



# **Invested Education**

## **Behaviour Policy**

Date of last review: September 2024

Date of next review: September 2025

Signed: S Morrison

Head Teacher

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## Statement of intent

Invested Education believes that, to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour with a trauma informed approach.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents and carers.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

We believe that children communicate their thoughts and feelings through their behaviours. We have a responsibility to try to understand what they are telling us, even if this may not be immediately apparent. It is important to connect with the underlying reasons the child may be behaving in a particular way. Their observable behaviour is grounded in their own experience of their learning difficulty and often as a result of coping strategies that they have developed over time. So, our job is to support, identify, interpret and redevelop so that a child is able to respond to difficulties and challenges in different, healthier and safer ways. We also work hard to celebrate the uniqueness of each child so that, by the time they graduate from Invested Education, they are better able to understand their own difficulties, its impact on themselves as individuals and on those around them and how to celebrate their differences.

The combination of relationships, structure, routine, clear boundaries, and opportunities for thinking together promotes the development of positive, healthy and safe ways of relating to others. All staff should be aware that children can be abusive towards other children (often referred to as child on child abuse) and that the school needs to be vigilant and responsive to these behaviours; we work in an environment where the behaviours of one child can have a direct impact on the feelings of another and we are committed to - rather than removing the causes of anxiety and stress - supporting learners to develop strategies, resilience and the ability to manage the impact of others on their own sense of wellbeing. We are aware that working in this way with children and young people can take time and that during their time at Invested, it is likely that all children will go through periods of dysregulation and difficulty. We ask that all stakeholders recognise this and offer support and patience when children who have experienced a period of dysregulation might have an impact on the progress and regulation of their own child.

## Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

In addition, this policy is based on Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Safeguarding Policy

## Roles and responsibilities

The Directors will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Reporting to the Directors on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The SENCO will be responsible for:

- Collaborating with the Directors, headteacher and the wider staff, as part of the SLT, to determine the strategic development of behaviour and SEMH provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents/carers, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum if appropriate to their needs.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents/carers, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.

- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCO.
  - Headteacher.
  - Behaviour Lead.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents & Carers will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

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

Bullying is, therefore:

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We do not accept bullying in any form and we investigate and deal with all such reports or complaints swiftly and appropriately. Incidents of bullying are recorded as soon as possible on CPOMS. We do not accept racism in any form and we investigate and deal with all such reports or complaints swiftly and appropriately. Incidents of racism are recorded as soon as possible on CPOMS.

#### **4. Definitions of challenging behaviour at Invested**

There is generally always a reason for behaviour: it can be an attempt to communicate, or a way of coping with a particular situation. Some behaviour displayed by young people at Invested may be described as 'challenging'. Challenging behaviour can be defined as: '...behaviour of such intensity, frequency or duration that the physical safety of the person concerned or other people is at serious risk, or the behaviour results in the person only having limited or no access to ordinary community facilities' Emerson, Eric (2001). Behaviours that may challenge include those with the potential to cause harm. However, other behaviours can include those related to disengagement, demand avoidance, withdrawal from interaction, repetitive routines or questioning can often challenge staff and services as much as the more obviously physically challenging behaviours. A variety of factors may influence a person's behaviour and contribute to incidents of challenging behaviours. It is the staffs' responsibility to define challenging behaviours by identifying the following:

- Behaviours that are most affecting student's quality of life;
- By identifying how much the student's access to the curriculum is affected;
- By identifying which behaviours staff and other students find most challenging.
- Not all behaviours need changing. We need to be tolerant of differences and not interpret all behaviours as those that need changing;
- Some behaviours are coping strategies or part of students' needs and / or personality, this is natural and should not be interpreted otherwise.

#### **6. Positive behaviour support and Invested standards of behaviour**

Invested Education has high aspirations and expectations of student behaviour and to fulfil these, we follow a positive behaviour support approach. The British Institute of Learning Disabilities (BILD) defines positive behaviour support as an approach for working with people with special educational needs (SEN) who "exhibit behaviours described as challenging". Autism Spectrum Australia (ASPECT) explains that this approach involves encouraging helpful behaviour through reinforcement. It focuses on prevention and proactive approaches to challenging behaviour. ASPECT adds that this means "anticipating where things may go wrong and preventing that from happening", rather than reacting to them when they do.

At Invested we expect our students to display the core values of respect, kindness and safety encompassed within our INVEST mantra.

As a result, the following items are prohibited from school:

- Knives, weapons, alcohol, illegal drugs, tobacco, cigarette papers, fireworks, lighters, pornographic images, vapes
- Any article that staff reasonably suspects has been or is likely to be used to commit an offence, cause personal injury or damage to property

### **Overview of school wide positive behaviour strategies**

Our Positive Behaviour Support takes the form of Primary, Secondary and Tertiary Strategies as outlined below.

#### **1. Primary Strategies**

These are all the things that we do as a school, all day every day, to develop a safe learning environment. These things include everything from the safety of the school site and environments to the very individual support each student needs around them, but also include :

- The structure of the school day, so that students know what to expect on their timetables.
- The structure of the class groups and the staff that work with the students.
- The communication and collaboration with parents to co-develop strategies and support for students.
- The development of One-Page profiles, to take account of the unique nature of a learner's needs, interests, triggers and responses to behaviours as detailed in their EHCP.
- The involvement of students in decisions about their provision and the support and interventions they need through regular student discussion.
- Ensuring that all provision is underpinned by therapeutic practice and takes account of the individual profiles of students.
- Making use of the common language in school around the Zones of Regulation so that students can start to be able to use language to express the feelings they are trying to interpret.
- The ongoing training and understanding of staff on matters relating to practice and support.
- The culture throughout the school of supportive nurturing relationships with a focus on getting to know each child well so that each child has trusted adults within school.
- The attitude and behaviours of staff in order to teach by example and model exaggerated respect for the children, for each other, themselves, the school and good ethical behaviours in all aspects of work.
- The staff's expectation and assumption of positive interaction with peers and learning, whilst being prepared for, and aware of, possible behaviours of concern.
- The presence of clear policies and procedures, followed by all, that provide consistency in approach and behaviours across the school.

- The clarity of expectation from children so that they are aware of what is expected of them in terms of their learning, behaviour and responsibilities and are able to ask for help when needed.

- Developing the habit of asking pupils if you can approach them, sit with them, if they require your help, etc - this places a sense of control with them about their personal space.

- Keeping the students in a place of unconditional positive regard by all who work at Invested Education and maintain the desire to seek resolution through reflection and reflective practice as well as, sharing pride and enjoyment alongside children when they achieve.

2. Secondary Strategies These are the things that all staff are trained to think carefully about, in order to manage and support the day-to-day interaction between people on site

No single approach or technique is helpful in all situations for all children. Staff, therefore, have a commitment to paying attention to the child's individual needs and to do what actually helps them, here and now, using the most appropriate strategies outlined in the child's One-page profile.

- We ask staff to notice and be curious about the student's behaviours, understanding when they are feeling emotion and recognising when they might need support to identify, name, describe or manage the feelings they are experiencing.

- We ask staff to use de-escalation strategies to try to reduce the potentially volatile nature of interactions and feelings through distraction, diversion, affirmation, compromise and ultimately reflection and restorative practices. Invested Education recognises that teaching young people to recognise and name their feelings is a core part of our work. This is underpinned through the use of Zones of Regulation.

- We ask staff to consciously aim to separate a student's feelings from their behaviours - whilst it may be unreasonable for the child to misbehave, it is not unreasonable for them to feel cross or unhappy.

- The most important part of managing any incident at school is the learning conversations that take place afterwards and when a child is calm and ready to reflect. Staff are trained to find a range of ways to support a student, to have these conversations, in order to support them to explore other - more constructive - ways to express feelings and frustrations.

- We ask staff to make use of positive language, so to give students options for acceptable behaviours rather than asking them to refrain from unacceptable behaviours, for example, "let's do this" rather than "don't do that".

- We ask staff to use clear, supportive language to reduce ambiguity and to make clear the boundaries; this includes using statements of reality for students, which can be useful in grounding and supporting them to understand their current experience, ie ' you are shouting at the moment'.

- We ask staff to reduce the use of language when a student is becoming heightened and upset, in order to reduce the amount they have to process at that time; being present, offering a listening ear and making suggestions to give options are all useful strategies when a student is starting to feel a lack of control. For students with a more demand avoidant profile, we ask staff to make adjustments to their communication to remove demand, offer options and reassurance, thus treating a 'meltdown' more as a panic attack. This reflects the importance of the One-page profile to define individual needs and the best responses to support them.

- We ask staff to recognise their own feelings when supporting a student, and to be vigilant too about other staff, to identify when they might need to step away from a situation. We are not seeking a win-lose situation, we will always seek a win-win, where both parties can be supported to find a suitable solution to resolve a matter. Over time, this is one of the single most effective ways to develop resilience and strategies for a child to resolve conflict.

- When supporting a child who may be becoming heightened, we ask staff to reduce any perceived threat of their presence by sitting, kneeling, or giving space for the child to move about. Body language is evidenced to be even more important than verbal language at these times and can be the difference between inflaming a situation and calming it.

As a rule, the following strategies should be used as a quick guide:

- Change personnel if behaviour feels targeted or if the member of staff needs to regain composure.

- Be aware of positive and supportive body language.

- Be aware of the tone and timbre of your voice in maintaining calm reassurance.

- Reduce content of language to simple choices or reassurances and make sure your language is age and stage appropriate.

- Avoid any mention of sanctions.

- Check that the environment is safe, free from hazards and, where possible, without an audience; try to remember that it is frightening to feel out of control.

- Where a student continues to struggle with ongoing dysregulated behaviour, the school is committed to exploring this behaviour, convening team meetings, solution circles and instigating Assess, Plan, Do, Review (APDR) cycles. This enables staff to think carefully about the behaviour they are seeing, plan responses accordingly and take action to support change. As part of an ongoing response to periods of dysregulation for children and young people, we aim to work with parents and colleagues to identify different strategies and encourage more regulated behaviour. It is through the ongoing process of review that we can effect change positively.

### 3. Tertiary Strategies

These are the strategies that are employed when a child has reached a high arousal level and is starting to display behaviours of concern. Again, no single approach will work for all children all of the time, so we ask staff to be familiar with an individual, in order that they understand the best ways to support in a heightened situation.

- We understand that, if a child is presenting a risk to themselves or others or causing serious damage to property, physical interventions - those that are reasonable, necessary, proportionate, and in the best interest of that child - may be required. In ALL cases, this should be carried out with:

- The minimum amount of force

- The minimum amount of time

- and should always be in line with approved training methods.

Note: This is particularly the case where we know a child may struggle with physical contact of any kind. In the case of causing serious damage to property, any physical intervention should be only for the purpose of separating the property and the child and supporting the child to move to a safer space.

- At Invested, we follow the approach, guidance, and ethos of Therapeutic Crisis Intervention (TCI) which emphasises that the majority of behaviour management should be proactive.

- We would always expect to see a range of primary and secondary measures being employed before tertiary measures are even considered as an option. The emphasis is on prevention, rather than reaction

- For the above reason, we would direct staff to make use of breakaways/releases before any kind of Restrictive Interventions are employed.

- It should always be remembered, when working with behaviours of concern, that interventions of any nature should be in the best interests of the child; reasonable, proportionate, necessary and as a last resort.

- In any case, where a child is using an item as a weapon, staff should aim to remove other students and themselves where possible and not try to disarm the learner; the decision to engage with police in these instances would be made by a member of SLT.

- As in all Positive Behaviour strategies described throughout this policy, we direct staff to be familiar with the risk assessments and pupil profiles for individual learners, in order that they are able to respond to individuals in a way that is most likely to be helpful to them.

- For some children, the use of RPIs can be seen as a calming strategy; in these cases, the RPI is viewed as a proactive measure, but they are still only applied in cases where proactivity has been agreed with the parents and the child as a positive intervention.

● In either case, - where a RPI is used proactively or where it has been deemed necessary as a measure to keep the child and/or others safe, - the following should always be remembered:

● Restrictive Physical Intervention can only be used by a member of staff who is trained in the use of Positive Behaviour Strategies (TCl) or, if reasonable force is required in an unforeseeable event, to keep a child safe from immediate harm/danger.

● One person should take the lead during the incident/intervention. This can avoid creating confusion over decision-making.

● Any Restrictive Physical Interventions are defensive and protective techniques. They should never be used offensively.

● After any physical intervention:

○ a visual check of the child needs to be completed to check for injuries

○ a first-aider should be offered

○ any medical treatment that is required should be actioned and recorded on Smartlog.

● Any incidents of reasonable force or restrictive physical intervention are recorded, before the end of the working day, even if further detail will need to be added later.

● Parents/carers must be informed on the same day as the incident took place and ideally before the child returns home.

● Incidents should be reviewed, debrief opportunities offered and any appropriate amendments made to the child's Risk Assessment/IEP/IBP following an incident where an RPI has been used.

● It is often helpful to have a further staff member not directly involved to support those managing the incident to take notes - this not only supports accurate recording of the incident, but also allows those involved to focus on the child and those around them.

## SHARED LANGUAGE

Shared language is incredibly important within the school and staff are asked to think carefully about the language they use both toward, and about, children and young people. We do not use punitive language at school;

● children are not 'banned' from things; rather, we find a more appropriate time to rearrange the planned activity, when a child is better able to access this.

● children are not 'punished'; rather, we want to encourage them to talk about what went wrong and how behaviour might have been changed by all involved to bring about a different outcome.

● sanctions are not administered; rather, we support the child to recognise the natural consequences of their actions and make positive choices.

- we do not withdraw privileges from learners; rather, we look at how to use interests and merits positively as an incentive, rather than the removal of these as a punishment.

- incidents are described in neutral and blame-free language; examples to use include:

- 'the child became emotionally dysregulated', not 'the child was behaving badly'

- 'there was a conflict', not 'they were out of control'

- 'the primary and secondary strategies we have tried so far were unsuccessful', not 'nothing's working'

- children are not isolated from others; rather, we try to identify the sources of conflict and put measures in place to reduce heightened behaviours and restore relationships.

- We recognise that this process can take considerable time, as repairing relationships and building trust take time.

- Staff, students and parents alike are asked to commit to this process for all students in the class, as it is being with others that leads to the ability to:

- manage and repair conflict

- make compromises

- accommodate the needs of others

- ultimately manage their own tolerance and ability to be around others with different needs and interests.

- We consider all of the above as essential life skills and it is the learning of these things that can sometimes be the focus for children at first, whilst we introduce and slowly increase academic demands.

- Our response to conflict is to think carefully about restoration and we use the principles of restorative justice whenever supporting learners. We ask that all those participating in the restorative process do so with the following core values:

- A desire to address and repair harm

- A willingness to participate voluntarily

- A fair and unbiased attitude

- A commitment to creating a safe environment throughout the process

- A commitment to ensuring the process is accessible for all

- A willingness to ensure respect and dignity for all

## 7.1 Praise and rewards

The school rules are displayed in every learning environment and referred to throughout the day. The rules cover the behaviour expectations and are clearly and consistently communicated by staff to all of the students. Students are rewarded and praised for following the school rules. Children who present expected behaviours by following the school rules receive points. As the expectations of children are greater in the senior school, children can earn 5 points per lesson for:

### NEED BREAKDOWN OF POINTS FROM OUR POLICY

Points are recorded on a shared spreadsheet daily by the class staff and students receive a card to be stamped on a weekly basis. [LINK TO ENRICHMENT](#)

At the end of term the points are totalled for each student. [NEED TO STATE WHAT HAPPENS HERE](#)

## 7.2 Consequences

We aim to reduce the use of consequences by using a positive behaviour approach. The use of consequences at Invested are in the form of **reflection which is a restorative practice.** **Our general consensus is that our students do not lose play time as the benefits of exercise almost always contribute to a reduction in anxiety and an increase in self regulation. They will not be 'banned' from activities, however, they may be asked to take a break from a game or activity in order to keep themselves and others safe.** In every aspect of school life the school seeks to promote positive behaviour.

However, in instances of negative behaviour, the focus is on encouraging a pupil to change that behaviour to a more useful one. If, however, the pupil does not respond, Reflection can be used to help students understand the impact of their behaviour in a more restorative way.

At Invested we use visuals in each learning environment to support the students to identify and modify their conduct. Other than the difference in shape, to indicate different areas of the school, the use of the system and its purpose is consistent throughout the school. All students begin the lesson in the centre of the visual. Students who show expected behaviours and follow the school rules remain in the centre. This recognises the fact that they are doing what is expected of them.

If a student is finding it difficult to follow the school rules, they will be issued with a verbal warning followed by an instruction on what they need to do to show they are following the school rules. If a student receives another warning they will be moved out of the centre of the visual. This indicates that they are not following the school rules. At this point it is explained to them; what rules they are not following and how to get back into the centre of the visual. If the student receives another warning their name will be moved to 'reflection'. Reflection happens at the end of the school day during form time and is a restorative intervention. Form teachers deliver reflection however, in the case where they are unavailable another member of staff will support. During reflection, students are asked to reflect on their behaviour and discuss meaningful strategies to help in the future. Students are encouraged to get back onto the centre of the visual even after being moved to the reflection area.

If a student successfully gets back onto the centre and begins demonstrating expected behaviour, they will continue to have the opportunity to earn points. Students will still, however, be required to attend reflection at the end of the school day. If a student's behaviour is significantly disruptive to learning or is potentially dangerous to other students, a member of the support team will be called to take the child for reflection immediately. Behaviours of concern are logged on CPOMS along with the follow-up.

If multiple reflections accumulate, there are incremental measures that will occur to help support the students to improve their behaviour for learning. Students who accumulate multiple reflections and who are not responding to the school wide positive behaviour support strategies will have a review of their behaviour support plan with SLT input.

Some behaviours are significant enough to move beyond the typical warning system and go straight to SLT intervention. These behaviours are outlined below;

- Threatening behaviour towards others
- Inappropriate physical contact towards others
- Intentionally damaging school property
- Physical violence
- Racists comments
- Homophobic comments
- Sexist comments
- Bullying
- Stealing
- Illegal online activity

In addition to receiving a reflection, the following additional sanctions may be implemented:

- Loss of privileges appropriate to the child's age and their understanding
- The student may be required to catch up with the work they have missed at home
- Clearing up as appropriate
- Reparation of damaged school items
- The student is referred to the appropriate member of SLT
- A phone call home to parents
- Parents called for a meeting
- Exclusions

### Monitoring and review

This policy will be reviewed by the headteacher and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

## **Behaviour Sanctions Procedure**

### **Behaviour Rewards Procedure**

The school works on a points system which leads to weekly rewards and accumulated rewards. The points system is as follows:

1 Point – Student arrives at school on time, in correct uniform and hands in necessary items on arrival (where a taxi or public transport is late, the student will not be penalised and will still receive a point)

1 Point – Student is punctual to their lesson

1 Point – Student engages with the lesson and tries their best

1 Point – Student is polite and respectful to staff and students in the lesson

Bonus Point – Awarded each lesson to 1 student for outstanding effort/work/resilience

Act of Kindness point – awarded by staff during social times if a student exhibits this behaviour

Each student can earn 3 points per lesson (+ a bonus point) in addition to their punctuality point meaning 16 points are available as a baseline for each day (80 per week).

In order to qualify for their £5 voucher reward, a student must achieve 80% of the points across a week (64 points).

Any student with less than 70% of the points will not be permitted to partake in enrichment for that week

Any students who achieve 100% will go into a draw for a special prize. In addition to this, they will be awarded the star of the week and receive correspondence home.



## Behaviour management observations review form

<b>Name of pupil</b>		<b>Year group</b>	
<b>Name of key worker</b>		<b>Date</b>	
<b>Do there appear to be any patterns triggering the pupil's behaviour?</b>			
<b>Are our existing management systems effective?</b>			
<b>What achievable targets could we implement for the pupil to work towards?</b>			
<b>What are the pupil's strengths?</b>			
<b>What strategies could we implement to help the pupil achieve their targets?</b>			
<b>Additional comments</b>			