

POSITIVE
RELATIONSHIPS
&
ENGAGEMENT FOR LEARNING
POLICY



Ravenshall

all different | all equal | all important

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Body

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POSITIVE RELATIONSHIPS & ENGAGEMENT FOR LEARNING POLICY

1. Ethos

At Ravenshall we build positive relationships with pupils, parents/carers and colleagues by providing a safe, caring, learning environment where we treat each other with respect, understanding and dignity. We take pride in being an inclusive school with the ethos *'All Different, All Equal, All Important'* at the forefront to ensure all pupils receive an equal opportunity to achieve their very best.

2. Policy Aims

- To provide guidance to teachers, support staff, parents, carers, governors and other stakeholders on how to support our pupils to self-regulate, manage their behaviour and feel safe so they are ready to engage in their learning.
- To provide a consistent approach to behaviour management across the whole school.
- Define what we consider to be unacceptable behaviours, including bullying.
- Outline how pupils are expected to behave.
- Summarise the roles and responsibilities of different staff in the school community with regards to positive behaviour management.
- Outline our systems to support positive behaviour.

3. Legislation and statutory requirements

This policy is based on legal duties set out in the Department for Education (DfE) on:

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

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 88-94 of the Education and Inspections Act 2006, require 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.

4. School Aims

- To promote an environment where all pupils and staff feel safe, secure, valued, and respected.
- To ensure high expectations for all pupils.

- To embed a positive and consistent approach to behaviour across the whole school.
- To support pupils with strategies tailored to meet their needs to cope with their emotions and regulate their behaviours.
- To enable pupils to build positive and secure relationships with staff and their peers.
- To inspire pupils to take pride in and responsibility in themselves, their learning, their actions, and their environment.
- To support pupils' self-esteem, emotional wellbeing and mental health.
- For pupils to recognise, share and celebrate their own achievements and those of others.
- For pupils to be confident to talk to an adult about any concerns.
- To encourage parents/carers to build positive partnerships with the school.

5. Beliefs

At Ravenshall we want our Positive Relationships and Engagement For Learning Policy to reflect our insight and understanding of the individual needs of our pupils and how this contributes to pupils' ability to self-regulate and manage their behaviour in a positive manner, so they are ready to engage with their learning.

We incorporate a holistic approach to ensure we are reflecting and planning for the needs of all our pupils. This includes pupils with complex learning difficulties combined with other special educational needs such as behavioural difficulties, social emotional and mental health, autistic spectrum and communication needs. Some pupils have more complex learning needs including sensory and physical impairments.

We consider that behaviours which challenge always happen for a reason and might be the only way in which a pupil can communicate – it can arise for different reasons which are personal to the individual. Pupils who display, or are at risk of displaying behaviours which challenge, might need extra support including targeted interventions.

At Ravenshall we believe that

- Our pupils want to behave well.
- All behaviour is a means of communication, and we must ensure that all pupils are supported to communicate their needs safely and appropriately using their preferred communication systems.
- With the right support and interventions, pupils can learn to self-regulate and manage their own behaviour.
- Mistakes are part of the learning process, and we recognise that all of our pupils are at different stages of the development process.
- Opportunities must be provided for teachers and support staff to learn, understand and have insight into why our pupils become dysregulated, and reflect on how/why it impacts on their behaviour.
- It is vitally important to work in partnership with parents/carers and other professionals to develop strategies as part of a positive behaviour support system to support pupils to self-regulate and manage behaviour in a positive manner.

6. Roles and responsibilities

Governors' responsibilities include:

- Ensuring the school has an appropriate and up to date policy.
- Participate in drafting and reviewing this policy annually.
- Support the Headteacher and staff in promoting and implementing the policy.

Head Teacher's responsibilities include:

- Ensuring that the Positive Relationships & Engagement For Learning policy reflects the aims of the

school.

- Ensure that all relevant parties including staff, governors, parents, and students are fully aware of, and as far as possible committed to, the school's policy.
- Ensure that the policy is consistently and fairly applied throughout the school.
- Ensure staff receive the training they need to support pupil behaviour and outside agencies are involved when required.

Class Teacher's Responsibilities Include:

- Implementing the Positive Relationships & Engagement For Learning Policy.
- Presenting as positive role models, for example in terms of dress code, punctuality and a positive approach.
- To be on the corridors/at the door ready to welcome pupils to lessons.
- To make pupils aware of Engagement For Learning (EFL) expectations.
- Ensure (EFL) is embedded in all teaching.
- Use all opportunities available to actively teach and promote positive behaviour.
- Use the Dojo systems for rewards consistently and fairly.
- Record incidents via on call logs the same day as they occur.
- Liaise with other staff, parents/carers and external agencies where appropriate regarding individual pupils.
- Use zones of regulation and have a calm safe area in the classroom for pupils to self-regulate.
- Undertake restorative sessions with pupils where appropriate.
- Ensure personalised Regulation Support Plan (RSP'S) Sensory passports or Individual Risk Assessments (RA) are in place and (updated regularly).
- Make referrals for Inclusion Team support in lessons where required.
- Refer pupils for interventions as appropriate e.g., Inclusion Team (nurture) ELSA, Draw and Talk, Wellbeing, RSE, SEMH to support needs.

Phase Leaders

All of the above and

- Support teachers in their phase to implement the Positive Relationships & Engagement For Learning policy.
- Reinforce EFL expectations through assemblies.
- Regularly liaise with Inclusion Team Manager to track pupils in their phase using CPOM data.
- Establish positive home school communication with parents/carers via phone calls, home visits and meetings.
- Re-integration meetings with pupil and parents/carers post reduced timetable or suspension.

Inclusion Team Responsibilities Include:

- Support class teachers in implementing the Positive Relationships & Engagement For Learning policy.
- Provide 1-1 in class support for referred pupils as appropriate.
- Facilitate personalised 1-1 or small group nurture interventions using Boxall profiles.
- Use the Dojo systems for rewards as consistently and fairly as possible.
- Ensure RSP'S are regularly updated and implemented.
- Use CPOMS to track, monitor patterns of behaviour and offer 1-1 support in lessons as required.
- Work with pupils where restorative sessions are necessary.
- Regularly liaise with Phase Leaders
- Establish positive home school communication with parents via phone calls, home visits, meetings.

- Deliver various Interventions (**See appendix 1**)
- Meet and greet pupils in a morning and at the end of the day and ensure safety of pupils on/off transport.

Support staff, visiting specialist, students on placements

- To present as a good/positive role model, for example in terms of dress code, punctuality and positive approach.
- Implement the Positive Relationships & Engagement For Learning Policy.
- Be on the corridors to welcome pupils to lessons.
- Use all opportunities available to actively teach and promote positive behaviour.
- Use the Dojo systems for rewards consistently and fairly.
- Complete on call logs and record incidents the day they occur.
- Be aware of and follow RSP'S and Risk Assessments (RA) for all pupils they work with.
- Liaise with class teacher, Inclusion Team, Phase Leaders, SLT regarding individual students where appropriate.
- Undertake restorative sessions where necessary.
- Punctual to break and lunchtime duties.

Parents

Parents responsibilities include:

- Supporting the school to implement the Positive Relationships & Engagement For Learning Policy.
- Advising school in a timely manner of any concerns regarding their child's behaviour out of school which could impact learning.
- Support the school's efforts to resolve any difficulties by attending meetings as appropriate.

Pupils

Pupils' responsibilities include:

- Being appropriately dressed in uniform.
- Arrive to lessons on time.
- Understand and follow EFL expectations.
- Achieve rewards through the Dojo system.
- Take part in restorative sessions if needed.

7. Definitions

Low level	Serious	Extremely Serious
Incorrect uniform	Repeated breaches of EFL	Absconding (external)
Lateness to lessons	Vandalism	Any form of bullying (verbal, physical, online, racial, prejudice based)
Rudeness	Theft	Sexual assault (any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation)
Disruption in lessons e.g., leaving seat, refusal to complete classwork or learning activities	Smoking	Possession of any prohibited items (see page 20)

Telling tales	Disrespectful language	Any item suspected to have been or is likely to be used to commit an offence or to cause personal injury to pupils or staff.
Playground behaviour that requires EFL reminders	Harm caused to pupils or staff	Serious harm to pupils or staff requiring medical attention
Transition around school that requires EFL reminders	Absconding (internal)	
Using mobile phones	Encouraging others to join in with inappropriate behaviour	

7. Whole school collective approach to support pupils

- Being mindful and reflecting on the quality of our relationships with each other and pupils.
- Reflecting and being committed to continuously improving the quality of our provision.
- Leasing with parents/carers and other professionals so we are well informed and have insight and understanding of pupil's individual needs.
- Organising the classroom for effective communication and behaviour.
- Observing, gathering and analysing data on behaviour- to ensure our interventions are personalised, well informed and planned according to the needs of each individual within the context of their class or within particular lessons on and off site.
- Working in close partnerships with pupils, parents/carers and other professionals e.g. occupational therapy, speech and language therapists, educational psychologists CAHMS etc.
- Invest time and allow safe spaces and opportunities for pupils to practice these skills and make mistakes from which they can learn, develop and grow.

We believe that

Pupils want to behave well and are happy when their needs are understood and met allowing them to self-regulate and behave well and that their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers. We consider their communication styles, social interaction skills, sensory and emotional needs as well as the role we play in supporting them to develop these skills. Pupils are better able to behave well when their need are well met in school at home and in the community.

How pupils behave gives us important information about how they are feeling. Our pupils have a wide range of different communication styles and many of our pupils are pre- or non-verbal using AAC systems to communicate their physical and emotional needs. Supporting pupils to effectively communicate is a vey important way to promote them to self-regulate and behave in a positive manner.

Pupils with complex needs will need a personalised approach to support them to regulate their behaviour and consideration must be given to sensory and emotional needs, pain thresholds, what self-injurious behaviours could be communicating, levels of stimulation and engagement.

Systems to support positive behaviour

Engagement for Learning (EFL)

Engagement For Learning (EFL) is the agreed whole school approach to behaviour. The required outcome for all pupils within any lesson is the right to be in an environment where teaching and learning may take place to maximum effect for each and every pupil. Supporting positive pupil engagement is the responsibility of ALL members of staff.

During any teaching session, the prime responsibility is that of the class teacher, with support available from ETA's, Inclusion Team, Phase Leaders and SLT when such intervention is felt necessary. A welcoming environment as well as adaptive teaching must be provided. To support this pupils follow a set of 'Engagement For Learning expectations'. These are displayed in classrooms, around school and referred to in every lesson.

- **We use kind words and show respect.**
- **We take turns to speak and listen.**
- **We stay on task and always try our best.**
- **We have safe hands and feet.**
- **We look after the school building and equipment.**

EFL plays a key part in Ravenshall's everyday teaching and learning. EFL expectations are consistently reinforced through:

- Time spent daily with class teacher
- Assemblies (certificates)
- Embedded in all lessons.
- Visual signs in classrooms and around school
- Positive role modelling by staff and other pupils
- Break and lunch time supervision
- Targeted interventions
- Dojo rewards

9. Organising the classroom for effective communication and behaviour

Routines

Consistent class, lesson, activity routines support our pupils to understand expectations, manage anxiety, and mentally and physically prepare themselves for their day – allowing pupils to learn how to self-regulate, engage with learning activities and manage behaviours positively. ***This must be explicitly taught – don't just assume pupils know them.*** We will need to teach routines for all activities. The more consistency there is over routines the easier it is for our pupils.

Teachers and support staff should, however, also reflect on how they support pupils to adapt to changes to routines and how they prepare them for changes, as this is an important life skill. Where a change to routine is known in advance, this should be practiced using appropriate visual resources to allow our pupils to learn that changes can be managed in a positive manner.

Communication and Social Interaction difficulties

Most of our pupils need support in developing their communication, social interaction and social imagination skills (to cope with changes to familiar routines) to develop effective self-regulation skills that enable them to positively manage their behaviour throughout the school day. Behaviour that challenges is often the result of a break down in communication.

To support a pupil that has become dysregulated we should aim to understand the function of the behaviour e.g. ***'What is causing the pupil to be distressed'***. Teachers and support staff need to have strategies in place to support pupils to express how they are feeling so their needs can be met proactively. Teachers and support staff need to consider the following and how it can impact on our pupil's ability to regulate and manage behaviour positively.

- Communication devices and strategies should work both ways; to give instructions but to also allow our pupils to have a voice, make choices and express their needs.
- Our pupils often need time to process information.
- Some of our pupils have difficulty with verbal and non-verbal communication (body language).
- Difficulties in understanding facial expression and tone of voice.
- Difficulty in understanding their own emotions and how to tell an adult what they are feeling.
- Difficulty in understanding other people's emotions.
- Difficulty in predicting what will/could happen next, this can cause anxiety.
- Lack of awareness of potential dangers.
- Need to be prepared for changes and transitions.
- Difficulty in coping in new or unfamiliar situations.
- Difficulty with managing social expectations and/or interactions with peers including friendships and bullying.

Visual resources and other forms of Augmentative, Alternative Communication (AAC)

Communication systems as:

- Visuals are permanent – spoken words disappear.
- Visuals allow time for language processing.
- Visuals prepare pupils for transitions allowing them to feel less anxious and self-regulate better.
- Visuals help build independence, confidence and self-esteem.
- Visuals are transferable between environments and people e.g., between home and school or when going on trips or visits off site.
- Visuals are helpful when pupils or young people have become dysregulated as they replace verbal communication and social interaction which in time of distress can hinder de-escalation.
- Visuals reduce anxiety which impacts on self-regulation and positive behaviour.

Sensory processing needs

Sensory processing difficulties can impact on our pupil's ability to self-regulate and manage their behaviour. Sensory processing is the ability to register, discriminate, adapt, and respond appropriately, both physically and emotionally to sensory input from the environment. Teacher and support staff should ensure that they:

- Organise the classroom environment clearly, with visual cues and signposts (written information, symbols, objects of reference etc.).
- Speak clearly, slowly and calmly and give pupils time to respond.
- Sensory processing issues should inform subtle learning environment adjustments and support understanding pupils' actions.
- Ensure pupils sensory needs are supported through embedding sensory diets and regular movement breaks into their daily class routine, and ensure they have access to sensory equipment that supports self-regulation (fidget toys e.g., chewy's, adapted seating, weighted blankets, sensory room/garden etc).
- Teach pupils to recognise when they are becoming dysregulated (label emotions and feelings), so they are able to learn to ask for a break or an appropriate self-strategy to support them to regulate better.
(Use Sullivan, sensory room, sensory garden, outdoor gym equipment where appropriate)
- Take social demands of working with other pupils into account.

- Monitor the physical and emotional well-being of pupils and recognise signs of being distressed, unwell, in pain or upset.
- Enabling environments by making reasonable adjustments is a statutory obligation disability law (Equality Act 2010)

Understanding self-injurious behaviour

Self-injurious behaviour is when a pupil physically harms themselves. It is sometimes referred to as self harm. This might be head banging on floors, walls or other surfaces, hand or arm biting, hair pulling, eye gouging, face or head slapping, skin picking, scratching, pinching and forceful head shaking. The pupil may have no other way of telling us their needs, wants and feelings. Head slapping or banging the head on a hard surface, maybe a way of telling us they are frustrated, a way of getting an object or activity they like or a way of getting us to stop asking them to do something. Hand biting might help them cope with anxiety or excitement. They might pick their skin or gouge their eyes because they are bored. Ear slapping or head banging might be their way of coping with discomfort or saying that something hurts, when it happens teachers and support staff should work collaboratively with the pupil, parents/carers and other professionals to try and find ways to prevent or replace this behaviour.

We need to;

- Respond quickly and consistently when a pupil self-injures. Even if you think what the pupil is doing it to get attention, it's never appropriate to ignore severe self-injurious behaviour.
- Keep responses low key, limit verbal comments, facial expressions and other displays of emotion.
- Try to speak calmly and clearly, in a neutral and steady tone of voice.
- Reduce demands, The pupil may be finding a task too difficult or overwhelming.
- Remove physical and sensory discomforts – consider their sensory processing difficulties.
- Redirect – Tell them what they need to do instead of the self-injurious behaviour e.g., John, hands down. Use visual cues such as Makaton, widget symbols to support instructions.
- Provide light physical guidance If the pupil is having difficulty stopping the behaviour e.g., gently guide their hand away from their head, using as little force as possible. Immediately try to redirect their attention to another activity and be prepared to provide physical guidance again.

Language of choice

This is part of helping pupils to take responsibility for their behaviour. We actively encourage pupils to choose the right thing to do and where appropriate, explain the consequences of their choices, positive and negative. We use specific descriptive praise when we see pupils making a good choice – we can never do too much of this. We link consequences to the choices they make, to help pupils make the best choice. This communication:

- Increases pupils' sense of responsibility.
- Regards mistakes as part of learning
- Removes the struggle of power.
- Is positive.
- Where appropriate, overtly links responsibility, choice and consequence.
- Helps them to take responsibility.
- Helps them to manage their own behaviour
- Increases their independence.

Encouraging Positive behaviours

- Being outstanding role models.
- Being consistent and making our expectations clear.
- Acknowledging pupils when they have behaved well or set an outstanding example to others.
- Using the Dojo reward system consistently and fairly.
- Letting parents/carers know how well their child is doing.
- Providing opportunities for pupils to apply for a purposeful job in school.
- Reminding pupils of correct behaviour, rights and responsibilities.
- Sharing pupils' achievements with the whole school in celebration assemblies.
- Dojo shop, end of term internal and external rewards.

10. Positive Behaviour Support

A range of strategies are used to ensure effective positive behaviour support.

- **Gain Attention:** - eye contact, use pupil's first name.
- **Positive Feedback** (Acknowledge/Approve/Affirm) - acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g., ***"Thank you for tidying up so quickly- you are a great helper!"***
- **Positive Correction-** tell the pupils what you want them to do i.e., not what you don't want them to do e.g. "Please walk" instead of "stop running." **Avoid saying, "don't" or "stop".**
- **Positive Repetition-** when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't- praise the children who carry out the instruction.
- **Non-verbal Cues-** hands up, finger on the lips, the "look".
- **Give take-up time-** give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.
- **Re-direction-** repeat direction without being sidetracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.
- **Tactically ignore-** ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g., if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.
- **Physical Proximity-** move closer to pupil, use presence as a reminder of expectations/ or further away from a disruptive pupil.
- **Distraction/Diversion-** give an alternative task or activity using simple directions with few words or prompts to a disruptive pupil without highlighting inappropriate behaviour.

Clear Expectations- e.g. "When we go back into the classroom after break, I will give a Dojo point to those who go straight back to their task." Remember in our class we..... When you are ready.....Then you can.....

- **Where/ What-** "Where should you be?" (in my seat) What should you be doing? (my work).
- **Choices-** ***"Put your (toy) on my desk or in your bag- which are you going to do?"*** You can sit on the chair or cushion. Remove eye contact whilst expecting them to respond. Repeat calmly and confidently as required.

Follow through: - You must always follow through with clearly stated action. If a request is not followed, take the toy away never say anything you can follow through.

- **Broken Record-** Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.

Withdraw pupil: - Remove the pupil from the situation or remove the situation from the pupil minimum disruption - maximum safety: - Consider moving other pupils from the situation first.

- **Private Reprimand**- A quiet word rather than in front of the class.
- **Repair & Rebuild**- As soon as possible after a reprimand, find an opportunity to say something positive about the pupil, **“Catch them being good”**. Fresh start

11. The quality of our provision

If we are able to meet each pupil at his/her point of need and development, it is more likely that challenging, harmful and self-injurious behaviours will decrease or even stop.

To do this we need to:

- Have effective communication systems in place and readily available when a pupil is presenting as dysregulated. This is their ‘voice’ and should be accessible at all times, but especially during times of dysregulation or distress when it is often difficult to make use of other communication methods.
- Know their sensory processing difficulties and have appropriate strategies and resources available to support the pupil to access sensory strategies that may allow them to de-escalate and return to a state of better regulation.
- Accurately assess and understand pupils’ needs by referring back to their EHCP’s minutes from Annual Reviews any external agency reports e.g., SALT, EP, OT.
- Plan to meet the pupil’s range of needs specific to the plans.
- Support the pupil to develop high levels of resilience and have high expectations for every pupil.
- Support pupils to develop high self- esteem, so that they believe that they can succeed.
- Frequent positive reinforcement when things are going well and minimal feedback for low level undesirable behaviours. Focus on what you want the pupil to do.
- Know what motivates each pupil and use this as positive reinforcement.
- Personalised learning ensures that we meet each pupil at his/her point of development and learning.
- Where appropriate, include the pupils in the target setting and evaluation process for outcomes, using appropriate language and methods.
- Give the pupil feedback on progression in a supportive way that makes sense to them, focusing particularly on their specific achievements e.g., descriptive praise and do this often.

Inclusion Team Support

The Inclusion Team consists of 8 Behaviour Support Workers (BSW) all have specialist roles throughout school. **(See appendix 1)**. If a pupil is identified as requiring 1-1 Inclusion Team support in lessons class teachers can make a referral **(See appendix 2)**. The team delivers daily personalised 1-1 timetabled interventions (nurture).

Inclusion Team Room

This is a calm and welcoming space where pupils can take part in restorative sessions or have reflection/discussion time with staff and other pupils. The Inclusion Team provides intensive support for pupils to develop self-esteem, positive relationships and independence through emotion coaching strategies to manage their thoughts, feelings and behaviour.

CPOM monitoring

Where weekly CPOM monitoring identifies patterns of behaviour more support may be required, and referrals are made for various interventions to support pupil’s individual needs.

Interventions

Inclusion Team Interventions

Where regular patterns are identified for pupils appearing on the weekly CPOM data, it may be necessary for pupils to be referred for personalised Inclusion Team interventions using Boxall as a tool to identify hidden issues and provide further strategies to be incorporated into activities as part of a personalised timetable. These sessions may be increased or decreased as necessary. The idea is to get pupils to FOCUS by

- Finding different ways to engage in our learning.
- Opening up exciting new opportunities.
- Communicating and working as a team.
- Understanding our personal skills and qualities
- Showcasing our achievements and successes.

NEST (nurture)

NEST is open on Monday (Explorers/Trailblazers), Thursday (Explorers) Friday (Discovery). Pupils are referred by class teachers for a term to focus on specific areas e.g. self esteem, friendships, emotions, social skills etc. Boxall profile is used as a tool to identify any hidden issues and provide personalised support for pupils with suggested strategies and techniques that are incorporated into activities planned for this nurture group to help pupils fully engage in their learning and achieve their potential.

ELSA

There will always be pupils in school facing life challenges that detract from their ability to engage with learning, and some will require greater support to increase their emotional literacy than others. When our pupils find themselves struggling and encountering difficulties with their emotional health our ELSA's (specialist teaching assistants) trained by Educational Psychologists (EP's) are there to listen, provide additional strategies and support to remove the barriers to learning.

Pupils are referred for ELSA support by their class teacher, Inclusion Team, AHT, Safeguarding team . Every half term the ELSA team meets to discuss new referral forms and will identify and prioritise which pupils require a programme of support which is provided for a wide range of emotional need for example:

- Recognising emotions
- Anxiety
- Self-esteem
- Social skills
- Conflict
- Friendship skills
- Relationships
- Anger management
- Loss and bereavement
- Relaxation techniques
- Transition/change

Draw and Talk

Drawing and Talking Therapy is an alternative to direct talking therapies, which can often be confronting or limiting in the processing of pain or trauma. As an attachment-based therapeutic intervention, Drawing and Talking allows pupils to discover and communicate emotions through a non-directed technique. It is an

especially good therapy for our pupils as it allows them to express in visual form, worries and feelings that they may not be able to name or with our more able pupils, do not feel able to talk about for example:

- Family break ups
- Poor mental health
- Bullying
- Trauma,
- Emotional difficulties

Pupils are referred for Draw and Talk support in the first instance by their class teacher where it is felt this support is required or pupils are identified via CPOM'S of the Safeguarding team.

SEMH

Where CPOMS identifies patterns and where staff have raised concerns regarding individual pupils who require extra support based on demonstrating

Passive Behaviours

- Anxiety and/or depression
- Low mood
- Low self-worth or being withdrawn
- Lethargy
- Being forgetful
- Difficulty accepting praise
- Difficulty engaging or focusing, and often daydreaming
- Difficulty maintaining friendships

Active behaviours

- Restlessness
- Mood swings
- Verbal or physical aggression
- Reactive and/or impulsive behaviours
- Poor attendance
- Lack of awareness of personal space
- Difficulty showing empathy
- Eating disorders, self-harm, and substance abuse

SEMH Interventions take place with members of the Inclusion Team. Referrals for external consultations with Educational Mental Health Practitioners (EMHP) to support pupils on a 1-1 or small group basis are made by AHT for SEMH or Deputy Safeguarding Lead (DSL) to Kirklees Keep In Mind (KKIM) via Anycomms.

Therapy/Wellbeing Dog (Lily)

Lily is Ravenshall Schools therapy/well-being dog. Lily comes into school 2 days a week. There are many benefits having a well-being dog, the main one being the health and wellbeing of both pupils and staff alike. A dog has an immediate calming effect by just being near. Lily is a much loved staff member now and an integral part of the Ravenshall School family.

Lily's role is to react and respond to pupils and their environment, under the guidance and direction of her handler. For example, a pupil might be encouraged to gently pat or talk to Lily to teach sensitive touch and help them remain calm. Having Lily in school has the potential to help pupils develop in a range of academic, personal and social areas for example:

- Increase in school attendance
- Gains in confidence
- Decreases in learner anxiety behaviours resulting in improved learning outcomes, such as increases in reading and writing levels
- positive changes towards learning and improved motivation, and
- enhanced relationships with peers and teachers due to experiencing trust and unconditional love from a therapy dog. This in turn helps students learn how to express their feelings and enter into more trusting relationships.

Other benefits

- Teaches empathy and appropriate interpersonal skills
- Help pupils develop social skills
- Soothing and the presence of animals can more quickly build rapport between the teacher and pupil.
- Improve pupils skills to pick up social cues imperative to human relationships.

Class teachers can make a referral for pupils to have individual well-being time with Lily or small group slots can be booked as appropriate.

12. Rewards (Class Dojo)

Pupils are rewarded for demonstrating positive engagement during lesson time using Class Dojo points. The 'Dojo points' can be saved and exchanged for gifts from the Dojo shop (see below) which opens at the end of every half term. There are also half termly **internal** and end of term **external** rewards for the top Dojo scorers in each class.

Dojo Shop	Half termly rewards top Dojo (in school)
Footballs, basket balls, rugby balls	Wear your own clothes
Spiderman toys	X box
Pokémon prizes	Party box (snacks)
Wind-up toys	Disco (silent)
Board games	Film and pop corn
Stuffed animals	Water fight (warmer weather)
Lego kits	Picnic and games
Toiletries for boys and girls	Ice pops/ice cream van (warmer weather)
Harry Potter themed items	Team games, assault course
Craft packs	Board games
Annuals e.g., Fortnite, minecrafter,	Tea and cake with Headteacher
Match attack cards	Celebrity visits e.g., sports person,
Stationery	End of Term rewards top Dojo (out of school)

Fidgets	Gym
Comics/ books	Park
Make up	Bowling
Water bottles	Cinema
Fifa related items	Play gym
Sticker books	Small zoo (butterfly world)
	Seaside
	Laser quest
	Tag x
	Escape room (tam building)
	Swimming
	Sports stadium tour

Positive engagement achievements are also celebrated

- During assembly's (certificates)
- Roar Cards
- Attendance cup
- Postcards home
- Recognition of events on Class Dojo/Facebook/Twitter
- Phone call to parents from class teacher, phase leader

13. Bullying (including Cyber-bullying)

We do not accept bullying under any circumstances. Bullying is defined as ***'behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.'*** This can be pupil on pupil, pupil on staff/adult, staff/adult on pupil, and adult on adult.

Forms of bullying:

- Physical
- Verbal
- Non-Verbal
- Cyber bullying (social media)

Bullying may include:

- Name calling
- Violent behaviour or assault
- Damaging or stealing property belonging to somebody else
- Persuading pupils to do things they don't want to
- Punching, pushing, pinching, hitting or kicking
- Teasing

- Intimidating behaviour
Damage to schoolwork and/or equipment belonging to somebody else.
- Threats
- Offensive comments
- Spreading rumours
- Excluding people from groups or activities
- Homophobic/racist/cyber bullying
- Intimidation or threatening use of social media platforms

Reporting and Recording

We acknowledge that some of our pupils may not fully understand how their behaviour impacts on others or be experienced as bullying.

- Bullying should **never** be ignored.
- **ALL** instances of bullying must be reported immediately and recorded via an on-call log for CPOMS.
- Parents and carers will be informed by class teacher, Inclusion Team Manager, Phase Leader, Safeguarding team dealing with the incident by telephone or in a face-to-face meeting.
- Every instance needs to be addressed, in line with the schools '**Anti Bullying Policy**' with each pupil involved taking responsibility for his/her actions, apologising and agreeing to stop/change the behaviour causing concern.
- Pupils will be supported in ICT and PSHE lessons through age appropriate resources so they are able to keep themselves safe online and know how to report (**visit by PCSO**) cyberbullying.
- Website information, Family Wellbeing newsletters and KKIM workshops provide opportunities for parents and carers to learn about e-safety and how they can implement and manage this at home.

Monitoring

Incidents of bullying will be closely monitored by Safeguarding Team, Phase Leaders and Inclusion Team Manager to identify patterns i.e.

- Recurring complaints of bullying against a particular pupil or group of pupils.
- Evidence that a particular child is, for some reason, becoming a target for bullies.
- Particular times of the school day/week when bullying is tending to occur.
- Particular situations where bullying may be occurring.

In the event that a pattern appears to be forming, class teachers, phase leaders and the Inclusion Team will work to address the problem, with the individual pupils concerned and more widely through PSHE curriculum, assemblies, PCSO, various interventions with parental support.

Note: - Further guidance is available in the Anti-Bullying and ICT Policy

14. Sexual Harassment and Sexual Violence

We have a zero-tolerance approach to sexual harassment and sexual violence. This means that it is never acceptable and will never be tolerated or dismissed. Preventative education is provided through our Relationships and Sex Education (RSE) and Personal Social, Health Education (PSHE) curriculum which teaches pupils about consent and what respectful behaviour and healthy relationships look like.

Definitions

Sexual harassment

Behaviour that is likely to make another pupil feel intimidated, degraded or humiliated and/or create a

hostile, offensive or sexualised environment. This can include for example:

- Sexual comments, such as telling sexual stories
- Making lewd comments,
- Making sexual remarks about clothes and appearance
- Calling someone sexualised names
- Sexual “jokes” or taunting
- Physical behaviour, such as: deliberately brushing against someone
- Interfering with someone’s clothes (this may cross a line into sexual violence)
- Displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment including:
Consensual and non-consensual sharing of nude and semi-nude images and/or videos (taking and Sharing nude photographs of under 18s is a criminal offence)
- Sharing of unwanted explicit content
- Sexualised online bullying
- Unwanted sexual comments and messages, including on social media
- Up-skirting (is a criminal offence)
- Sexual exploitation; coercion and threats.

Sexual violence

Refers to:

- Sexual assault (intentionally touching another person sexually and without consent, including for example kissing without consent or touching another pupil’s bottom/breasts/genitalia without consent)
- Causing someone to engage in sexual activity without consent, for example forcing someone to strip or touch themselves or another person sexually.

Our response to any sexually inappropriate behaviours recorded will follow the statutory guidance in our **Safeguarding Policy**. Sanctions will be proportionate and decided on a case-by-case basis, alongside additional education and where appropriate, safeguarding support.

Staff are vigilant in identifying and reporting inappropriate sexual behaviour and pupils are encouraged to report all instances. If not challenged, this can normalise inappropriate behaviours and provide an environment that may lead to more serious sexual behaviour.

15.Discriminatory language

Although rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender, presentation or religion are **not acceptable** within our school. These incidents will be dealt with in line with this policy, and further advice and interventions as appropriate.

16. Mobile phones and other electronic devices

Mobile phones and other electronic devices are **NOT** allowed to be used in school for safeguarding reasons. Independent travelers and pupils who have specific arrangements approved by the (Headteacher) are able to bring their device into school providing they agree to hand them in at the beginning of the school day to a designated person. These will then be collected at the end of the day.

17. Searching, Screen and Confiscation

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environment conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps school establish an environment where everyone is safe.

By law all school staff can search children for any item with their consent; however, the Headteacher has identified that in their absence a member of SLT, or Inclusion Team will carry out the search with another member of staff present who have undertaken relevant training.

Searching without consent can be carried out for prohibited items within the parameters of the guidelines. **'Prohibited items'** are defined in the Education Act 1996 and the Schools Regulations 2012 as:

Prohibited Items

1. Knives or weapons, alcohol, illegal drugs and stolen items.
2. Tobacco, Vapes and cigarette papers, fireworks and pornographic images.
3. Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property
4. Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

For more detailed information refer to 'Searching, screening and confiscation policy'.

In all situations, parents/carers will be informed, and this will be recorded on CPOMS. Any additional support/intervention, as a means of education, is always considered an important of practice.

18. Pupils with exceptional behavioural needs

Contingent Touch

Contingent touch may be used appropriately e.g., pat on the shoulder in a public place, in an appropriate context.

Holding

Holding may be used appropriately: by this we mean providing physical direction similar to contingent touch, but more directive in nature e.g., the pupil is lead away by hand/arm/around shoulder for very young pupils in primary may mean more direct physical support – cradling or hugging. Pupils with complex sensory needs may also request squeezing or deep pressure. This will be documented in RSP's and Sensory passports and pupil profiles and form part of their sensory diet.

19. Positive Handling, Physical Intervention (PHPI)

All staff receive the legal brief training. In addition, SLT, Leadership, Inclusion Team, some class teachers and support staff undertake positive handling training. We believe that physical intervention should **always** be a **last resort**. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individual.

On extremely rare occasions it may be appropriate for trained staff to intervene physically with or between pupils. These include:

- Injury, or risk of injury, to themselves.

- Injury or risk of injury to another pupil.
- Injury, or risk of injury, to a member of staff.
- Serious damage to property.

Any interventions should be a **last resort** and be proportionate, reasonable and necessary. It must be applied using the minimum amount of force for the minimum amount of time and be used in a way that maintains the safety and dignity of all concerned.

All staff have a duty of care to pupils. If staff take no action, and the outcome is that a pupil injures him/herself, or another including staff, this could be seen as negligence.

Monitoring incidents

Whenever a member of staff has occasion to use PHPI a full reporting system is to be adhered to by reporting to parents/carers, completing a PHPI log to be recorded on CPOMS the same day.

The CPOMS report must contain the following information: -

- How the incident developed.
- Attempts made to calm the situation.
- Names of any staff or pupils who witnessed the incident.
- The outcome of the incident includes any injuries sustained by any pupil or member of staff.
- Any damage to property which has resulted.
- Whether/how parents have been informed.
- After investigation, a summary of actions taken.

If any marks or injuries are noticed on the pupil's body, then the CPOMS report needs to include a body map. If a member of staff receives an injury this must also be recorded on the staff injury form and given to a member of SLT.

Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher to the needs of any pupil(s) whose behaviour can only be contained by the use of reasonable force. This process will also address patterns of incidents and evaluate trends, which may be emerging.

20. Reparation/Restorative

Reparation means repairing relationships, or 'making good' in some way.

We believe that our pupils should always be given the opportunity to repair, and that they want to do this. We do not believe in the concept of punishment, because it focuses a pupil's mind on the punishment, rather than what she/he did. This leads to pupils feeling angry about the punishment, rather than thinking about the impact of their behaviour on others.

Staff need to reflect on their own practice, to consider if their actions may have escalated a situation and what they could do differently and proactively next time.

Where developmentally appropriate, we support pupils to take responsibility for what they have done and to repair it with the other person(s) involved/affected.

Even pupils with more complex difficulties can be supported to repair, this will look different for each pupil. We can't make assumptions about what pupils feel. Unresolved situations can make pupils very anxious, and this can cause behaviours to escalate or become habitual.

The Inclusion Team have been formally trained in the use of restorative practice; this has been cascaded to staff. The use of restorative practice is well embedded and modelled throughout school.

A restorative conversation should include the following questions:

- **What happened?** – Allow the person to tell the whole story from their point of view.
- **What did you think when?** - Go back to different points of the story and ask what they were thinking
- **How has it affected? You and others?** - Encourage the person to think of the wider 'ripple effect'.
- **What do you need to move forward?** Reflect on how the situation can be repaired and resolved to allow us to move on. What could happen differently in the future?

21. Retreat (Discovery, Explorers, Trailblazers)

The retreat is to improve inclusion by continuing the education of a pupil who is disengaging with learning, dysregulated or in crisis and avoid impact on the learning of others. The retreat is to be used only on rare occasions when pupils need to have time out in a safe environment to calm down whilst being supported and **monitored at all times by a member of staff**. Note:- the door should never be closed (**stable door top open**).

Once calm the pupil is given the option of further regulation in the Sullivan room, sensory room, sensory garden, use of outdoor gym equipment, having a restorative conversation in the Inclusion Team room before returning to class. Pupils will not be kept out of the classroom longer than necessary.

22. Restricting Liberties

At Ravenshall School pupils may never be:

- Locked in a room alone, without support and supervision
- Deprived of food / drink
- Denied access to a toilet

In exceptional circumstances a pupil may be secluded in a safe place to reduce overall risk to themselves or others. In this instance two adults should be present.

23. Corporal Punishment

Corporal punishment is illegal and is never used at Ravenshall School.

24. Exclusions

Fixed term exclusions

We do not believe that exclusions are the most effective way to respond to pupils with SEND, and we will always try to adapt and personalise provision for all of our pupils in order to ensure that they are able to access education.

In exceptional circumstances it may be necessary to exclude a pupil for a fixed time period, this would always be considered very carefully.

Exceptional circumstances include, but are not limited to:

- Incidents where the safety of the pupils, other pupils or staff is seriously compromised.
- Incidents of the deliberate use of weapons in school.
- Incidents of sexual violence

- Incidents of significant deliberate damage to school property.

Permanent Exclusions

In the event that Ravenshall is not able to meet the needs of an individual pupil following a number of supportive interventions we will **always aim** to work with the pupil's family, Local Authority and, where appropriate the allocated social worker or Head of Virtual School for Child Looked After (CLA) pupils.

Exclusion is used at the Headteachers discretion after taking into consideration the needs and circumstances of the individual pupil which will be based on a risk assessment which also ensures the safety of all pupils and staff. Any exclusions will be reported to the Governing Body and Local Authority.

For more detailed information please refer to 'Suspension and Exclusion Policy'

Reduced Timetables

All pupils of compulsory school age are entitled to an efficient full-time education suitable to their age, aptitude, and any special educational needs they may have. However, in very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary reduced time timetable to meet their individual needs for example where there are behavioural difficulties, and the school is trying a reduced-time timetable as an intervention to avoid permanent suspension.

The Headteacher needs to ensure the school has done all they can before a reduced timetable is recommended for a pupil to ensure it is not at risk of failing to have due regard to its responsibilities under the Equality Act 2010.

The objectives of any reduced-time timetable will be explained, and all relevant parties will be kept updated and informed. The parent/carer(s) and pupil (where appropriate) must consent to the proposed reduced timetable which has a clear start and end date (no more than 6 weeks) incrementally increasing to full time education. This should be agreed and signed by all parties including the Headteacher.

Once a reduced time timetable arrangement for a pupil is to be implemented with all parties in agreement the **PTT1** documents time limited with a start date and end date by which full time attendance is expected have been signed are given to the Family Wellbeing and Attendance Officer to forward to the Education Safeguarding Service via AnyComms.

In agreeing to a reduced timetable, the school has agreed to a pupil being absent from school for part of the week or day and therefore must record it as authorised absence – **Code C** on the attendance register.

A reduced timetable will not be used:

- As a disciplinary measure to manage a pupil's behaviour.
- As a form of exclusion – all exclusions will be formally recorded in line with our suspension and exclusions policy and statutory guidance.
- As a long-term solution (there is no legal definition of long-term solution, but the arrangements should ideally be (no more than 6 weeks).

For more detailed information please refer to 'Reduced Timetable Policy'

25. Partnership Working

Families

We work closely with families to provide the most consistent and positive support as this is central to the success of our pupils. From the outset we will communicate regularly with partners providing updates on progress through, class Dojo, phone calls, letters and meetings. We will work with parents, carers and other agencies to provide additional support through a variety of specialist and personalised interventions.

Where a pupil continues to display dysregulated behaviour despite a range of school-based interventions, a multi-agency assessment will be considered. If behaviour is criminal or poses a serious threat, the police will always be informed. In addition, where school staff consider that behaviour may be linked to a child suffering, or being likely to suffer, significant harm they will follow our Safeguarding Policy.

For more detailed information please refer to 'Safeguarding' and 'Home Visits Policy'.

Other Professionals

Sometimes, to enable school to support a pupil most effectively, we need to seek advice and support from other agencies. This may be a referral to the CAMHS Learning Disability Team, the Educational Psychology service, OT, SEMH Outreach or others. These are supportive referrals so professional advice can be given about provision to meet individual pupil needs.

Police Involvement

School has an excellent relationship with our local Community Police Officers. Regular visits have been made to school as part of PSHE lessons and assemblies. This support has had a very positive impact on the school and has served to improve the relationship and perceptions of the police in the local community and our pupils.

There may be incidents where involvement of the police is felt necessary. In all cases, contact with the police must be channeled through the Headteacher (or acting Headteacher). The school makes every effort to avoid criminalising young people.

26. Confrontational situations advice for staff

Members of staff facing confrontational situations with pupils are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of risk assessment may allow the time to decide on the appropriate action necessary

Staff are strongly advised not to physically stop pupils from leaving any given space. They should give a clear choice and sell out consequence, but unless there is a risk of injury should never block a pupils exit.

Remaining calm – The ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening (calm) stance, i.e., respecting personal space.

Awareness of Space – Try to be aware of the space around you and avoid stepping into the pupils personal/intimate space. Try to take a step back to avoid any confrontational body language.

Pacing and Chasing – When angry some pupils often pace around in tense situations and staff should try to avoid the temptation to follow them as they attempt to help them calm down. This can be counterproductive as it may trigger a chase response and drive the pupil away. Where possible, it is preferable for staff members to stand still, speak calmly, clearly and confidently – or even sit down.

Intonation and use of voice – When pupils are anxious or angry they tend to talk faster, higher and more loudly. In a potential crisis situation, staff need to speak more slowly, in a lower tone and more quietly and where appropriate using visuals and/or gestural prompts.

27. Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour is shared with relevant staff at the start of the term or year. Information on behaviour issues will also be shared with new settings for those pupils transferring to other schools.

28. Monitoring Behaviour

Positive Behaviour Support (PBS) strategies are regularly discussed at meetings of:

- Governors
- Senior leadership team (SLT)
 - Leadership team
- Phase meetings
- Inclusion team
- Support staff
- School Council/Ambassadors
- Assemblies for pupils
- Educational psychologists (EP)
- Sensory OT
- Local Authority Officers (SENDACT)
- Annual Reviews
- Special/ interim Reviews for specific pupils

RSP'S, Sensory passports and resources are adapted and amended and new strategies embedded as appropriate.

Excellent practice

'Pupils' behaviour is exceptionally strong in lessons, at breaktime, at lunchtime and when moving around school. Pupils are respectful of individual differences, helpful towards one another and kind and courteous.'

(Ofsted, February 2019)

Evidence of excellent practice is evidenced via:

- OFSTED Report (2019)
- Kirklees Learning Partner Reports (KLP)
- Behavior Audit Report (WHSS) consultant (2022)
- SLT reports to Governors.
- Governors' visits reports
- Governing body meeting minutes
- Monitoring Quality of Teaching and Learning (MQTAL)
- Performance Management

29. Training

As part of the induction process, staff are required to read and sign the Positive Relationships & Engagement For Learning on smartlog. All staff will be made aware of any updates or amendments to the policy in order that they may continue to support the behaviour of all our pupils effectively.

Positive behaviour management forms part of continuing career professional development CPD. Training opportunities focusing on managing behaviour, including legal brief refresher, PHPI, Emotion coaching, 1-1 behaviour consultancy is delivered by internal and external specialists.

All staff are actively encouraged to share their skills and experiences. This is a commitment to ongoing professional development which improves performance and professional competence.

30. Malicious Allegations and care for staff accused of misconduct.

In the unlikely event that a pupil makes an allegation against a member of staff this would be treated as a disclosure and investigated under safeguarding to determine whether or not the allegation is malicious and the appropriate course of action to take.

Any allegation of misconduct made against a member of staff is taken very seriously. If it raises child protection issues it will be referred to the Local Authority Designated Officer (LADO), other allegations such as Behaviour, Discipline, Exclusions, Restraint and Searches are investigated in accordance with the school's procedures. If a decision is made to suspend a teacher, the school will provide a named contact who can provide support to the individual until the matter is dealt with confidentially/resolved.

Where a pupil is found to have made malicious accusations against a member of staff that are proved unfounded, the school will consider whether to apply an appropriate sanction, which may include fixed term suspension or permanent exclusion, depending on the severity of the accusation and the distress caused, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

31. Dealing with complaints

It is usually best for issues to be resolved informally, and a parent/carer, usually first port of call, should always be the class teacher followed by Phase Leader. If the matter is still not resolved a parent/carer should contact the Headteacher. If a parent/carer feels that the measures in our Positive Relationships & Engagement For Learning Policy are unfair, or have been unfairly applied, they can lodge a complaint through the school's **Complaints Policy**.

32. This policy should be read in conjunction with: -

- Child Protection and Safeguarding policy
- Equal Opportunities Policy
- Anti-bullying policy
- Absconding policy
- Reduced Timetable policy
- Home Visit Policy and Procedures
- Searching, Screening and Confiscation Policy
- Suspensions and Exclusions policy
- Complaints Policy

33. Policy Updates

It is essential that this policy is consistently and fairly applied, is understood by **ALL** members of the school community. This policy will be reviewed annually and ratified by the governing body.

Appendix 1.

Inclusion Team Roles



Miss Greenwood

Inclusion Team Manager
 Leadership team
 Personalised nurture interventions
 1-1 in class support/trips
 PHPI
 Search, screen and confiscation
 Regulation Support Plans (RSP)
 Intervention timetables
 CPOM (on call logs/monitoring)
 First aid
 Phone calls/home visits
 Transport supervision



Mr Pollard

Personalised nurture interventions
 1-1 in class support/trips
 PHPI
 Search, screen and confiscation
 CPOM (on call logs)
 Phone calls/home visits
 Home tutoring (AP)
 Transport supervision



Mr Silkstone

Deputy Safeguarding Lead
 Mental health first aider (MHFA)
 Bereavement support (pupils)
 Personalised nurture interventions
 1-1 in class support/trips
 PHPI
 Search, screen and confiscation
 Mental health first aider (MHFA)
 Light minibus driver
 CPOM (on call logs/ category updates)
 Phone calls/home visits
 Transport supervision



Mrs Pathan

Deputy Safeguarding Lead
 Bilingual support phone calls/
 home visits
 Personalised nurture
 interventions
 Home tutoring
 1-1 in class support/trips
 PHPI
 Search, screen and confiscation
 Rewards/Dojo Shop
 Transport supervision



Mrs Wasilewski

NEST (primary nurture support)
 Personalised nurture interventions
 1-1 in class support/trips
 CPOM (on call logs)
 PHPI
 Search, screen and confiscation
 Home tutoring (AP)
 Boxall profile support
 Transport supervision



Miss Grogan

Personalised nurture interventions
 1-1 in class support
 CPOM (on call logs)
 PHPI
 Search, screen and confiscation
 LGBTQ pupil support
 Home tutoring (AP)
 Minibus driver
 Transport supervision



Mr Herrington

Personalised nurture interventions
 1-1 in class support/trips
 CPOM (on call logs)
 PHPI
 Search, screen and confiscation
 Home tutoring (AP)
 Minibus driver
 Transport supervision



Mrs Robb

Personalised nurture interventions
 1-1 in class support/trips
 CPOM (on call logs)
 PHPI
 Search, screen and confiscation
 Support for external trips (PFA)
 SEMH Intervention (PFA)
 LGBTQ pupil support (PFA)
 Transport supervision

Appendix 2.

Request For Inclusion Team Support/Intervention

STEPS	DIFFICULTIES	ACTION	OTHER
Step 1	Behaviour/regulation concerns identified (individual/ group).	<ul style="list-style-type: none"> • See Inclusion Team manager before or after school to discuss issues and possible strategies. • Strategies need to be tried consistently over an agreed period of time to assess impact. • Feedback to Inclusion Team on impact. 	<ul style="list-style-type: none"> • Boxall profile • Personalised report card • Consult in school Autism SALT, communication specialists. • Phase Leader involvement • Interventions e.g., Inclusion Team (nurture) ELSA, SEMH, Draw and talk. • NEST • SEMH Outreach Referral • EP, Sensory OT Referral • Therapy dog Lily • Safeguarding referral • Reduced timetable • Parental involvement e.g. phone call/mtg
Step 2	Behaviour/regulation becoming increasingly difficult to manage. Suggested strategies not working. Negative impact on other learners.	<ul style="list-style-type: none"> • Meet Inclusion Team manager. • Decide key times/pupils when support is most needed. • Inclusion Team staff will observe/ support during agreed time as needed, afterwards will offer solutions. • Monitor impact regularly. 	
Step 3	Behaviours/regulation require additional support during identified times/ activities. Previous steps used but not effective.	<ul style="list-style-type: none"> • Inclusion Team manager to meet teacher to clarify times and activities when support is needed. • Inclusion Team staff will support during those times and offer advice and introduce strategies/ resources that can be used. • Inclusion Team will gradually reduce support as strategies used are embedded by teacher/support staff. • Support to be monitored and reduced as discussed and guided by Inclusion Team manager. 	
Step 4	Behaviours/regulation continue to escalate when Inclusion Team support is withdrawn.	<ul style="list-style-type: none"> • Longer term monitoring/ support by Inclusion Team staff to be discussed and agreed with Inclusion Team manager. 	
Step 5	Previous steps have not worked.	<ul style="list-style-type: none"> • Phase Leader support • SLT support. 	

- Referrals to be made via email.
- Forms to be filled in for support given and advice/ strategies/ interventions.
- Monitoring visits will record impact.
- Parents/carers will be consulted and involved throughout this process.

Appendix 4.

Regulation Support Plan



Pupil Name and Class:

Class Teacher

Date of birth:

Date

Review Date.

Stage of Behaviour	needs... (Staff Focus)	Behaviours	Positive Strategies
Calm <i>All staff</i>			
Anxiety / Trigger or Addressing of Choice Behaviour <i>All staff</i>			
Defensive / Escalation <i>Any staff member if necessary, but preferably a familiar and trusted adult</i>			
Crisis <i>Any staff member if necessary, but preferably a familiar and trusted adult</i>			
Recovery / De-escalation			
Follow-up / Resolution <i>This stage must happen for any behaviour escalation, low level or reaching crisis point.</i>			

Parent/Carer Signature: _____

Teacher Signature: _____

Sensory Passport / Plan			
Name:		Date created:	
DoB:		Date for review:	

Photo

Sensory Likes

Sensory Dislikes

Sensory Support
Environmental:

Individual:

Sensory Activities

Important to know



Positive Relationships & Engagement For Learning Support

Step 6
SLT Involvement

Suspensions/Exclusion
DHT/Headteacher to meet with parents/carers

Step 5
External Interventions

Early Annual Review requested for Alternative Provision (AP)
Referrals for external support e.g. EP, OT, SEMH Outreach SALT, KIM, AHT (B & A) to meet with parents/carers

Step 4
Internal Interventions

Reduced timetables:- Reintegration meetings
Referrals for interventions e.g. Inclusion Team, SEMH, ELSA, Draw & Talk, Phase Leader/Inclusion Team Manager to meet with parents/carers
Teacher to write/update RSP's/use Boxall (SEMH/nurture strategies)

Step 3
Inclusion Team/Phase Leader

Personalised incentive/reward chart
CROM tracking, phone call/home visits by Inclusion Team Manager/Phase Leader
1-1 Inclusion Team support requested in lesson by class teacher (referral)

Step 2
Regulation out of class/On Call

Restorative practice same day (class teacher to Dojo message home)
Pupil returns to lesson with/without 1:1 Inclusion Team support
Inclusion Team support (co/self regulation, emotion coaching)
Sullivan room, sensory room, sensory garden, retreat

Step 1
Regulation managed in classroom

Regulation Support Plans (RSP's), Sensory Passports
Engagement For Learning, Zones of Regulation, calm/quiet area in classrooms
Positive pupil welcome to lessons by teacher/support staff

Staff on corridors
Meet and greet from school transport
Positive pupil welcome to school

PHPI REPORTING		
<i>Pupil Name</i>		<i>Class</i>
<i>Staff involved</i>		
<i>Staff Witness</i>		
<i>Pupil Witness</i>		<i>Class</i>
<i>Parents/carers informed</i>	<i>By whom</i>	<i>Date/time</i>

How/where did the incident develop?

Attempts made to calm the situation

PHPI technique used

Injuries sustained by pupil (CPOM body map)

Injuries sustained by staff

Damage to school property

Investigation/Actions taken

