.

- If a pupil refuses to hand over the items, parents/carers will be asked to attend and collect them. If this behaviour continues, the pupil may be moved to another site for 1:1 learning.
- All confiscated items must be collected by a parent/carer.
- Pupils who wish to stop smoking or vaping can be signposted to the school nursing team through a referral process.

Energy Drinks

Energy drinks are not allowed in school under any circumstances.

- If a pupil is found with an energy drink, they will be asked to hand it over and parents/carers will be contacted.
- If the pupil refuses, parents/carers will be expected to attend and collect the drink. Repeated incidents may result in the pupil being moved to another site for 1:1 learning.
- Confiscated drinks will be returned to the pupil at the end of the day.
- A meeting will be arranged with parents/carers if a pupil is found in possession of or has consumed an energy drink.

St Christopher's Academy

Our Positive Behaviour Policy is grounded in the principles of our Academy Charter: enabling all pupils to learn without exception, fostering positive relationships, and promoting resilience and respect. We are committed to nurturing the character and identity of every pupil, helping them find their place within both their local and wider communities.



We provide imaginative, inclusive learning opportunities that support every pupil's sense of self and belonging. Our approach is built on:

- Positive relationship building that supports lifelong learning and independence.
- Mutual respect, tolerance, and acceptance between staff and pupils, underpinned by trust and fairness.

Embedding Positive Behaviour

We promote a positive behaviour culture by celebrating success, rewarding appropriate behaviours, and setting high expectations. Pupils are expected to:

- Be Kind
- Engage
- Respect the Environment

Staff use a range of strategies to reinforce positive behaviour and support self-regulation, including:

- Creating a calm and welcoming classroom environment
- Maintaining consistent expectations and giving clear instructions
- Praising positive behaviours and interactions
- Understanding pupil intent and supporting positive decision-making
- Providing opportunities for reflection and restoration
- Delivering high-quality, differentiated teaching
- Demonstrating respectful communication
- Celebrating success with parents/carers
- Offering explicit teaching of social-emotional skills, confidence, and self-regulation

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 – accompanied by another staff member/or Head Teacher.

Students may be taken by staff to an available inside/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 (following risk assessment) 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 Compass 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.

Additional Behaviour Expectations

Energy Drinks
Energy drinks are not allowed in school under any circumstances.

Smoking and Vaping
We have a zero-tolerance policy regarding smoking and vaping on school premises.

- Pupils must not carry, or use, smoking or vaping items at school.
- If a pupil is found with smoking or vaping paraphernalia or has used them on site, they must hand the items to staff immediately. These will be stored securely.
- The pupil will remain in school to continue their learning, and parents/carers will be contacted and invited to discuss the incident.
- If a pupil refuses to hand over the items, parents/carers will be asked to attend and collect them. If this behaviour continues, the pupil may be moved to another site for 1:1 learning.
- All confiscated items must be collected by a parent/carer.
- Pupils who wish to stop smoking or vaping will be supported by the school nursing team and the Raedwald Trust, with help tailored to their individual needs and circumstances.