

# Behaviour and Relationships Policy

*Our trauma-informed approach to behaviour*



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## Statement of Intent

This policy guides staff on the importance of relationships and positive whole-school behaviour for learning, school culture and rewards and consequences. It should be read alongside the Staff Handbook and the following policies:

- Positive Handling Policy
- Child Protection and Safeguarding Policy
- Attendance Policy
- Curriculum Policy
- Online Safety Policy
- Anti-bullying Policy

## Legal Framework

This policy has due regard to all relevant legislation and 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 (2022) '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'

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

- Behaviour in Schools guidance July 2022  
<https://www.gov.uk/government/publications/behaviour-in-schools--2>
- Suspension and Permanent Exclusion guidance July 2022  
<https://www.gov.uk/government/publications/school-exclusion>
- Searching, screening and confiscation at school July 2022  
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- Timpson Review May 2019  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/807862/Timpson\\_review.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807862/Timpson_review.pdf)
- Use of reasonable force in schools July 2013

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

- The Equality Act 2010
- Supporting pupils with medical conditions at school  
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

It is also based on the special educational needs and disability (SEND) code of practice (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)

In addition, this policy is based on:

- Section 175 of the Education Act 2002 (<https://www.legislation.gov.uk/ukpga/2002/32/section/175>) which outlines a school's duty to safeguard and promote the welfare of its learner
- Sections 88-94 of the Education and Inspections Act 2006 (<https://www.legislation.gov.uk/ukpga/2006/40/section/88>) which require schools to regulate learners' behaviour and publish a behaviour policy and a written statement of behaviour principles and give schools the authority to confiscate learners' property
- DfE guidance (<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#behaviour-policy>) explains that maintained schools should publish their behaviour policy online.

## **Introduction**

Invested Education is committed to creating a teaching and learning environment where young people's learning, social and personal needs are adequately addressed. We aim to empower children to achieve in an atmosphere of safety and mutual respect. By removing barriers to learning that have been entrenched in former educational settings, we work to support transfers back to mainstream school, further education or the world of work. Everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour and to encourage others to do the same.

## **Rationale**

Invested Education seeks to provide a personalised educational experience that identifies and responds to the circumstances and needs of each individual young person. In doing so, we believe we will enable every individual to fulfil their potential and become successful young people.

At Invested Education, we believe that the most effective teaching and learning takes place in a well-managed environment: one that is calm, happy and safe for the whole school community. Our ethos is founded on mutual respect and responsible behaviour.

## Our Values

At Invested, we value and celebrate the unique qualities every child and young person possesses. We aim to nurture those qualities by providing a broad, balanced, and holistic education bespoke to the child's individual needs.

We are an inclusive, trauma-informed school that recognises that trauma has an impact on the emotional and psychological development of children. Our aim is to create an environment in which children feel loved, supported, and safe so that they overcome their barriers to learning and thrive academically.

We have high expectations and aspirations for our pupils and believe that every child should leave Invested Education fully prepared for life in an ever-changing world. With a strong and stable careers programme supported by quality teaching, impartial IAG and exposure to colleges, higher education, apprenticeships and employers, pupils will leave Invested with the resilience and skills to navigate further education, training and employment and make a successful transition into their post 16 pathways.

We believe in our pupils, they are unique, talented, and extraordinary. Making them recognise this, lies at the heart of everything we do.

Our Values are INVEST:

- **Inclusivity** – Invested is a highly inclusive school that places the needs of pupils at the heart of everything we do, from policy to practice. We understand that disengagement and negative behaviour do not define a child but can be a symptom of something that is having an impact on their lives, and we will help build resilience and strategies for managing behaviour in a safe and loving environment.
- **Nurture** – Invested is a trauma-informed school that recognises that a child needs to feel safe and loved before education can take place. We provide a safe space to learn by defining clear boundaries, having high expectations for behaviour and academic achievement.
- **Values** - Invested creates and enforces a clear and rigorous expectation to promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. We celebrate difference and diversity and firmly believe that a fully inclusive society is a successful society.
- **Excellence** – Invested believes excellence is not just about academic success, although that is important. We believe in a holistic approach to Personal Development, meaning students leaving Invested are well-equipped, confident, and resilient.
- **Safe** – The physical and emotional well-being of students at Invested Education is paramount and lies at the centre of everything we do. We believe that children who feel safe and valued are more likely to thrive emotionally, physically, and intellectually.
- **Tolerance** - Is integral to a healthy society that enables people to live together peacefully and be good citizens. Tolerance also means that you don't put your opinions above those of others, and at Invested, we always foster an atmosphere of tolerance.

We model respect and tolerance in everything we do and expect our pupils to do the same.

## **Purpose**

The purpose of the policy is to provide a simple, practical code-of-conduct for staff, learners and parent/carers, which:

- Recognises and positively reinforces behavioural norms
- Promotes self-esteem and self-discipline
- Teaches appropriate behaviour through positive interventions

## **Aims**

This policy aims to:

- Provide an overview of the importance of relationships at Invested Education
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour
- Outline how learners are expected to behave
- Outline our system of rewards and sanctions to be applied
- Summarise the roles and responsibilities of different people in the school community with regard to behaviour management.

## **Expectations**

At Invested Education, we believe all of our learners can do well. We encourage success by supporting them to meet the following expectations:

- Be ready to learn
- Be respectful
- Be Safe

Invested Education expects parents/carers to:

- Support the school policy on attendance and punctuality by notifying the school of any absences or lateness
- Notify Invested Education of any factors which may affect the behaviour of their child
- Support their child by attending regular reviews, open days and other meetings
- Be aware of and support Invested Education's Behaviour and Relationship Policy

## Positive Behaviour

One of the most effective behaviour management strategies in schools has been shown to be, strong relationships and careful planning that prevents difficulties from arising. Preventative strategies create a context where acceptable behaviour is positively encouraged, and misbehaviour is reduced. An ethos that emphasises cooperation, responsibility, concern for others and self-respect is developed. Learners know what kind of atmosphere they prefer in school and what they expect of a 'good teacher'. Our experience has shown that over a range of ages, children produce a very similar list of characteristics that they look for in adults who work with them. Children want adults to:

- treat them as a person
- help them learn and feel confident
- make the day a pleasant one
- be just and fair
- be consistent
- have a sense of humour and not to:
- get upset or angry in the face of misbehaviour

Although they want this for themselves, they also want it for other children because it makes learning more comfortable. It is evident that children prefer to learn in a relaxed yet purposeful atmosphere where the adults are safely in control, progress their learning with success, and be acknowledged as 'people who matter'. We believe that where learners feel they are valued, they respect adults and accept their authority. Similarly, we recognise the implicit need for young people to develop the skills that make positive relationships with adults possible.

It is critically important that staff working in Invested Education build strong relationships, develop high levels of personal resilience and have high expectations regarding the quality of learning behaviours. Staff should never ignore or attempt to excuse poor behaviour. Rather, they should attempt to understand its communicative intent. We aim to ensure that learners have clear boundaries reflected in a behaviour expectation framework that is underpinned by a transparent system of rewards, sanctions and individual support. A common language is used across our school community, providing consistent responses regarding unreasonable behaviour. Restorative justice and informal mediation approaches are adopted to enable children to repair and maintain any relationships that they have damaged.

Positive behaviour expectations form the basis of our reward system. We monitor behaviour continually and reward learners with points when they demonstrate good behaviour.

## **Learner Support**

Our staff provide pastoral and academic interventions underpinned by positive relationships and carefully managing anger or frustration in a safe setting. Quiet rooms and a Safeguarding office are available to allow learners to articulate concerns while simultaneously allowing staff to 're-set' boundaries. Where possible, it is always our aim to put children back into their classes where we know our personalised curriculum pathways give them the greatest chance of success.

In a review of government policy and guidance documents from 1997 to 2015 and some pertinent research from 1997 to 2015, Cole (2015) posits that school exclusion can result from mental health, educational, social and political issues combined. He found that pupils excluded or at risk of exclusion faced numerous life challenges, notably poverty, family breakdown, housing shortages, crime, and their own social, emotional and mental health problems. Apland et al. (2017) noted that children discussed challenges in their home lives, which they linked to their behaviour at school. These encompassed bereavement, violence, abuse and living with family members with mental health issues. As such, our learner support is also guided by research into Adverse Childhood Experiences (ACEs).

### **What are ACEs?**

ACEs are adverse childhood experiences that harm children's developing brains and lead to changing how they respond to stress and damaging their immune systems so profoundly that the effects show up decades later. ACEs cause much of our burden of chronic disease and most mental illnesses and are at the root of most behavioural difficulties.

The acronym ACEs comes from the CDC-Kaiser Adverse Childhood Experiences Study (1997). This groundbreaking public health study discovered that childhood trauma leads to the adult onset of chronic diseases, depression and other mental illnesses, violence and being a victim of violence, as well as financial and social problems and severe behavioural difficulties in childhood. The 10 ACEs the researchers measured:

- Physical, sexual and verbal abuse.
- Physical and emotional neglect.
- A family member who is depressed or diagnosed with other mental illness, addicted to alcohol or another substance, in prison.
- Witnessing a mother being abused.
- Losing a parent to separation, divorce or other reason.

Subsequent to the ACE Study, other ACE surveys have expanded the types of ACEs to include witnessing a sibling being abused, witnessing violence outside the home, witnessing a father being abused by a mother, being bullied by a peer or adult, involvement with the foster care system, living in a war zone, living in an unsafe neighbourhood, losing a family member to deportation, etc., all have an impact on a child's development and adult onset of mental illness.



## **TCI and Strategies we use to support our learners**

Growing evidence that increasing numbers of children experience intersecting vulnerabilities is noted by Gill et al. (2017). These include SEND, poverty, unsafe family environments, mental health, low attainment, gender and being from a minority ethnic background. Alone, each puts them at higher risk of exclusion.

At Invested Education, all staff are trained in Therapeutic Crisis Intervention, and we have an in-house instructor to deliver the training and refreshers and lead on this area. TCI gives the knowledge, practical skills and confidence to help our children in times of emotional distress through crisis prevention and de-escalation. Having a therapeutic approach means our staff can help our students develop key coping strategies that will help throughout their lives. Having a therapeutic staff team and supportive organisation implies that students from all walks of life will be supported following plans specifically designed for them.

TCI helps schools to:

- Create a trauma-sensitive environment where students and adults are safe and feel safe.
- Proactively prevent and/or de-escalate potential crisis situations with students.
- Manage a crisis situation therapeutically and, if necessary, intervene physically in a manner that reduces the risk of harm to students and staff.
- Process the crisis event with students to help improve their coping strategies.

## **Supporting and Understanding Pupil Behaviour**

All staff are trained in TCI and understand that there is often an underlying reason for a student displaying challenging behaviour. Staff will always work with pupils, parents/carers, and, where appropriate, other professionals to identify the cause/reason and develop strategies to support the pupils. These may include:

- Managing the environment
- Proximity
- Caring gestures
- Hurdle Help
- Redirection/distraction
- Directive statements
- Prompting
- Time away

## **Staff Guidelines**

Timely and clear communication between staff and families supports good behaviour management and promotes good discipline. Routine attendance at briefings and meetings allows the staff team to make expert use of the information management system to record and analyse behaviour. Informal conversations during the school day are also critical. For example, staff members are forced to react to behaviour that might otherwise be prevented or prepared for without timely sharing of information detailing personal events outside of school. We believe that it is not always possible to respond to negative behaviour in the same way for every child. Still, having a guiding framework of responses to good and poor behaviour is helpful. This ensures that learners at Invested Education can be confident that every behaviour, positive or negative, will elicit some form of adult intervention.

## **Consistencies**

Consistency from learners lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable, consistent approach does not come in a toolkit of strategies but in the determination of every staff member to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour, where students feel treated as valued individuals who respect adults and accept their authority.

## **Responses to positive behaviour**

Meeting behaviour expectations:

- Verbal praise
- Positive behaviour points and reward tokens
- Extra-curricular activity trips, etc.
- Parents/carers informed
- Rewards from SLT
- Positive log on CPOMs

Excellent work and meeting personal targets:

- Verbal praise
- Positive behaviour points and reward tokens
- Extra-curricular activity trips, etc.
- Parents informed
- Display of work around the school and on the school website and social media
- Positive notes/postcards home
- Rewards from SLT
- Positive log on CPOMs

## **Responses to negative behaviour**

Not meeting behaviour expectations:

- Verbal reminders and warnings
- Not being awarded points
- Loss of extra-curricular activity trips, etc.
- Detentions
- Parents informed via phone calls
- Meeting with parents
- Log on CPOMS

If a pupil regularly fails to meet school expectations, a more severe consequence may take place, and the following may happen:

- Change of educational offer (reduced timetable; home tuition; education off-site)
- Fixed Term suspension
- Permanent Exclusion/termination of placement.

## **Record and Respond**

At Invested Education, all staff use CPOMs to log any safeguarding concerns and behaviour deemed by staff to warrant an official response. Staff use CPOMs to record the following information:

- Safeguarding
- Child Protection
- Behaviour (positive and negative)
- Positive Rewards
- Meetings
- Information
- Correspondence between agencies

All recordings of safeguarding, serious incidents, and physical intervention must be recorded on the same day as the incident. SLT must also be verbally informed as soon as possible after the incident/disclosure.

Parents/Carers must be informed of the incidents on the same day. We also ensure any agencies working with a pupil, such as social workers, are informed that day or by the next morning.

## **Prevent**

Inappropriate behaviour is more likely to occur when learners lack a sense of purpose and structure, are presented with opportunities to misbehave or are struggling to deal with external factors unrelated to school. It is preferable to prevent unwanted behaviour from occurring as dealing with unacceptable behaviour wastes time, can lead to confrontation and is stressful for everyone involved.

This principle is relevant to all aspects of our behavioural work, both academic and social. Measures can and should be employed to prevent potentially damaging situations from arising.

Invested Education makes explicit those things that children at our school can expect staff to do to maintain a calm and productive atmosphere that is conducive to learning.

### **Dangerous items**

The following items are not allowed in Invested Education:

1. Illegal drugs and any drug-related paraphernalia, e.g. weed crushers, small bongos
2. Guns, including toys/imitations
3. Knives and other bladed articles or offensive weapons
4. Pornographic imagery
5. Alcohol
6. Fireworks or any other explosive or flammable items.
7. Stolen items
8. Tobacco, cigarette papers, lighters, vapes
9. Laser Pens
10. Any article that the 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 learner).

### **Malicious allegations**

When a learner makes an accusation against a member of staff, and that accusation is shown to have been malicious, the head teacher may discipline the learner per this policy. Please refer to our procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

### **Remove & Detain**

When a learner's behaviour makes it necessary to remove them so that other children can exercise their right to learn, staff members are expected to contact a member of SLT to have the learner collected and taken to a 'Time Out' space. Learners can complete work or engage in a 'life space' interview in preparation for a return to learning. If learners do not complete set work or fully engage in time-out procedures, staff members can arrange detention at break, lunchtime or after school. Staff will inform parents/carers of detention on the day of the incident. At times, it may be necessary to invite parents/carers to attend school to support them.

## **Behaviour to and from school**

When travelling to and from school, you should be sensible and considerate. Any complaints of misbehaviour will be investigated, and parental involvement will be sought. Invested Education has the authority to deal with anything involving our learners in the community. The complete set of school sanctions up to and including suspension and permanent exclusion can be used to deal with learner behaviour that poses a threat to another learner or member of the public or adversely affects the school's reputation. The school always seeks to work cooperatively and in partnership with all agencies, businesses, residents and individuals within the local community to solve problems and to ensure the good reputation of our school community; however, any complainant will be asked to involve the Police in the case of violence, vandalism or breaches of the peace.

## **Online Learning Behaviour**

In the event of a school closure/partial closure, the school is committed to providing continuity of education to its learners. It will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time. Still, a high proportion of learners and teachers are healthy and able to work as normal from home.

## **Expectations of learners**

Assuming that a learner is healthy enough to work, learners will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability. Learners will also be expected to read and respond to communication from the school (e.g., an email from a form tutor) regularly. There are the same expectations of behaviour online that would be expected in school.

## **Off-site behaviour**

Sanctions may be applied where a learner has misbehaved at an alternative provision, off-site on activities, when representing the school, on a school trip or on the bus on the way to or from the event.

## **Learners on Alternative Timetables**

Learners may be placed on Alternative or One to One Timetables for a number of reasons: to help support a learner who is at risk of becoming 'hard to reach' or to support vulnerable learners who have a legitimate reason to warrant an alternative timetable. If an alternative timetable is required, staff will contact home and negotiate a timetable with parents'/carers' consent. A meeting will take place, and a timetable will be agreed upon and signed with a clear review date. Any agencies working with a child will also be informed. In addition, a risk assessment may be carried out.

## **Suspensions and Permanent Exclusions**

The vast majority of behaviour is managed in school; however, on occasion, a learner might be required to leave school premises. Parents will be informed immediately. In cases where s/he refuses to leave, an appropriate staff member will contact parents and, if necessary, the police.

There are several more serious behaviours that stop learners doing well and could result in exclusion or a review of placement. These include:

- Verbal or physical abuse of staff
- Bullying – physical, verbal, emotional
- Sexual harassment of any kind
- Prejudice on grounds of race, age, gender, sexuality, disability and others
- Carrying an offensive weapon
- Use or sale of alcohol or other mood-changing drugs
- Deliberate damage or theft of property
- Smoking in the building
- Refusing to leave the premises when asked
- Gambling
- Persistent disruption

Any pupil persistently engaging in the above serious acts or reaching a total of 15 days of fixed-term suspensions in an academic year will be asked to meet with Directors and may be at risk of permanent exclusion.

Any serious and deliberate assaults on staff or persistent disruption and refusal to engage in school rules and expectations may also result in a pupil meeting with the Directors and the possibility of a permanent exclusion.

## **Mediation & Restorative Practice**

Occasionally, following an incident where a learner has presented particularly challenging behaviour, the relationship with the adult concerned may suffer. Mediation should occur at the earliest convenient time (e.g. break or lunchtime) after the learner has had sufficient time to 'cool off' and can talk about what happened. An 'On Call' teacher/TA may provide temporary cover if appropriate.

If the member of staff has completed the CPOMS log, the learner may wish to record their version of events before both records are reviewed to establish learner & staff perspectives. Completing & reviewing the CPOMS will enable those involved to consider any rule(s) broken and the consequences of the behaviour. Adults should encourage learners to consider what they could do to manage their behaviour differently in future (learner view) whilst suggesting ways in which the learner might be helped to manage their behaviour (staff view). Children are asked to log a Pupil Incident Reflection form after incidents to record 'pupil's voice' (see Appendix A).

In cases where the learner refuses to participate in the process, the staff member should inform the leadership team so that a more official response can be made. Adults and young learners can

defer mediation to a later time to give the process a greater chance of success. However, in such cases, the learner must be made aware that the mediation process is compulsory and cannot be delayed indefinitely.

Through the above mediation and therapeutic approach, pupils will be allowed to “make right” their wrongdoing rather than receive a sanction. This enables both the victims and the perpetrators to understand each other's views, which has been proven to have a more significant impact on preventing a reoccurrence of the incident. Staff will only use a restorative approach for first-time incidents, and repeat incidents between the same pupils may result in mediation but then be dealt with at a higher level.

### **Roles and Responsibilities:**

Responsibility for promoting the highest quality learning environment and creating a positive behaviour school culture lies with the whole school community. It requires professionalism (based on Teachers' Standards and Performance Management) from teachers and staff in the school and, in return, expects learners to understand the part they play in the process so that they can take responsibility for their learning.

Key roles and responsibilities include:

The school expects the Directors to;

- Review and ratify the behaviour policy annually in accordance with Section 88 of the Education and Inspections Act 2006 (Further guidance can be found in the Department's publication 'A Guide to the Law for School Governors')
- Challenge the Headteacher and SLT, holding them to account within this policy.
- Ensure 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.
- Promote a whole-school culture where calm, dignity, and structure encompass every space and activity.
- Handle complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensure this policy is published on the school website.

The school expects the Headteacher and SLT to:

- Review the policy annually and ensure it meets the needs of the students and staff
- Share the policy on the school website in accordance with DFE guidelines
- Support all staff in upholding of this policy
- Provide relevant training and CPD in accordance with this policy
- Support all members of staff with pupil behaviour management through monitoring and recording student behaviour
- Conduct and lead daily team briefings
- To meet with Parents as and when necessary

The school expects the Behaviour Lead to:

- Confiscate disallowed items
- Be available when a member of staff needs behaviour management support.
- Remove students if necessary and follow up behaviour issues
- Support staff as necessary during transition periods
- Support staff as necessary when loss of social time is issued as a sanction
- Meet with Parents as and when necessary
- Create and monitor a staff rota for social times
- Offer training and CPD for staff in accordance with this policy

The school expects teachers to:

- Read, understand and utilise this policy
- Support pupils to meet Invested Education expectations (outlined within the policy)
- Plan effectively for lessons, which minimises negative behaviour and engages students
- Set work that is interesting, relevant and appropriate to learners' abilities
- Maintain high expectations of learners
- Recognise and reward positive behaviour
- Model appropriate behaviour
- Provide positive feedback about learners' efforts and achievement
- Treat learners with fairness and respect at all times
- Collect learners at the end of break and lunchtime promptly
- Issue reward points during each lesson and inform the students that the points have been awarded
- Monitor pupil behaviour
- Support with loss of social time
- Engage with pupils at social times
- Report behaviour/issues on CPOMS

The school expects teaching assistants and support staff to:

- Monitor behaviour and support teachers with enforcing the Behaviour and Relationships policy
- Support pupils to meet Invested Education expectations (outlined within the policy)
- Be at designated posts for duties promptly
- Meet and greet pupils during breakfast times
- Engage with pupils during social times
- Re-iterate basic behaviour expectations
- Facilitate behaviour for T&L
- Provide the equipment required for each session
- Call parents to report positive/negative behaviour and record on CPOMS
- Reporting on behaviour/issues in staff briefings and on CPOMS.
- Monitor student attitudes and report to teachers at the beginning of lessons
- Escort students to their next lesson
- Ask students whether they understood what was being taught
- Encourage and praise students to improve attitudes and behaviours for their next lesson
- Enforce the no-smoking policy
- Escort students to social areas to reduce chances of running around or abusing school property
- Collect pupils at break times and lunch times



- Ensure students clear up after themselves

The school expects parents and carers to:

- Support Invested Education policy on attendance and punctuality by notifying the school of any absences or lateness
- Notify Invested Education of any factors which may affect the behaviour of their child
- Support their child by attending regular reviews, open days and other meetings
- Be aware of and support Invested Education Behaviour and Relationships Policy and Positive Handling Policy

### **Monitoring and Evaluation:**

The Senior Leadership Team will regularly review behaviour across the school via the school calendar by observing lessons/classrooms; completing learning walks; analysing behaviour data, including suspensions and exclusions, use of TCI, Serious Incidents; analysing visitor feedback; speaking to learners and analysing pupil and parent feedback. After any of these take place, an analysis will be made, and feedback will be given to staff.

A review of classroom/lesson observations and learning walks should inform the following:

- Improvement in learners' achievement and attainment
- Improvement in the Teaching and Learning across the provision

The desired outcomes of this policy are improvements in students' learning and greater clarity among learners, teachers and parents concerning pupils' learning, achievement and progress.

The performance indicators will be:

- An improvement in learners' attitudes and attainment
- An improvement in behaviour across the school
- Improvement in the Teaching and Learning across the provision

### **References**

Robert Coe, Cesare Aloisi, Steve Higgins and Lee Elliot Major (October 2014) What makes great teaching? Review of the underpinning research

Tom Bennett(March 2017) Creating a Culture: How school leaders can optimise behaviour. Independent review of behaviour in schools

Appendix A

## Pupil Incident Reflection Form

**Pupil:**

**Year Group:**

**Date of incident:**

**Time of incident:**

**What happened:  
From the child's point of view.**

**How I feel about it:  
Explore the child's feelings,**

**Next steps/Plan for next time.  
What could we do differently?**