Christchurch Learning Centre

Behaviour Policy
and
Statement of Behaviour Principles

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Our Behaviour Philosophy

- Behaviour is communication
- Relationships matter
- Every interaction is an intervention
- We regulate before we educate
- We have high expectations for everyone
- Consequences teach rather than punish
- Every day is a fresh start.

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Therapeutic Approach

Christchurch Learning Centre is committed to creating a safe, inclusive and therapeutic environment where every pupil feels valued, respected and understood. We recognise that behaviour is a form of communication and seek to understand the underlying causes of behaviour before determining the most appropriate response.

Through positive relationships, consistent routines and high expectations, we aim to support pupils in developing emotional regulation, resilience, responsibility and the skills needed to make positive behavioural choices. We believe that the most effective behaviour support combines clear boundaries with compassion, enabling pupils to feel safe, successful and ready to learn.

Consequences remain an important part of our behaviour approach; however, wherever possible they will be used alongside restorative conversations, reflection and supportive interventions that help pupils repair relationships, understand the impact of their actions and develop strategies for future success.

Whilst we strive to be adaptive and needs focused, we are a maintained Pupil Referral Unit, therefore bound by DFE requirements and legislation. These national standards and legislation requirements also must be considered and upheld in relation to our responses to behaviour.

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for Headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2023
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

  Additional Guidance

  In developing this policy, the school has also considered current best practice in trauma – informed education, attachment aware practice, Therapeutic Thinking and relational approaches to behaviour management and de-escalation strategies. Staff are trained in recognised behaviour support approaches, including Maybo.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Failure to follow instruction/school rules
- Non-completion of classwork or homework
- Misuse of resources
- Poor attitude
- Incorrect uniform
- Failure to hand in mobile devices

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Failure to hand in mobile devices
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking or Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs

- Stolen items
- Tobacco, cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Understanding Behaviour

At Christchurch Learning Centre we recognise that behaviour is a form of communication. We seek to understand the underlying causes of behaviour before determining the most appropriate response.

These factors may include: (whether diagnosed or undiagnosed)

- Possible SEND challenges
- Attachment needs
- Trauma or adverse childhood experiences
- Mental health difficulties
- Communication needs
- Sensory processing differences
- Medical conditions
- Significant life events

While these factors do not remove responsibility, they help staff determine appropriate support, reasonable adjustments and effective interventions whilst maintaining high expectations for pupils.

4.1 De-escalation and Emotional Regulation

Christchurch Learning Centre recognises that pupils cannot learn effectively when they are distressed, overwhelmed or emotionally dysregulated. Staff will therefore seek to regulate before they educate using therapeutic approaches and recognised de- escalation strategies.

Wherever possible staff will:

- Recognise early signs of dysregulation
- Reduce unnecessary demands where appropriate
- Use calm respectful communication
- Allow processing time
- Offer movement or sensory breaks
- Provide access to appropriate regulation spaces
- Use restorative conversations once the pupil is calm
- Rebuild relationships following incidents.

Staff receive training in Therapeutic Thinking and recognised de – escalation approaches, including Maybo. Physical intervention will only ever be used as a last resort where there is an immediate risk of harm to pupils/staff.

5. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Alongside appropriate sanctions, restorative approaches may be used where appropriate to repair relationships, educate pupils and reduce the likelihood of repeated incidents.

6. Roles and responsibilities

6.1 The Management Committee:

The Management Committee is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this Behaviour Policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation
- Ensuring the school's behaviour culture reflects therapeutic, relational and trauma informed principles.

6.2 The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the Management Committee
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour logs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

6.3 Senior Leadership Team

- Promote a whole school therapeutic culture built upon positive relationships, emotional wellbeing and high expectations
- Ensure all staff receive appropriate training in Therapeutic Thinking, de-escalation and restorative practice.
- Monitor behaviour data to identify trends, evaluate interventions and ensure equitable outcomes for all pupils.
- Ensure reasonable adjustments are made where appropriate for pupils with SEND or additional needs whilst maintaining high expectations.

6.4 SENCo

The SENCo will work to ensure that those pupils with EHCP's are enabled to access an appropriate curriculum and learning environment in order to reach the outcomes of their plans and thrive. The SENCo will utilise a number of interventions and strategies including the use of TA support to ensure that pupils learning and wellbeing requirements are met.

The SENCo will also work with Centre staff to identify undiagnosed SEND in order to support all pupils to make progress and behavior expectations.

The SENCO will ensure that all staff are aware of pupil needs and how to gain guidance and support if required.

6.5 Pupil Support Manager (PSM)

The Pupil Support Manager works closely with the SLT to coordinate provision and monitor attendance. The PSM will ensure that non-attendance and trends in non-attendance are identified swiftly. The PSM will follow BCP procedures for PMOE and safeguarding requirements to ensure pupils accessing education successfully. The PSM is also responsible for coordinating review meetings for all pupils, which enables an opportunity to review progress, engagement and progress. This is also an opportunity to investigate and or implement support strategies.

6.6 Systems and Interventions Manager (SIM)

The Systems and Interventions Manager oversees our Management Information System - Arbor software which enables them to monitor trends in behaviour and attainment points distribution for pupils. This also enables them to monitor behavior logs and outcomes.
The SIM also supports pupils who are working towards a return to mainstream school. This includes a number of support interventions including but not limited to:

- Monitoring of behavior logs and progress data
- 1:1 sessions to support pupils and prepare them for transition.
- Targeted behaviour intervention sessions
- Regular communication with parents and professionals
- Attendance at IYFA

6.7 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Build positive, consistent relationships with pupils based on mutual respect and trust
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling respectful communication, emotional regulation and positive behaviour.
- Use therapeutic and de-escalation strategies to support pupils in regulating their emotions before addressing behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly via our Arbor platform
- Challenging pupils to meet the school's expectations
- Recognise that behaviour may communicate an unmet need and seek to understand the underlying causes before determining the most appropriate response.
- Maintain high expectations whilst responding calmly, consistently and proportionately.
- Use restorative conversations following incidents to rebuild relationships and promote learning from behaviour.
- Work collaboratively with parents, carers and colleagues to provide consistent support
- Record behaviour concerns accurately to inform future planning and interventions.
- Apply therapeutic approaches including Therapeutic Thinking and Maybo strategies, to reduce conflict, maintain safety and support positive behaviour.

Staff recognise that every interaction with a pupil is an opportunity to strengthen relationships, promote resilience and support positive behavioural choices. Adults will strive to respond rather than react, using curiosity, empathy and consistency while maintaining appropriate professional boundaries.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

6.8. Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions, reintegration meetings)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues. Parents and carers are valued partners in promoting positive behaviour and engagement with learning. The Centre will always work collaboratively with families to understand pupils' strengths, needs and any factors that may influence behaviour that may result in any challenges or barriers to success. This collaborative ethos between school and home is the building block in which we can promote and support positive learning experiences and educational success. CLC staff are experienced in implementing appropriate behaviour support strategies, however these may often be developed in partnership with parents and carers.

6.9 Pupils

Pupils will be made aware of the following during their induction into the Centres' behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

7 Adult Conduct and Professional Practice

Adults are the primary role models within Christchurch Learning Centre. Staff are expected to demonstrate the behaviours they wish pupils to develop by remaining calm, respectful and consistent. Adults will use positive language. De-escalation techniques and restorative approaches wherever possible, recognising their responses have a significant impact on pupil behaviour and emotional regulation.

Staff are expected to use recognised de-escalation and conflict management strategies including those taught through Maybo, to minimise risk, preserve dignity and maintain positive relationships where ever possible.

Staff will avoid confrontation, humiliation or unnecessary escalation and will seek support from colleagues where appropriate to maintain a safe and respectful learning environment.

8. School behaviour curriculum

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

In addition to behavioural expectations, Christchurch Learning Centre explicitly teaches emotional regulation, resilience, communication, problem - solving and conflict resolution. Pupils are supported to recognise their emotions, understand the impact of their behaviour on others and develop strategies that enable them to make positive choices.

Staff recognise that emotional regulation is a skill that develops over time and provide modelling, coaching and appropriate support to help pupils become increasingly independent in managing their behaviour.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

8.1 Mobile phones

In line with DfE guidance, the school operates as a **mobile phone-free environment throughout the school day**, including during lessons, between lessons and breaktimes.. Statutory guidance on mobile phones in schools.

Pupils must not use mobile phones or other smart devices (including smartwatches with communication or recording functions) at any point during the school day, unless given permission to do so. Devices brought onto the school site must be handed in on arrival and will be stored securely.

The school reserves the right to confiscate any device that is seen, heard or used in breach of this policy. Sanctions will be applied in line with the behaviour policy and may include detention/delays, isolation or further disciplinary action for repeated breaches.

Devices are brought onto the school site at the pupil's own risk. The school will take reasonable steps to store devices safely but accepts no liability for loss, theft or damage.

Use of mobile phones may be restricted or withheld for safeguarding reasons where appropriate.

Exceptions may be made where necessary, including for medical needs, SEND, or other exceptional circumstances**,** and must be agreed in advance by the Headteacher, Deputy Headteacher or member of the Senior Leadership Team in line with equality duties

8.2 Toilet areas

Pupils have access to toilet facilities throughout the school day. The school may implement controlled or supervised access arrangements, including single occupancy, where this is necessary to maintain safety, safeguarding and appropriate behaviour.

Where required, toilet areas may be staff-controlled and accessed one pupil at a time. This approach may be used to reduce risks associated with vandalism, bullying, vaping/smoking, poor behaviour or pupils being out of lessons without permission for prolonged and persistently regular times.

Pupils are expected to use facilities appropriately and return promptly to learning.

Failure to follow staff instructions or misuse of facilities will result in action in line with the Behaviour policy, which may include detention/delays, isolation or further sanctions. Repeated concerns may result in additional measures being put in place, including restricted access or provision adjustments.

9. Principles for Responding to behaviour

Before deciding upon an intervention/outcome to a behaviour incident, staff should consider:

- Is the pupil emotionally regulated?
- Could there be an unmet need?
- Are SEND communication or sensory needs contributing?
- Has something happened immediately before the incident?
- What response is most likely to help the pupil regulate and learn?

Staff should seek to regulate before attempting to educate wherever possible.

9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Code of Conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement
    - Modelling positive behaviour expectations

9.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information https://clc.dorset.sch.uk/

9.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Praise (Verbal & non-verbal)
- Behaviour & Attainment points
- Positive phone calls home
- Positive postcards home
- Subject specific rewards
- SLT rewards
- Certificates
- Special responsibilities/privileges

9.4 Responding to misbehaviour

9.4.1

Before determining the most appropriate response to behaviour, staff will seek to understand the underlying causes and consider the most effective way to support the pupil to regulate their emotions and re-engage with learning appropriately/successfully.

Where appropriate staff may use therapeutic de- escalation strategies including:

- Calm respectful communication

- Giving processing time
- Reducing the amount of language used
- Offering limited choices
- Distraction or redirection
- Planned movement or sensory breaks
- Access to trusted adult or regulation space.
- Humour where appropriate to reduce anxiety.
- Restorative conversations once the pupil is calm

These approaches aim to reduce escalation, preserve relationships and support pupils in developing self-regulation skills whilst maintaining clear expectations for behaviour.

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Where therapeutic strategies have not been sufficient or where the seriousness of the incident requires it, the school may use one or more of the following consequences or sanctions;

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the pupil out of the class to an identified area/room
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Loss of privileges – for instance, the loss of a prized responsibility or activity
- School based community service
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Targeted 1:1 support
- Timetable alterations/changes
- Suspension
- Permanent exclusion, in the most serious of circumstances

We may use isolation with the Systems and Interventions Manager or member of SLT in response to serious or persistent breaches of this policy. Pupils may be sent to the SIM or SLT during lessons if they are disruptive, where they will be expected to complete the same work as they would in class.

Pupils who do not attend a given detention will be expected to attend a longer detention the following day. If this is not attended, an SLT detention can be issued for 1 hour.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

9.5 Physical Intervention (Reasonable Force)

The school adopts a *hands-off approach* to behaviour management. Staff will always use de-escalation, therapeutic approaches and preventative strategies in line with DfE guidance before considering any physical intervention.

The use of reasonable force is **lawful but exceptional**. It may only be used to prevent pupils from:

- Causing injury to themselves or others
- Committing an offence
- Causing serious damage to property
- Seriously disrupting good order and discipline

Key Principles

Any use of reasonable force will:

- Be **a last resort**
- Use the **minimum force for the shortest time necessary**
- Be **reasonable, proportionate and necessary** to the risk presented
- Not be used as a punishment or to enforce compliance
- Respect the **safety, dignity and welfare** of the pupil

The school does **not use restraint as a planned behaviour strategy**, and physical contact will be avoided wherever possible unless there is an **immediate risk of serious harm**.

Safeguarding and Individual Needs

Staff must take account of individual pupil needs, including:

- SEND
- Mental health needs
- Medical conditions
- Known vulnerabilities or trauma

Where possible, staff should seek support from colleagues.

Recording and Reporting

All incidents involving the use of reasonable force will:

- Be **recorded promptly and factually – Via Arbor**
- Be **reported to senior leaders**
- Be **shared with parents/carers**

This approach is consistent with DfE guidance and reflects the school's commitment to safeguarding, minimising risk, and promoting the welfare and dignity of all pupils.

9.6 Confiscation, searches, screening

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

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entail – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact a member of the SLT, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)

- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will 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 will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the Headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

9.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

9.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

9.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Senior Leadership Team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

9.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police

Please refer to our child protection and safeguarding policy for more information https://clc.dorset.sch.uk/

9.11 Malicious allegations

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

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

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

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

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

10. Serious sanctions

10.1 Detention

Pupils can be issued with detentions during break, lunch, after school or on weekends during term time.

The school will decide whether it is necessary to inform the pupil's parents.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

10.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by an appropriate member of staff, and will be removed for a maximum of the lesson duration, as required.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the SLT.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with learning mentors/pastoral lead/outreach worker
- Use of teaching assistants
- Access to the Support and Interventions Manager
- Targeted SLT interventions
- Short term behaviour report cards
- Formal review/planning meetings with parents/carers
- Long term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in their behaviour log.

10.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headteacher and Deputy Headteacher only as a last resort.

Please refer to our exclusions policy for more information https://clc.dorset.sch.uk/.

11. Responding to misbehaviour from pupils with SEND

11.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Approaches may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit for long periods
- 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, trauma, attachment
- Use of separate spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

11.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

11.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

11.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Allocated SEN Manager for CLC: Teresa Hegarty teresa.hegarty@bcpcouncil.gov.uk

12. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures such as:

- A reintegration meeting
- Amended timetable or groupings
- Access to the Systems & Interventions Manager
- Access to the Outreach Worker
- Daily contact with the pastoral lead or learning mentor
- A report card with personalised behaviour goals/targets
-

13. Pupil transition

13.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Pupils and parents/carers are invited to a formal induction meeting to discus the plans for admission and start date. A parent handbook is provided with relevant reference to key policies and expectations are made clear. An opportunity for both pupils and parents to ask relevant questions is also offered. During the first two weeks of provision, pupils are inducted into the school system and complete assessments to identify any unmet needs and target their learning experience.

13.2 Preparing outgoing pupils for transition

To ensure a smooth transition from CLC, our Systems & Interventions Manager is able to offer receiving schools a reintegration plan, consisting of support with initial admission meetings, timetabling and behaviour interventions to enable a positive transfer. Similarly, support is offered to both pupils and parents in order to ensure that all parties fully understand requirements and expectations.

To ensure provision is monitored effectively all pupils will receive regular review meetings (no less than one per term) to ensure that all parties are aware of the next steps in provision expectations. This may include discussions around a return to mainstream, SEN Needs Assessments or additional support requirements.

Internally, behaviour and progress is continually monitored to ensure that the right support is in place. Information related to pupil behaviour issues and support interventions is available to relevant/key staff members throughout the year via our Arbor platform. This information may also be shared with other providers if a pupil changes provision.

14. Training

Staff receive regular training in behaviour management, trauma informed practice, de-escalation techniques and, where appropriate Maybo training.Training is refreshed regularly to ensure practice remains safe, consistent and effective.

- The appropriate and proper use of restraint
- The unique and individualised needs of the pupils attending the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

Continual professional development is held in high regard and encouraged. All staff have access to both Dorset training providers and BCP training providers. Staff have the opportunity to seek out additional external training and make requests to SLT. SLT also forward any additional training opportunities that have been received to appropriate staff members as they arise.

15. Monitoring arrangements

15.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusion and suspension
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, parents

The data will be analysed every summer term by the SLT.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies accordingly.

15.2 Monitoring this policy

This Behaviour Policy will be reviewed by the Headteacher and Management Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data/software. At each review, the policy will be approved by the Management Committee.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Management Committee annually.

16. Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions and Exclusions policy
- Child protection and safeguarding policy
- Physical Intervention: Use of reasonable Force policy
- Anti-bullying Policy

Appendix 1: Written Statement of Behaviour Principles

The Management Committee of Christchurch Learning Centre is committed to promoting a safe, inclusive and respectful environment in which all pupils can learn and thrive.

- Every pupil has the right to feel safe, valued and respected, and to learn free from disruption.
- All members of the school community must be treated fairly, equitably and without discrimination.
- High expectations for behaviour are maintained consistently, underpinned by positive relationships, mutual respect and clear boundaries.

The Management Committee recognises that behaviour is a form of communication. The school therefore adopts a therapeutic, relational approach, supporting pupils to regulate, reflect and learn from their behaviour while maintaining clear expectations and accountability.

- Staff are expected to model calm, respectful and consistent behaviour at all times.
- Behaviour is managed through a balance of support, guidance and proportionate consequences, with an emphasis on learning and restoration rather than punishment.
- Pupils are supported to take responsibility for their actions, understand impact, and repair relationships where appropriate.

The use of sanctions, including suspension and permanent exclusion, will:

- Be fair, proportionate and consistently applied
- Be used as a last resort where required
- Take account of individual circumstances, including any SEND, vulnerabilities or safeguarding needs

Reasonable force will only be used in exceptional circumstances, in accordance with legal guidance, to prevent serious harm.

The school works in partnership with parents, carers and external agencies to promote positive behaviour and ensure appropriate support for all pupils.

The Management Committee expects that this policy is applied consistently and is understood by pupils, staff and parents, and that it contributes to a calm, safe and purposeful learning environment.

The Management Committee also makes clear that violence, abuse or threatening behaviour will not be tolerated under any circumstances.

This statement of behaviour principles is reviewed and approved by the Management Committee annually.

Appendix 2: Sanctions (teaching and support staff)

Teaching staff and support staff are required to manage pupil behaviour and conduct effectively within the learning environment. There are a number of tools available to staff that can be implemented to encourage positive engagement. It is expected that staff utilise a graduated response in dealing with poor behaviour before requesting SLT intervention.

Sanctions are used to encourage and reinforce the ethos and standards of the school. Sanctions are in part aimed at achieving a change in pupils' behaviour and attitude, thereby arriving at a situation where positive learning is achieved whilst at the same time reinforcing the pupils' responsibility for their behaviour. The following guidance is recommended: -

Constructive verbal communication – Staff should engage in non-confrontational verbal correction of unwanted behaviours. Staff should identify the positive behaviour desired utilising the RRS ethos adopted by the Centre in conjunction with the Centre code of conduct. Establish positive eye contact; speak with a firm but respectful tone to establish the desired outcomes.

Staff should seek to recognize early signs of anxiety, distress or dysregulation and respond using therapeutic strategies and Maybo de-escalation techniques before behaviour escalates.

Staff should use recognised de-escalation techniques and restorative conversations to prevent escalation wherever possible.

Classroom layout and differentiation – Staff should establish a positive learning environment in which all necessary equipment, tasks, extension/alternative tasks are available. Selecting where pupils should be seated can minimise distraction. Appropriate use of the TA to support learning or minimise negative behaviour should be directed by the teacher. Consult Pupil Passports and other relevant documentation to identify and remove possible barriers.

Behaviour and Attainment Points – Appropriate distribution of points for behaviour and making academic progress should be directed by the teacher and or the TA to represent the pupils conduct. Regular reflection on progress against points throughout the lesson is advised.

Year Team Meetings – All staff are responsible for monitoring pupils progress and identifying concerns via our Year Team process. Year Teams/Tutors are to be informed, via concise reporting on Arbor of any concerns in order for them to identify any intervention or sanction.

Teacher delays – Staff may utilise delays at lunchtime or after school. It is advised that parents are informed in order to support the sanction, although this is not compulsory. For Deputy/Headteacher 60-minute delays, parents should always be informed allowing at least 24 hours' notice.

Departmental Monitoring – If a student is causing concern, the subject teacher is responsible for monitoring this and initiating appropriate interventions with support from the Year Team. The pupil should be monitored using a **subject tracking sheet** (Arbor**)**. Targets set for learning, completing tasks, behaviour and conduct etc. should be SMART and reviewed regularly.

Contracts – If a pupil demonstrates persistent negative behaviour or limited progress, a contract may be considered but needs careful planning and monitoring in order to be successful. Any contract should be limited to a maximum of three measurable and achievable targets. Success should be rewarded appropriately. Targets should be identified in consultation with pupil and parents in order to promote ownership and responsibility. Monitoring arrangements should be identified and followed.

Reparation – Where damage to property is involved and incurs costs, pupils and their parent/carer will be informed, and may be asked to contribute all or part of the cost. Pupils may also be asked to become involved in community service where appropriate.

On – Call – A senior member of staff is 'on-call' throughout the day. He or she can be called by radio. Examples of instances when it might be appropriate to involve the 'on-call' teacher include:

If a pupil is persistently and absolutely refusing to follow instructions, causing significant disruption.

If a pupil refuses to attend their lesson or the correct lesson, causing significant disruption.

If a pupil swears directly at a member of staff.

If a pupil's behaviour is aggressive or endangering others.

If several pupils in a group are seriously causing concern.

Use of the 'on-call' teacher should be for situations that require an immediate resolution, sanction or possible suspension.

Support – All staff that are not timetabled to attend a lesson (except P&P) must be available to support colleagues as appropriate in order to maintain good order and positive progress.

Detentions

- The whole school detention system can be used to allocate sanctions for lateness and uniform and general conduct in and around the Centre during unsupervised periods. Detention slots will run every day during lunchtime and after school except Fridays, and can be issued on the day.
- Staffing for wider school detention issues is purely voluntary and will be coordinated by Miss H Trim.
- Detentions initially will run for 15 mins for uniform and persistent lateness.
- If a detention is missed, the next allocation will increase by 15 minutes each time.
- If a third detention is missed consecutively, staff can allocate a 60-minute SLT detention – Parents must be informed of this and given 24 hours' notice wherever practicable.
- In addition to the whole school detention system, staff are able to give subject specific detentions for conduct within lessons. These will be allocated by the subject teacher and coordinated with the individual staff member.

Appendix 3: Rewards (teachers and support staff)

Rewards are an important part of celebrating progress and positive change both academically and behaviourally. It is important that all progress, no matter how small is identified. Rewards are also used to encourage continued change therefore targets need to be achievable yet appropriately challenging, measurable and set over a time period that will keep pupil attention. A number of systems are in place: -

Behaviour & Attainments Points – Pupils are able to achieve a maximum of 15 points for behaviour and 15 points for attainment. Staff must use their discretion and professional judgement to allocate appropriate points for the conduct exhibited. Each pupil's points are monitored by the Year Team and Leadership Team in order to identify trends or barriers. Staff must work to engage and enthuse pupils to value the system in order for it to be effective.

Golden Tickets – All pupils that achieve 15/15 within a lesson receive a Golden ticket which can be redeemed against prizes which are held in the office. These can be redeemed at lunch times or end of day. The number of 15/15 tickets is monitored for each child and displayed. Those achieving the most are eligible for termly treat trips.

Certification – Each half term those pupils who have made positive progress against attendance, behaviour, attainment etc. are celebrated during whole school presentation and certificate giving in tutor time. Certificates are posted to parents to inform them of their child's progress.

Positive Postcards – Staff have the opportunity to celebrate any positive work or contribution by sending a 'postcard' home to parents informing them of their child's success.

Positive Phone Call – Staff have the opportunity to celebrate any positive work or contribution by contacting home and informing parents of their child's success.

Whole School Assemblies – Attendance celebrations

House System – There are three houses in which pupils are allocated membership across both sites. Houses monitor achievements and successes and compete in activities throughout the year.

Appendix 4: Use of Centre radios

Please see ‘Acceptable Radio Use Guidance’

All staff should have their radio on their person during the teaching day. This should be switched on and at a suitable volume. Pupils should never be given access to radios.

The primary function of the radio is safety. In the event of a serious breach of the behaviour policy, staff should call, stating their request for support or ER code for Emergency Response required, followed by their location. For example, “support required in room 5” or “ER, Room 5”. Senior staff will respond with a reply of who is responding. The absence of all other language sends a clear message to all staff that the incident is serious in nature. Staff without a class, who are close by should offer first response/support in the first instance, while senior staff are on route.

Secondary uses of radios are permitted to call for non-urgent support, though this should be kept to a minimum and these actions should not be carried out if a ‘primary function’ call is in process. Examples of acceptable non-urgent use include checks on attendance, alerts to telephone calls or requests for teaching assistant support.