



## Positive Behaviour Policy 22/23

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Electronic copies of this document are available to download from:  
RBA Teams Folder> Files > Policies> Safeguarding & Behaviour

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Approved: \_\_\_\_\_

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## **Richard Barnes Academy: Statement of Behaviour Principles**

At the Richard Barnes Academy, we aim to provide all our learners with the best possible standards of education. We want our Academy to be a place where our young people can thrive, learn, and achieve their best. We offer flexible, personalised programmes and a wide range of positive experiences, so that young people can develop the confidence to believe in themselves and make positive choices for their futures.

We believe all our learners have the ability and the right to learn and achieve.

Learners are positively encouraged to believe in their learning, be respectful and be safe whilst at the academy. Learners are awarded SIMS points for good behaviour in line with our values during the academy day. Parents/ carers are regularly updated about each learner's behaviour achievements.

We want our Academy to be an environment which is safe and supportive to ensure learners can achieve and free from intimidation. We actively promote a culture of awareness, tolerance and inclusion where all forms of bullying are unacceptable. Please also read our academy's Anti-bullying Policy for further advice and information – this is available on our academy website.

### **Positive Behaviour policy and procedures**

The purpose of this policy is to provide a simple and practical code of conduct for staff, learners, parents/carers reflect our vision and values and:

- explains the roles and responsibilities of all in the academy community
- provides strategies and guidance for supporting positive behaviour
- allows behaviour to be taught through positive interventions
- promotes self-esteem and self-discipline, and taking responsibility for one's own actions
- clearly defines expectations and outlines processes for upholding these expectations
- sets out how the academy addresses choices of learners that are not in line with our vision and values

### **Legislation and statutory requirements**

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Keeping Children safe in education



- Supporting pupils with medical conditions at school

## **Roles and responsibilities**

The trustees are responsible for monitoring the effectiveness of this behaviour policy across the trust and holding the senior leaders to account for its implementation. Academy Committee Members will receive regular reports on behaviour at its meetings and will hold the Principal to account for its implementation within the academy.

## **The Principal**

The Principal should work with all in the Academy Community to enforce the vision and values of the Academy. The Principal will update the Academy Committee members every half term on behaviour.

## **All staff**

It is the responsibility of **all** staff to act as positive role models for the young people they work with. More specifically, they should:

- help ensure that all learners, regardless of race, class, gender, sexuality or special educational needs, have fair and consistent treatment, which promotes positive attitudes and behaviour, and where learners recognise that bullying of any form will not be tolerated
- encourage learners to reflect on their own behaviour and the ways in which it helps or hinders their own development as responsible individuals and community members and as effective learners
- have high expectations of learners to enable a calm, happy and safe classroom environment for effective teaching and learning, providing clear and regular feedback to learners, endorsing appropriate behaviour through the SIMS behaviour management tool
- collect learners from communal areas before lessons and dismiss learners at the ends of lessons and ensure that learners arrive and leave in a calm and orderly way
- expect a high standard of work and behaviour and to be fair and consistent with all learner behaviour
- enforce the vision and values of the Academy

## **The classroom teacher**

Style, pace and relevance of work are key elements in encouraging good behaviour and it is often useful to review the curriculum intent and to discuss teaching and learning strategies



with colleagues when there are concerns about learners' behaviour in lessons. Examples of responses that might be taken within the classroom include:

- using the 'Step's language and visual aids when dealing with classroom behaviour
- using all data and information available to ensure teaching is individualised and appropriate
- reporting all behaviours both positive and negative in the academy's school information system (SIMS)
- adapting the seating arrangements to manage a positive climate for learning

## The Tutor

The tutor has a key role in that they have oversight of the learner's progress, attendance and behaviour patterns. It is important that this knowledge is drawn on and that the tutor retains a central role in any contact with parents. The tutor may employ one of the strategies below:

- Ensure learners follow the uniform policy
- Gather and share information about learners amongst all staff
- set the learner targets which are then reviewed regularly
- contact the learner's parents
- liaise with DSL, SENCo, SLT Quality of Education, Personal Development and Behaviour and Attitudes, who will work with the tutor and identify other agencies who may be relevant to engage with to provide additional specialist support to the learner concerned
- use attendance data provided by the schools Attendance officer to inform discussions with parents/carers
- monitor and evaluate the information regarding each learner's behaviour and achievement to inform discussions with learners and their parents/carers
- Conduct half termly structured learning conversations with parents to share achievement and review behaviour and attitudes.

## Parents/Carers

Parents and carers are expected to:

- support their child in adhering to the Academy Vision and values
- inform the academy to any changes in circumstances that may affect their child's behaviour
- discuss any of their own concerns about their child's behaviour with the academy promptly
- attend meetings to discuss their child's personal development, behaviour and attitudes
- respond to phone calls when academy staff call to discuss their child's progress



## The Curriculum and Learning

At RBA we recognise that negative experiences create negative feelings, and that negative feelings create negative behaviour; whilst positive experiences create positive feelings, and positive feelings create positive behaviour. It is the responsibility of every adult at our academy to seek to understand the reason a young person is presenting problem behaviour and change the circumstances in which the behaviour occurs.

Behaviour management and responses need to be personalised and designed to meet the specific needs of each individual learner. To enable change, we need to understand the learner's behaviour and use our values and our therapeutic approach to influence positive choices.

The Steps 'Roots and Fruits' (See **Appendix 1**) exercise supports staff in identifying the underlying influences on behaviour. This exercise helps adults to list a learner's positive and negative experiences in life that may have led to their negative choice in behaviour.

### Application

- This activity should be completed by the member of staff as soon as negative behaviours are persistently (3- 4 times) presented in the classroom.

## Anxiety Mapping

By tracking time of day, days of the week, supporting staff, location, activity, learning style, peers etc. against the learner's anxiety we can manage the anxiety that creates difficult and dangerous behaviours. By completing a variety of anxiety maps (**Appendix 2**), we can then cross-reference these to identify multiple high anxieties such as a certain adult, who is leading an activity at a certain time meaning it is likely that these 3 rises will result in the pupil being unable to self-regulate.

Anxiety mapping is a tool used over time to collect information. The aim is to plan to avoid escalation through differentiation or support.

Input from several sources, including the learner's view where possible, will allow us to look for inconsistency in perception.

### Application

- This activity should be completed by the class teacher and/ or HLTA/ TA following the completion of the 'Roots and Fruits' document.
- The learners view should be sought during this process.
- This information should then be discussed with line managers to determine appropriate next steps

## Praise, Reward, and Celebration (before a crisis)



Learners should develop the understanding that their positive behaviour can be rewarding and can also bring about positive experiences and feelings in others. When they are engaged and learning we need to 'catch the young person getting it right' through specific praise. This can be done by:

- Praise from adults and peers.
- Stickers for themselves.
- Subject Postcards sent home to parents
- Rewarding of positive behaviour points via SIMS. This can be used to claim vouchers of different values (**Appendix 2**)
- Showing good work to other classes, teachers and SLT.
- Good work and achievements being displayed around the academy and on the social media accounts.
- Class points for whole class good conduct where pupils work together to earn a reward at the end of the term.

## Consequences and Sanctions

At RBA adults have the responsibility to use consequences, which have a relation to the behaviour and as a result help the young person to learn and develop positive coping strategies. Consequences act on internal discipline by creating a learning opportunity directly relating to the anti-social behavior to the harm caused.

When a learner is not demonstrating positive behaviour, staff will:

1. Focus on the learning and praise positive behaviour modelled from other learners. Staff will give their attention and praise to those who are demonstrative positive behaviour.
2. Review what is causing this learner to behave in this way, put actions in place, and differentiate to lessen this learner's anxiety or anger. ***This should take place at the end of the academy day when classroom colleagues can come together to do this in a calm and measured way.***
3. Give a non-verbal warning (e.g., changing position in the classroom to be nearer the learner to regain their attention).
4. Give a positive reminder of the academy values which need to be adhered to.
5. Give a verbal warning that includes a reminder of consequences.
6. If negative behaviour persists, the learner is moved within the classroom, to a different table to complete the task. ***This is directed by the class teacher.***
7. If the behaviour persists, The classroom support staff should manage the de-escalation of the behaviour through the STEPS approach outside of the classroom.
8. If the behaviour persists when the learner has returned to class, the learner will be discussed with a member of SLT and a decision will be made regarding the next steps for the learner until the end of the lesson. These could be a session of



reflection or use of the inclusion room. *The teacher should radio for on-call and the on-call member of staff will come and collect the learner and determine the next steps for their support.*

9. If the behaviour continues while the learner is in the inclusion room, the learner will remain in the inclusion room and a member of the SLT will be called talk to them. A discussion between the learner and the member of the SLT will consider any 'roots' to the behaviour and reminders of positive behaviour choices. It may be appropriate for the learner to complete an educational consequence at this time.
10. If behaviour persists over time, parents/carers will be contacted and invited into school to meet with a member of staff.
11. All behaviour incidents should be logged by one member of staff from the class onto SIMS
12. All incidents will be reviewed daily by SLT in consultation with appropriate staff with interventions put in place as appropriate the following day. This information is shared with all staff at the end of the day and parents are informed.

## **Strategies to use when faced with Challenging Behaviour**

Some behaviours exhibited can be more challenging. We use the Steps response to harmful behaviour: De-escalate and cool down, repair, reflect, and restore. Adults' responses to these behaviours will aim to de-escalate the behaviour through one or a combination of the following as appropriate:

*(Staff members are not required to use all of these examples but are there as a guide to manage challenging situations).*

### **First line STEPS Examples**

- **Positive phrasing e.g.**
  - "Stand next to me."
  - "Walk beside me."
- **Limited choice e.g.**
  - "Put the pen on the table or in the box."
  - "Talk to me here or in the courtyard."
- **Disempowering the behaviour e.g.**
  - "You can listen from there."
  - "Come and find me when you come back."
  - "Come down in your own time".
- **Use of a de-escalation script e.g.**
  - Use the person's name.
- **Acknowledge their right to their feelings:**
  - "I can see something is wrong." Tell them why you are there: "I am here to help."



- **Offer help.**
  - “Talk to me and I will listen.”
- **Offer a get out (positive phrasing).**
  - “Come with me and....”

### *Secondary Examples*

- **Tactical ignoring** (where appropriate) of secondary behaviours – e.g., when learners attempt to divert your attention away from the primary concern with: “But we were only talking”, “Other people let us!”. Non-verbal secondaries include sighing, tutting, flouncing etc.
- **Blocking** - repeat the direction whilst ignoring the learner’s attempt to draw you into secondary behaviour. You can accompany it with an outstretched arm and an open palm.
- **Partial agreement** - use ‘and’ as a useful way of deflecting secondary behaviours and demonstrating assertiveness. It is much less negative than ‘but’.

“Other teachers always let us....”

“Maybe they do. And in this class the rule is clear .... Thanks.”

- **Non-verbal directions and body language** - when aiming for minimum disruption, signals for, ‘turn the volume down’ ‘return to work’ etc. are very useful. Our body language should also match the message we wish to convey. Stance and gestures should be assertive and non-confrontational.
- **Take-up time** - use this in most if not all corrective situations. Used well, you convey your expectations and confidence, whilst allowing the learners face-saving time to comply with your directions. Brief eye contact during direction; drop eye contact and continue with previous activity.
- **Tactical pause** - a pause after the learner’s name when you are asking for their attention gives them some time to ‘process’ and is also an assertive strategy that demonstrates strength. “Steven... (pause) Steven..... looking this way and listening, thanks,” then turn away and give some take-up time.
- **Simple choice (make consequences clear)** - We aim to make learners responsible for their own behaviour. Therefore, when they behave disruptively or refuse to follow instructions, they are making a choice. Offer the choice and consequence explicitly.

“Sarah, the instruction was. If you choose not to then.....”

- **When / then and the broken record** - “When you have .... Then you can ..... “The broken record technique involves repetition of the instruction.
- **Modelling** - You model the respect, consideration and interest in others that you would like your learners to demonstrate. Model tone of voice, acceptable ways of attracting attention, assertive not aggressive body language and speech etc.





- **Diversions and distractions** - a range of ways to remove or reduce the “audience effect” is correcting learners without the risk of escalation. The strategies can range from simply moving near to the learner to ask “How’s it going?”, through drawing their attention to something specific but unrelated to the behaviour, to calling the learners away from the potential audience.
- Direct learner to work aside from peers (in the room)
- Exit / time out. If a learner is exhibiting challenging behaviour as a result of an external influence or whose behaviour has been triggered due to their ACEs then the reflection room is available to be used with their TA or with the reflection room coordinator. Learners’ triggers can be found in their Individual risk reduction plans and external influences causing challenging behaviour can mostly be identified by discussion with the learner when they arrive if unusual behaviour patterns are identified. The process for referral to the reflection room is available in **appendix 4**

## Individual Risk Management Plans

Those learners whose behaviour places themselves and others at a risk of harm must have individual risk management plans (**Appendix 3**). These are overseen by the SLT behaviour lead and the reflection room coordinator (in conjunction with Class teachers/HLTA/ TAs), who will ensure that they are reviewed and updated to reflect changes and progress.

Learners who may need a risk reduction plan are those whose needs are exceptional, and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others’ safety and to ensure learning takes place for all. A plan will:

- Take into consideration the times/places/lessons that give the learner greater anxiety, triggers that could lead to difficult behaviours. ***The Roots and Fruits document and Anxiety Maps should be used during this process.***
- Put in place risk reduction measures and differentiated measures that will lower the learner’s anxiety and enable the learner to show positive behaviours in Academy.
- Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.

## Reflect, Repair, and Restore (after a crisis)

Once the learner is calm, relaxed, and reflective, the experience can be revisited with an adult. The adult will revisit the experience by retelling and exploring the incident with a changed set of feelings. The adult may ask the learner questions to:

- Explore what happened (tell the story).
- Explore what people were thinking and feeling at the time.
- Explore who has been affected and how.
- Explore how we can repair relationships.



- Summarize what we have learnt so we are able to respond differently next time.

## On call

There will always be a member of staff on call, with a weekly rota in place. This member of staff will have a walkie-talkie. They are expected to be a visible presence whilst on call.

Their role at this time is to support staff and learners in and around the building and to be alert to any staff that may need support with specific learner/s. They may wish to use the reflection spaces to help resolve issues that may arise / to ensure learners are on task whilst issues are being investigated. This member of staff can call for support from SLT if they feel unable to resolve the situation without further assistance. Classroom teachers will record details of incidents of misconduct to help inform discussions around whole academy policy and intervention on SIMS.

## Catch up Sessions, the Inclusion Room

If a learner is unable to focus on their work and they are disturbing the learning of others then they may be required to complete their missed work in an after school catch-up session. These sessions run from 3.10pm – 3.30pm and are provided for learners who arrive to school late, who consistently leave lessons, or who disturb lessons and do not complete their work. These sessions will allow learners to catch up on missed work, ensuring that poor punctuality or internal truancy does not affect their education.

If a learner continues to disturb lessons or continues to leave their lessons after a catch-up session has been arranged for them may be required to complete their day in the inclusion room. This is a classroom in which they can complete their work under the supervision of a member of staff, separately from their peers, without any distractions. Learners may be in the inclusion room for , half days or full days. If learners are unable to attend offsite activities due to poor behaviour either at another provision or in the general public then learners will take these lessons in the inclusion room in future instead of attending the offsite provision. (see **Appendix 4**)

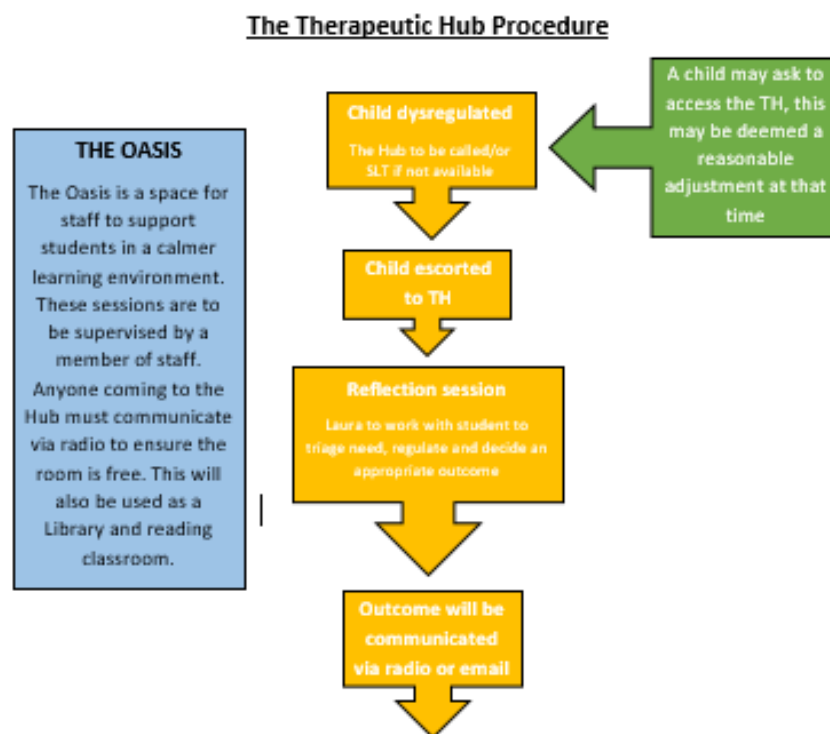


## Therapeutic Hub

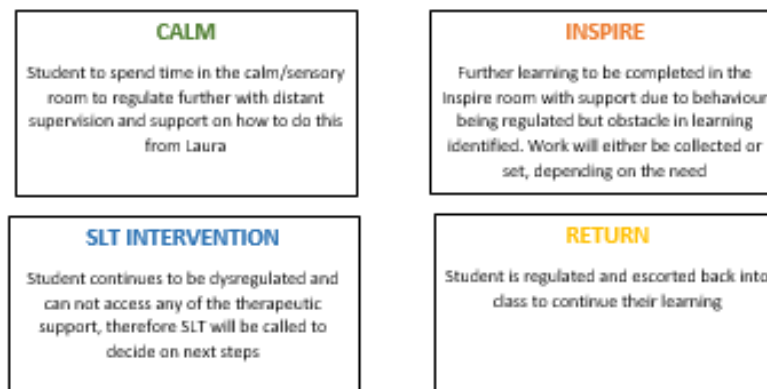
The Therapeutic Hub will offer our students an additional level of support inside and outside of lessons.

Reflection will be available for students who need a short period of time to regulate before going back into lesson or being introduced to the Inspire or Calm room for further intervention, the outcome of the Reflection session will be communicated with staff.

Laura will work alongside myself and SLT to create and deliver targeted and personalised support to our learners within the Therapeutic Hub.



### **Four possible outcomes**





## Positive Handling and de-escalation

The TDET Trust Board has a duty to ensure the health, safety and wellbeing of everyone in the academy. Positive handling is deployed when all other aspects of this policy have been exhausted. In limited circumstances, staff may use reasonable force to restrain a learner to prevent them:

- causing disorder.
- hurting themselves or others
- damaging property

Staff are instructed to be aware of the learner's age individual circumstances when moving them as some children find this more upsetting than others. Situations may include:

- To comfort a learner in distress, appropriate to their age and understanding.
- To support a learner with their physical care (toileting, self-care, changing clothes).
- To gently direct a person.
- For activity reasons (drama, physical games).
- To avert danger to the learner, other persons, or significant damage to property.

Incidents of physical restraint must:

- **always be used as a last resort**
- where possible should be employed by members of staff that have received the appropriate level of training via an approved provider (Team Teach)
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be recorded in the Restraint logs

Please refer to RBA's positive handling and de-escalation policy for more detail on this.

## Suspension

Suspensions a consequence that is used following serious incidents or when all other interventions have been exhausted. The decision to exclude rests with the Principal in consultation with the Senior Leadership team, and the decision will be made considering the need and vulnerabilities of the learner concerned. Example circumstances of when a suspension might occur can be see below:

- Verbal or physical abuse to another learner or adult
- Arson
- Drug taking or supply



- Use or intended use of a weapon
- Abusive incident where there is a clear victim (Protected Characteristics)
- Damage to Academy premises
- Persistent refusals to comply with instructions

The Principal reserves the right to use suspension for other behaviours as needed.

The academy follows a standard process around reintegration whereby the parent/carer will be contacted immediately following a suspension to invite them to discuss the reasons for the suspension in a return from suspension meeting. The behaviour lead/ member of SLT meets with the learner and parent if possible as soon as they return on site. A learner's return will not be delayed if a parent cannot attend the return from exclusion meeting. Notes will be taken during the meeting (**Appendix 5**) and following a reintegration meeting a letter outlining the outcomes of the meeting will be sent to confirm the discussion.

### **Amended Timetables -Part time timetables and Education off site**

In some cases, learners will be considered for a part time timetable whereby they do not initially return full time. Criteria for considering a phased integration plan are:

- A learner who has received multiple suspensions
- To support a risk assessment where a learner is identified to be at risk to themselves or others.
- A medical reason, with sufficient medical evidence, to state a learner is unfit for 25 hours of education
- To support a risk reduction plan

Should an amended timetable be introduced, a clear chronology must be collated to demonstrate the provisions implemented to this point and the reasons why this is in place. A decision will be made by a member of the Senior Leadership team in consultation with the safeguarding and wellbeing lead. If a decision is made to complete an amended timetable, then a meeting will be arranged with the parent and learner prior to any changes. A six-week part time timetable will be agreed with the parent/ carer through the IAEP (**Appendix 6**) process along with fortnightly review meetings and the completion and submission of the PCC part time timetable application form (**Appendix 7**).

### **Criminal Activity**

If a learner commits a criminal act in or outside the academy that we become aware of, including damage to academy property and items, we do not hesitate to involve the police. We regard this as part of the process through which they learn about the boundaries of acceptable and respectful behaviour both inside and outside the academy.

In addition, we will not hesitate to charge learners and their families for the cost of repairing academy property and items in cases of deliberate damage.



If it is deemed appropriate then a risk management plan should be completed with the involvement of outside agencies and this plan should be shared with parents, staff and appropriate outside agencies e.g. police, YOS, Social worker etc.

We will always fully consider staff and learners safety to decide the best method of education moving forwards. Should that be on site, off site, blended learning or part time.

## **Discipline beyond the gates**

Teachers have the power to discipline pupils for misbehaving outside of the school premises

We may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
- 
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or  
could adversely affect the reputation of the school.

## **Screening**

We require pupils to undergo screening by a hand-held metal detector (wand) and remove shoes for a search on entry to the academy. This secures the safety of staff, pupils and visitors.

- If a pupil refuses to be screened, the school may refuse to have the pupil on the premises.
- If a pupil fails to comply entry to school will be refused and the absence will be treated as unauthorised. The pupil should comply with the rules and attend.

## **Confiscation**

**Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- drug or smoking paraphernalia
- stolen items



- tobacco and cigarette papers
- fireworks
- pornographic images
- 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 the property of, any person (including the pupil).
- SLT and authorised staff can also search for any item banned by the academy which has been identified in its rules as an item which may be searched for – this includes mobile devices.

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

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## Transition

Most of our learners come from a mainstream school and some will be at our academy for a limited amount of time before returning to their school or an alternative provision. Therefore, transition in and out of the academy should be handled carefully and in a supportive way.

On arrival at the academy, each learner meets with academy staff to complete their induction sessions during which parents/carers, the learner will be told about our guidelines on behaviour and our approach – all are asked to sign the home academy agreement to show they have understood this. Information from the previous school will also have been provided to the academy, which will help our staff understand the learner's needs and background in more detail.

When a learner is leaving, to ensure behaviour is continually monitored and the right support is in place, information regarding learner behaviour may be transferred to relevant staff at that school via the RBA passport document (**Appendix 8**)

## Training

Our staff are provided with training on managing behaviour, including proper use of the STEPS approach (**Appendix 9**), positive handling (as required), as part of their induction process. In addition, there are ongoing programmes of training related to behaviour management, the impact of trauma, and restorative practice that is built into the CPD programme. Some additional staff will also receive Team Teach training to support their roles within the school.



### Link to other policies

- Anti-Bullying policy
- Positive handling and de-escalation policy
- Complaints policy
- Safeguarding and child protection policies
- Online Safety and acceptable use agreements
- Curriculum policies such as PSHE and RSE.





### Anti-Social / Difficult / Dangerous Behaviours (No.1)

The behaviour logged on your systems can populate this box e.g. SIMS. When listing these behaviours ensure you describe the actual behaviour rather than a generic category. E.g:

- Running inside the school building
- Refusing to start a task in literacy
- Calling out when the teacher is talking
- Throwing pencils in class
- Putting equipment in their mouth
- Pushing over chairs
- Kicking staff
- Going under the table.
- Racially abusive language
- Intimidating younger pupils
- Hiding in the toilet block
- Climbing the outside of the building.

Avoid generic undefined terminology such as:

Disruptive, hurting, defiance, bullying, as they are not specific and will make it more difficult to write the risk reduction plan.

This section should populate the anxiety (difficult) or crisis (dangerous) behaviour section of the risk reduction plan.

### Pro-Social Behaviours (No. 4)

What are the small, measurable, achievable, realistic behaviours you are going to focus on creating? Ideally you will decide on 3-5 key behaviours that you want to facilitate and achieve. E.g.:

- Walking while inside the school building.
- Starting a task independently
- Putting their hand up to answer a question.
- Using only the specified equipment.
- Staying at their work station for 10 minutes.
- Asking staff to help with a task.
- Coming in off of the playground when asked.
- Participating in an adult led game with peers.

This section should populate the pro-social behaviour section of the risk reduction plan.

**Roots and Fruits should be a working document, once the behaviours listed are evidence and consolidated, staff should focus on identifying and growing more pro-social behaviours or extending the context for a behaviour which has started to change.**

### Anti-Social / Negative Feelings (No. 3)

This section is based on observations, communication, and empathy through exploring what feelings are creating the behaviour above or could be expected with the experiences below.

Staff should consider the wider feeling rather than just the obvious ones e.g. anger could be due to feeling embarrassed, worried, rejected, threatened, guilty, hurt, or fearful.

- Helpless
- Anxious
- Blamed
- Shamed
- Uninspired
- Disliked
- Rejected
- Isolated
- Controlled
- Forced

- Worried
- Bored
- Irrelevant
- Rejected
- Hungry
- Pain
- Confusion
- Embattled
- Worthless
- Embarrassed

### Anti-Social / Negative Feelings (No. 3)

This section identifies how the child would need to feel in order to achieve the small steps listed in No. 4. Each differentiation listed below No.6 should consider the feelings we want to achieve and ensure we do not make an assumption based on how it would make us feel. Each person will feel differently about an experience so this section should be based on how it would make this specific child feel.

- Happy
- Calm
- Liked
- Involved
- Safe
- Included

- Valued
- Inspired
- Needed
- Understood
- Respected
- Motivated

**If you begin by identifying a feeling e.g., 'safe', you will then need to think about the experiences you can provide so they feel safe.**

### Anti-Social / Negative Feelings (No. 2)

Past and current experiences in each of the following areas should be identified and explored:

- School
- The child and their health/wellbeing
- Family
- Community

*DfE Mental health and behaviour in schools document page 14-15 risk factors should be considered*

#### Anxiety Analysis

From completing anxiety maps you should be able to identify high anxiety linked to:

- Staff
- Peers
- Activity
- Times
- Days

These should be listed in this section

### Pro-social / Positive Experiences (No. 6)

Protective factors are outlined in the DfE mental health and behaviour in schools document.

**All advice and strategies from external agencies should be included here.**

- EHCP recommendations
- Specialist advisory services
- Health professions
- Outreach services
- Boxall profiling
- Developmental strategies

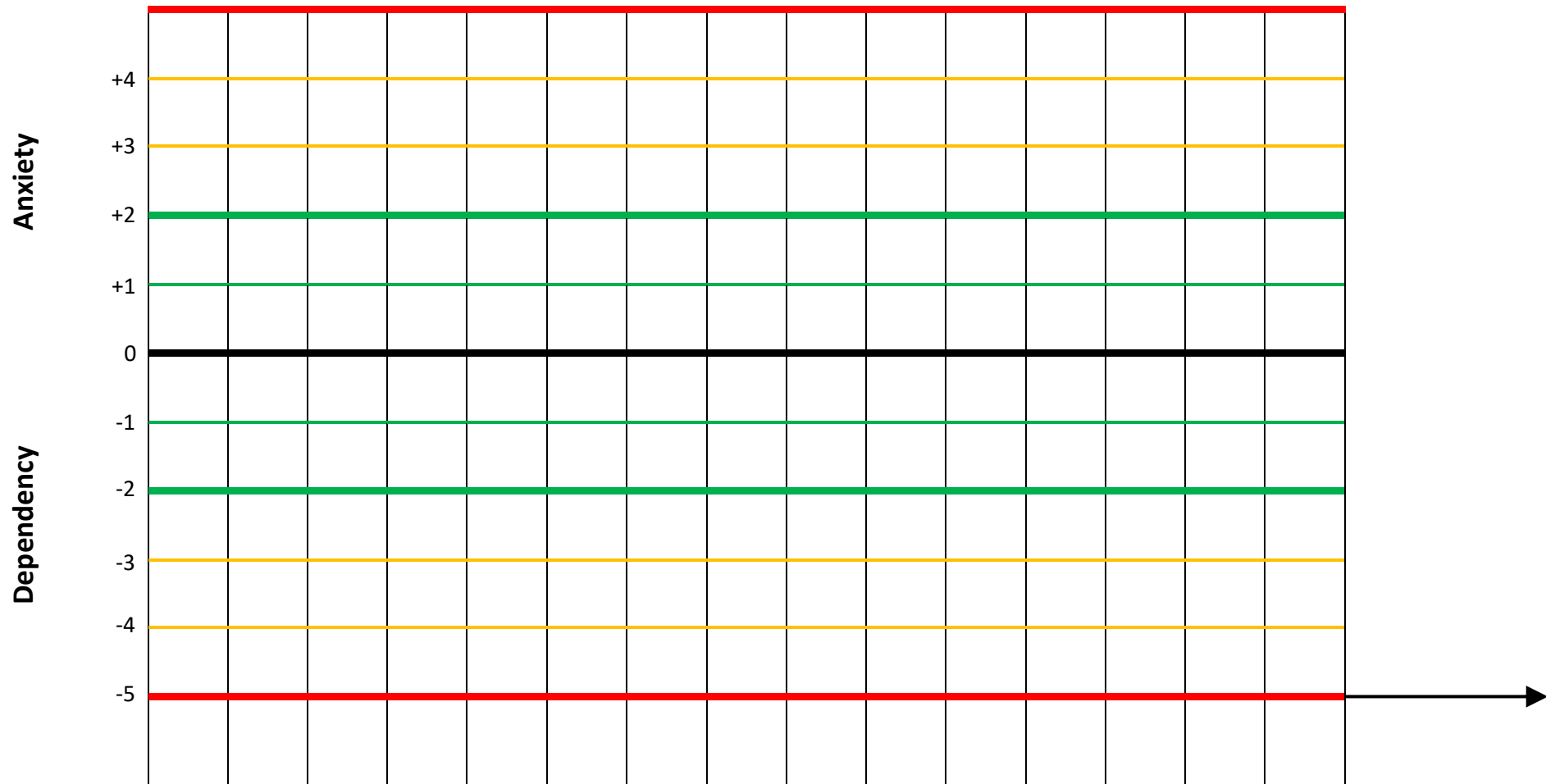
#### Anxiety analysis and Differentiation

If you have predicted high anxiety, what are you going to do to prevent it through differentiation. List what differentiated experiences, staffing, etc., you are going to provide in school and include in the risk reduction plan.

Once listed these should then populate the top of the risk reduction plan



Appendix 1b – STEPS Anxiety Mapping





**Time of day, days of the week, supporting staff, location, activity, learning style, peers, etc**

	Score	Staff/Location/Activity/Peer/Time <u>Predict it</u>		Evidence of action <u>Prevent it</u>
<b>Raised Anxiety</b>	<b>+2</b> - <b>+5</b>	<b>These items overwhelm the pupil</b> 1. 2. 3. 4. 5.		<b>Planned Differentiation required to reduce anxiety</b> 1. 2. 3. 4. 5.
	<b>+2</b>	<b>These items run the risk of overwhelming the pupil</b> 6. 7. 8.		<b>Monitoring needed</b> 6. 7. 8.
	<b>0</b>			
<b>Increased dependency</b>	<b>-2</b>	<b>These areas run the risk of developing an over reliance</b> 9. 10. 11.		<b>Monitoring needed</b> 9. 10. 11.
	<b>-2</b> - <b>-5</b>	<b>These areas have developed an over reliance</b> 12. 13. 14.		<b>Differentiation needed to reduce this over reliance</b> 12. 13. 14.



**Appendix 2 – Rewards Chart**

**AWARD 5**  
**1000 RBA POINTS**

**You have earned £80 which you can choose to spend on...**

Two tickets to a show, A Queensgate voucher, a pair of trainers, a bike, Beats headphones, Go Pro, a theme park ticket, Toni & Guy voucher, a day at the zoo and more

**AWARD 4**  
**750 + RBA POINTS**

**You have earned £60 which you can choose to spend on...**

A football shirt, an Amazon Echo, a Xbox game voucher, mini Bluetooth speakers, hair straighteners, a golf trip, a tracksuit, a Toby Carvery voucher, a trip to the beach and more.

**AWARD 3**  
**550 + RBA POINTS**

**You have earned £40 which you can choose to spend on...**

two tickets to the cinema, two tickets to bowling, a manicure voucher, an iTunes voucher and more.

**AWARD 2**  
**350 + RBA POINTS**

**You have earned £25 which you can choose to spend on...**

A portable phone charger, Mac Make-Up, a hair curling wand, a Netflix voucher, a Nando's voucher, arts and craft materials and more.

**AWARD 1**  
**150 + RBA POINTS**

**You have earned £10 which you can choose to spend on...**

A Queensgate voucher, an iTunes voucher, an Etsy voucher and more.

**WEEKLY  
AWARD**

**The weekly prize winning ticket for 90% + attendance and 60 + behaviour points is worth £5 which you can choose to spend on...**

a Queensgate Voucher, stationery, toiletries, Uno, cards, a goodie bag and more.



**Appendix 3: Individual Risk Management  
Plan**

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced  O/E	Conscious Sub-conscious  C/S	Seriousness Of Harm A  1/2/3/4	Probability Of Harm B  1/2/3/4	Severity Risk Score  A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					
Other harm					

<b>Seriousness</b>	
--------------------	--



<b>1</b>	Foreseeable outcome is upset or disruption
<b>2</b>	Foreseeable outcome is harm requiring first aid, distress or minor damage
<b>3</b>	Foreseeable outcome is hospitalisation, significant distress, extensive damage
<b>4</b>	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
<b>Probability</b>	
<b>1</b>	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain
<b>2</b>	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
<b>3</b>	The risk of harm is more likely than not to occur again
<b>4</b>	The risk of harm is persistent and constant

*Risks which score **6** or more (probability x seriousness) should have strategies listed on next page*

# Individual Risk Management Plan

Name: J	DOB:	Date:	Review Date
---------	------	-------	-------------

	<p><b>Risk reduction measures and differentiated measures (to respond to triggers)</b></p> <p><b>1 – Behaviour pattern 1</b></p> <ul style="list-style-type: none"><li>• 1<sup>st</sup> support strategy</li><li>• 2<sup>nd</sup> support strategy</li><li>• 3<sup>rd</sup> support strategy</li><li>• 4<sup>th</sup> support strategy</li></ul> <p><b>2 – Behaviour pattern 2</b></p> <ul style="list-style-type: none"><li>• 1<sup>st</sup> support strategy</li><li>• 2<sup>nd</sup> support strategy</li><li>• 3<sup>rd</sup> support strategy</li><li>• 4<sup>th</sup> support strategy</li></ul> <p><b>3 – Behaviour pattern 3</b></p> <ul style="list-style-type: none"><li>• 1<sup>st</sup> support strategy</li><li>• 2<sup>nd</sup> support strategy</li><li>• 3<sup>rd</sup> support strategy</li><li>• 4<sup>th</sup> support strategy</li></ul> <p><b><u>Consequence</u></b></p> <p><b>What are the protective consequences?</b></p> <p><b>The harm is removed by:</b></p> <p>- A</p>
--	--



	<ul style="list-style-type: none"> <li>- B</li> <li>- C</li> </ul> <p><b>What are the educational consequences?</b></p> <ul style="list-style-type: none"> <li>- A</li> <li>- B</li> <li>- C.</li> </ul>
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**Example statements for appropriate responses (to be amended for the specific pupil)**

<b>Pro social / positive behaviour</b>	<b>Strategies to respond</b>
J has stayed in the classroom for 10 minutes (using his individual working space if desired)	<p><b><i>“J, you have used your safe space, well done.”</i></b></p> <p><b><i>“I can see that you are keeping safe, thank you.”</i></b></p>
J attempts to complete a learning task during the school day.	<p>Refer to J's visual schedule.</p> <p><b><i>“You’re making a good effort with your learning.”</i></b></p> <p><b><i>“When you have done this, there will be time to...”</i></b> (motivating activity that J can do on completion of task)</p>
J is working in a small group	<p>Check in frequently to see how he is getting on</p> <p><b><i>“You’re making a good effort with your learning.”</i></b></p>
J expresses how he is feeling to an adult.	<p><b><i>“Thank you for telling me how this made you feel.”</i></b></p> <p><b><i>“If you tell me more, I will listen.”</i></b></p> <p><b><i>“Let’s try to work it out together.”</i></b></p>
J allows an adult to help him self-regulate	<p><b><i>“J, I can see something is wrong.”</i></b></p> <p><b><i>“If you want to talk, I will listen.”</i></b></p> <p><b><i>“I am here to help.”</i></b></p> <p><b><i>“What thing from your calm box will help you right now?”</i></b></p> <p>Limited choice – <b><i>“Shall we go to your safe space or to [another safe place e.g. the library]?”</i></b></p> <p>Positive affirmations – <b><i>“You have completed this activity, well done.”</i></b></p> <p><b><i>“You found a safe space to help you think, well done.”</i></b></p>
	In addition to the above responses to specific behaviours:





	Reflection time for last 15 minutes of day: What Worked Well (WWW), Even Better If (EBI). 1-10 scale of how he is feeling.
<b>Anxiety / DIFFICULT behaviours</b>	<b>Strategies to respond</b>
J refuses to follow instructions or make a choice.	<p><b><i>"I know that you want to..."</i></b></p> <p><b><i>"First, [repeat instruction or choice that was already given], then you can do [activity that J is wanting to do]"</i></b></p> <p>Do not offer alternatives in an attempt to get J to agree. Reiterate choices already given. Do not start something new. Keep reiterating the original choice.</p>
J is refusing to do what the adult is asking	<p>Use indirect language e.g. Use indirect language such as <b><i>"I wonder if we can..."</i></b></p> <p><b><i>"Let's see if we can make something..."</i></b> then give limited choice e.g. <b><i>"at the table or in the book corner, table or book corner, which one?"</i></b></p>
J is refusing to attempt his work	<p>Use indirect language and give limited choice <b><i>"J, maybe we could beat the clock today with our Maths. I wonder if we'll be faster sitting at the table or in the book corner? Table or book corner?"</i></b></p> <p><b><i>"J I can see you are not able to join me at the moment. When you are ready come and we will see if we can do ... together"</i></b> and adult starts to do the work themselves.</p> <p><b><i>"J, I can see you are not ready to do Maths right now. We can do ... or this ... now and then we will come back to Maths when you are ready."</i></b> Allow take up time</p> <p>Keep repeating same limited choice. If he does something else say, <b><i>"You have chosen to do this now... you can do that for now while I...then we will do [repeat original choice] together."</i></b></p>
J is distracting the other children in his group	<p>Identify another child who is sitting well, tell them, <b><i>"Thank you for sitting well. Who else can I see sitting well?"</i></b></p> <p>If J then refocuses, <b><i>"I can see J is sitting well, thank you."</i></b></p> <p>Direct J back to the task – <b><i>"J, can you tell/show me....?"</i></b></p>
J is wandering around the classroom	<p>Narrate what he is doing, use indirect language to give a positive phrased instruction, give a limited choice which includes a distraction or job. For example:</p> <p><b><i>"J, you are in the art area. We are working on this problem here and need your help. Bring a piece of blue or green paper to the table for us to work with, thank you."</i></b></p> <p><b><i>"You can sit next to me or [X], me or [X] so that you can help us."</i></b></p> <p>If he does not respond say, <b><i>"I can see you are not ready yet, so you can have some thinking time over there. Come and join us when you are ready. Then you can sit next to me, or [X] me or [X]."</i></b></p>
J makes an attempt to leave the classroom	<b><i>"J, I can see something is wrong. Do you want to go to your safe space inside the classroom or to an adult on your Network Hand?"</i></b>



	<p>If J chooses his safe space allow him time to calm down in his safe place, then use the script <b><i>“J, if you want to talk, I will listen.”</i></b> Give J space to choose whether or not he wants to talk at that moment.</p> <p>If J chooses an adult on his Network Hand, an adult will accompany J to go to his Network Hand adult.</p> <p>Use responses from pro-social behaviour section when these are seen.</p>
J leaves the classroom	<p>A member of staff will follow J.</p> <p>The member of staff will stay visible to J.</p> <p>Staff will not chase.</p> <p>All staff to use a consistent script: <b><i>“I’m not chasing you. I’ll be standing here to make sure you are safe. When you go to the safe place inside, or to an adult on your network hand, we can solve the problem.”</i></b></p> <p>If J returns to his safe place: <b><i>“Thank you for coming to your safe place. That was a good choice.”</i></b></p> <p><b>If you are the only adult in the classroom at the time, do not follow, stay in class. Use the school systems/telephone to alert the office or a member of SLT that J has left the classroom. A member of office staff or SLT will then respond with the above strategies.</b></p>
J leaves the building	<p>A member of staff will follow J.</p> <p>The member of staff will stay visible to J.</p> <p>Staff will not chase.</p> <p>All staff to use a consistent script: <b><i>“I’m not chasing you. I’ll be standing here to make sure you are safe. When you go to the safe place inside, or to an adult on your network hand, we can solve the problem.”</i></b></p> <p>If J returns to his safe place: <b><i>“Thank you for coming to your safe place. That was a good choice.”</i></b></p> <p>Keep a log and Mum to be informed of incidences when J has left the building.</p> <p>If J does not go to one of his safe places within 10 minutes, the time he has spent outside becomes his breaktime and he then will need to attempt his learning with an adult during the school-set breaktimes.</p> <p><b>If you are the only adult in the classroom at the time, do not follow, stay in class. Use the school systems/telephone to alert the office or a member of SLT that J has left the classroom. A member of office staff or SLT will then respond with the above strategies.</b></p>



Crisis / DANGEROUS behaviours	Strategies to respond
J hurts an adult physically	<p><b><i>“J, your actions have hurt me. Stop, use your words and I will listen.”</i></b></p> <p>If J continues, call another member of staff (JK / SLT / HT) to assist.</p> <p>When he stops refer to the strategies for anxious behaviour.</p> <p><b><i>“J, I can see something is wrong. Do you want to go to your safe place inside the classroom or to an adult on your network hand?”</i></b></p> <p>Allow J time to calm down here.</p> <p><b>Give J space if you feel he is going to lash out. As long as you are visible to him and he is visible to you, let him have space. If J feels he is going to be restrained at all, it is a trigger for him to lash out. Do not use restrictive physical intervention with J. If necessary, remove objects that may cause harm.</b></p> <p>If J hurts any adult, keep a log and inform Mum of incidences.</p>
J is jumping off high furniture	<p>If J is climbing on any furniture, call another adult (Miss K / SLT / HT).</p> <p>Use distraction: Remove your attention from his behaviour. Talk about something likely to interest J and start to move away.</p> <p>When he has climbed down:</p> <p><b><i>“I can see something is wrong. Do you want to go to your safe place inside the classroom or your safe place outside the classroom?”</i></b></p> <p>Allow J time to calm down here</p> <p>If J returns to his safe place:</p> <p><b><i>“Thank you for coming to your safe place. That was a good choice.”</i></b></p> <p>If you feel he needs to calm down further, offer him a job to do, e.g. helping with the chickens.</p>
J leaves the school premises (including climbing over to the other side of the fence at the bottom of the playground leading to the railway)	<p>If J is within eyeline and earshot, inform him that you are calling the police.</p> <p><b><i>“J, you have left the school premises so I am calling the police.”</i></b></p> <p>Phone the police immediately – 999.</p> <p>Inform the police that you are calling from XXXX School and that a child has left the school premises. Be as accurate as you can as to J’s exact location. If J has climbed over the fence to the railway ensure that you tell the police this as a matter of urgency.</p> <p>Mum to be informed immediately.</p>
<b>Example Post incident recovery and debrief measures (to be amended for the specific child)</b>	



This will happen after the de-escalation activity and period of time allowed for J to completely calm down otherwise he sees it as confrontational and will respond with further difficult behaviours. When J is calm, he usually increases eye contact, turns to face you and will move closer to where you are.

Have sensory objects available for him to use whilst he you reflect on the event.

Begin with using a 1-10 scale of how he is feeling and explain that he doesn't have to tell you why.

Offer opportunities to draw what he wants to communicate or use a comic conversation.

After J has spent some time in the classroom and is calm, a trusted named adult comes to say, ***"It is time for chill and chat."*** Give limited choice of places for it to take place.

Ask restorative questions such as:

***"Tell me what happened when..."***

***"How were you feeling when you...?"***

***"Who has been affected?"***

***"How can you help to put this right?"***

***"How can we make things better for you when you feel like this?"***

***"So let's practise what we have learnt so that we can do things better next time"***

Use activities such as: **Comic strip conversations / Feeling cards / Puppets Symbols**



## **Appendix 4 – The Reflection Room and Inclusion Room Protocol and the use of catch-up sessions**

### **Intent of the Catchup Sessions**

Catch Up Sessions run from 3.10pm – 3.40pm, and are issued to learners who arrive to school late, who consistently leave lessons or who disturb lessons and do not complete their work. These sessions will allow learners to catch up on missed work, ensuring that poor punctuality or internal truancy does not affect their education. We hope that this will encourage good behaviour in school, creating a positive learning environment for all our learners. Learners who continue to disturb lessons or continue to leave their lessons after a catch-up session has been arranged for them may be required to complete their day in the inclusion room.

### **Intent of the Inclusion Room**

Our Inclusion room offers a safe space to learners who have disengaged from the Academy community or find themselves in a crisis situation, to support them to improve their attitudes to learning, their behaviour and their ability to learn. The inclusion room is a space which is free from distractions in which learners who are distracting others through their chosen behaviours are able to work for a period of time under the supervision of a senior teacher to ensure that they are able to complete their work without distracting themselves or others.

We are a STEPs trained Academy and will always take a Child Centred Approach ‘How are we making the child feel?’

### **Implementation of the Inclusion Room**

Our Inclusion Room helps learners to complete their work without the continuing environment which caused their initial lack of focus in lessons. They are supported in their learning while also being taught to understand that there are natural consequences to their negative behaviours and actions, which they may not like, but which show that they are accepting accountability for their behaviour and learning from their actions. By providing a safe space for learners who are disrupting the order of the Campus environment, learners have an opportunity to continue with their work and calming themselves through their progress before making good the situation in a positive way.

Learners may be referred by SLT to the Inclusion room for the remainder of a day or for a full day if their behaviour dictates that a protective consequence should be applied to remove the negative behaviours from the classroom environment following an incident in school.

Following their time in the Inclusion room learners will be referred to the reflection coordinator who will ensure that an appropriate restorative action is followed before the learner is returned to their lessons.

### **Intent of the Reflection Room**

Following a referral to Reflection Room after a de-escalation episode, learners enter into the ‘Cycle of Restoration’. Initially they will think in a quiet space about their actions, consider how it has affected self and others and the consequences of those choices. Following a period of reflection, the behaviour team will consider whether the learner has completed the ‘Cycle of Restoration’ or requires any further reflective work with the Academy counsellor.



While in the Reflection Room learners are provided with a quiet space to think about their actions and to be supported in planning for different and better responses in future. Learners are evaluated by the reflection room coordinator after their session and are able to return to class if they are able to do so. If returning to class would create another escalation of behaviour, then learners are provided with a supported self study room where they are able to continue with their work from class in a safe environment.

Procedures are in place to ensure that appropriate support is provided for learners, and that following an incident learner relationships are rebuilt and repaired to ensure that a positive learning environment is maintained. This is the basic principle of the Reflection Room.

Incidents will happen in any school setting and ours is no different. The purpose of our Reflection Room is to reduce the severity and frequency of incidents and empower learners to self-reflect on those actions.

### **Impact of the Reflection Room**

The impact of the Reflection Room is to build student resilience, reduce fixed term exclusions and improve learner engagement in each of the campus environments. It is a safe space for learners to self-express any negative emotions in a controlled and dignified manner.

Many learners arrive in the reflection room with dysregulated emotions that is not conducive to learning. Following a period of reflection, in a calm and purposeful environment, learners leave Reflection Room ready to re-join the school community and engage in learning.

the Reflection Room experience maintains a belonging to the Campus community and a platform on which to repair fractured relationships in a safe and dignified manner. The reflection room experience is intended to allow learners to develop the skills of self-regulation and to reduce the number of incidents which cause them to become dysregulated.

### **Reflection Room and Study Centre Procedure**

Members of the Senior Leadership Team and Behaviour Leads will be the only staff to agree to time in the reflection room.

Learners may self-refer to the reflection room if they are dysregulated and are not in a position to be able to work effectively in their lessons. In practice this should be evident to teachers and TAs who are with them, although in some cases this may be because the learners have identified that there is something which is affecting them (possibly from home before their arrival at school) and this is not yet apparent to staff through the learner's behaviour.

As the therapeutic support from staff becomes more embedded across the academy it is expected that more of the referrals will be made from learner requests, supported by teachers opinion, rather than from teacher direction.

If members of staff identify that a learner is dysregulated, or is becoming dysregulated, then one method of support for the learners could be to advise them to go to the reflection room to allow them to regulate themselves with the support of their TA, and as such a member of staff should accompany them to the reflection room and the teacher should radio across to ensure that;

1. SLT are able to support any difficult situations
2. Reflection room coordinator is aware that a pupil and staff member are on their way to the room.



In this situation SLT may direct other available staff to support the class which the learner and TA have moved from, or support in the class themselves.

Once in the reflection room the TA will be able to work with the learner to de-escalate them in the best way for their needs at that time. If a change of face is required, then The reflection room coordinator may be available to support with the de-escalation. Once the learner has de-escalated then the TA and learner will be able to discuss the situation with the reflection room coordinator who will update the learner's IRRP and the reflection room coordinator will then lead the communication of the IRRP updates alongside the learner's TA to all staff in the next staff briefing session.

Once the learner is de-escalated an evaluation needs to take place to determine if the learner is able to return to their class to continue with their lessons or if this is likely to cause further escalated behaviour. If the issue was created outside of school and is not related to any other individual in our environment, then it is possible that the sharing of the information and being advised and supported with coping strategies for the day will allow the learner to return to class. If however, the situation was a result of an incident with another learner then it may be decided that the learner would be better supported by working in a separate, quiet environment for an extended period. This could be 1 or more lessons, depending on the need of the learner and so full communication regarding the incident and the de-escalation with the SLT member who is supporting in the study base is essential.

It is essential that neither the reflection room, nor the study base are seen as punishment by the learners, but rather that these processes are essential consequences of the situations which occur. If within the incidents there are actions which make it unsafe for the learner to be in school, then it will be necessary for alternative provision to be made for them. This should also be to ensure that the learner is able to learn from their mistakes and in many cases will require changes to be made to the provision for the learner to enable them to return to effective education.

### **Summary Chart of Actions**

1. Incident occurs.
2. Member of SLT called to support staff.
3. Decision made by SLT that the learner is unable to regulate themselves: a result of this is time to be supported in the reflection room.
4. Learner escorted to the Reflection Room by the learners TA or SLT
5. Learner met at the Reflection Room by the reflection room coordinator and shown to their support space.
6. The de-escalation conversation is between the learner and their TA. If, as a result of the incident, the relationship between the learner and the TA is strained then the reflection room coordinator will support the learner with their de-escalation.
7. The learners individual risk reduction plan will be updated through discussion between the learner and the Reflection room coordinator.
8. Reflection room coordinator will discuss with SLT whether they feel a restorative conversation needs to happen between staff and learner, or learner and learner.
9. Time spent in Reflection will be dependent on the behaviour and the willingness to reflect and understand.
10. Parent is contacted by the TA, Tutor, or reflection room coordinator.



11. If the learner is in the Reflection Room too frequently then an alternative programme is considered
12. The STEP's anxiety mapping, an analysis of the behaviour, and a support plan is completed to support the learner in the classroom.
13. Log of records in relation to the incident to be kept and reviewed by the Behaviour Lead.
14. Once the learner is deescalated, they may be able to return to their lesson. If the cause of the dysregulation is still present in the class, then the learner will be able to move to the study centre to complete their lesson work in supported self-study.





## Appendix 5

### Reintegration Meeting

Name of pupil: ..... Tutor group: .....

Length of this suspension..... Total days of suspensions this year.....

Those attending meeting: .....

..... Date of meeting:.....

**Reason for exclusion:**

**Summary of discussion:**

**Circles values not followed**

**Respect**

Respect yourself  
Respect our community  
Respect your learning

**Believe**

Believe in yourself  
Believe in our community  
Believe in your learning

**Achieve**

Achieve for yourself  
Achieve as a community  
Achieve through your learning

**Strategies or support identified for Reintegration to prevent reoffending**

**In order to fulfil my obligations for reintegration to RBA, I agree to behave appropriately in line with the values of RESPECT, BELIEVE &ACHIEVE. This will include:**

**Following the Academy Home School Agreement**

**Attending School every day on time**

**Wearing uniform correctly with pride**

**Following all instructions given by staff in lessons and completing all work to the best of my ability**

**Targets**

**1**

**2**

**3**

Signed: Pupil:..... Parent/Carer:.....=

Staff:.....=



## Appendix 6

### INDIVIDUAL ALTERNATIVE EDUCATION PLAN (IAEP) AND REVIEW OF PLAN 2020 - 2029

To be completed at a meeting with parents/carers and student when a student is placed on an

Alternative Education Provision programme – added to the Schools AEP Register and a copy sent to the Local Authority to be added onto the County AEP Register.

Student Details			
Name:		D.O.B	
Address:			
Name of Parent/Carer			
Parental responsibility (if not parent above):			
School:	Richard Barnes Academy	Year Group:	
Member of school staff overseeing this plan:			
Other Professionals involved:			
Current and previous status: (Please tick as appropriate)	Current	Previous	
EHA			
PSP			
LAC			
FSM			
CIN/CP			
Details of reason for AP Provision:			
Alternative Provision Details			
Total hours per week:			
If the total number of hours is less than 25 please state the barriers to full time:			
Outline the plan to build up to 25 hours with timescale:			
Total number of hours on school site in internal alternative provision:			



Total number of hours off site in external alternative provision:				
Details of External Provider:				
Quality assurance details undertaken by the school:				
Has this Provider been quality assured by the Local Authority:		Yes      No      (Please circle)  If yes, what stage of quality assurance has been undertaken?  Stage 1   Stage 2   Stage 3   Stage 4 (Please circle.)		
<b>Desired outcomes for this plan:</b>				
<b>(Please circle)</b>				
Reduced risk of exclusion	Increased attendance	Reintegration to mainstream	Improved learning	
Reduced risk of becoming NEET	Improved outcomes	Others		
<b>Timetable – attached</b>				
<b>Subject Details</b>				
Subject	Qualification working towards	Current level	Predicted grade	Provider (School or AP Provider)
English				
Maths				
Science				
<b>Support Required:</b>				
Who will provide pastoral support from school?				
Who will provide pastoral support from provider?				



Who will be the main contact in school for the provider and parents/carer?	
Who will be the main contact from the provider for school and parents/carer?	
Additional support required?	
Transport Arrangements:	
Arrangements for FSM (if student is eligible)	
<p><b>YR11 REQUEST FOR STA support</b></p> <p>If the student is in Y11 s/he may benefit from additional support from the District Team's Senior Transitions Adviser, who with specialist career knowledge, can assist with Post-16 EET plans for next year</p> <p>If you would like to be considered for this support, please tick this box and ensure that a <b>copy of the IAEP is sent to the relevant District Early Help Team</b> <input type="checkbox"/></p> <p><a href="mailto:Districtearlyhelpteam.stneots@cambridgeshire.gov.uk">Districtearlyhelpteam.stneots@cambridgeshire.gov.uk</a></p>	
<b>Review of plan details</b>	
Estimated duration of plan?	
Review date of plan – (date to be set at this initial meeting and should be no longer than six weeks' time.)	
Outline the plans for recording and feeding back daily attendance?	
Outline the plan for providing feedback regarding behavior, progress, achievements etc (To be provided weekly, by written report, verbally, at the review meeting?)	
Who should attend the review meeting?	
<p><b>Targets for next review period</b></p> <p>1.</p> <p>2.</p> <p>3.</p>	



## ADDITIONAL NOTES

This IAEP has been drawn up to define the Alternative Education programme agreed at a meeting attended by the parent/carer, the student, the designated representative of the school and where appropriate, the Provider. A copy of the plan has been provided for the parent/carer and a copy will be retained to inform IAEP review and quality assurance processes.

Details of the updated IAEP will be recorded on the schools and the Local Authorities County AEP Register.

## Students/Parents Carers views/comments

Students views/comments on the proposed IAEP:  
(To be reviewed at the next meeting)

Parents/Carers views/comments on the proposed IAEP:  
(To be reviewed at the next meeting)

## SAFE GUARDING:

As part of this agreed plan your son/daughter may be accessing a part-time provision to ensure that they are receiving education and are able to study for appropriate qualifications.

May I take this opportunity to remind you that during the school day, if a student is not at Richard Barnes Academy, parents /carers must ensure their child is not present in a public place during school hours without reasonable justification.

By agreeing to this education plan you are taking responsibility for the safeguarding of your son/daughter should there be periods of time where they are expected to be at home.

Students signature: Copy of this plan provided		Date:	
Parent/Carers signature: Copy of this plan provided		Date:	
Signature on behalf of the school:		Date:	
Signature of Provider if present:		Date:	

## Appendix 7 – PCC Part Time Timetable Application Form



### Reduced timetable application form

Referring School	Richard Barnes Academy
Pupil name	
Year group	
SEND/EHCP (please specify)	
Current attendance (%)	

### Reason for application

### Previous strategies utilised

(Briefly refer to or attach PSP strategies used to date)

Completed by.

Name .....

Role .....

Date .....



# Richard Barnes Academy Referral Form

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Name:		Year:		Date:	
School:	RICHARD BARNES ACADEMY				



## LEARNER DETAILS

<b>Surname/Family Name/s</b>					
<b>First/Other Name(s)</b>					
<b>Date of Birth:</b>		<b>Gender:</b>	M <input type="checkbox"/>	F <input type="checkbox"/>	F <input type="checkbox"/>
<b>Year Group:</b>		<b>UPN:</b>			
<b>Address:</b>				<b>Day Time Tel No:</b>	
				<b>Mobile No:</b>	
<b>Post Code:</b>		<b>Email:</b>			
<b>Parent/Carer's Name:</b>					
<b>Do parents require an interpreter</b>	Yes <input type="checkbox"/> Please indicate language..... No <input type="checkbox"/>				
<b>Exam Details:</b>		<b>URN:</b>			
<b>ULN:</b>		<b>UCI:</b>			
<b>School:</b>	Richard Barnes Academy		<b>Tel Number:</b>	01733 978224	
<b>School Contact/Name:</b>			<b>Job Title:</b>		
<b>Contact details:</b>			<b>Tel Number or extension</b>		
<b>Is the pupil "looked after" by the Local Authority?</b>			Yes <input type="checkbox"/>	No <input type="checkbox"/>	<b>Living Arrangements</b> <input type="checkbox"/>
If yes, what is the pupil's current legal status?			Voluntary? Yes <input type="checkbox"/>	No <input type="checkbox"/>	At Home <input checked="" type="checkbox"/>
			Care Order? Yes <input type="checkbox"/>	No <input type="checkbox"/>	Extended Family <input type="checkbox"/>
Is the pupil caring for another family member?			Yes <input type="checkbox"/>	No <input type="checkbox"/>	Fostered <input type="checkbox"/>
Is the pupil from an Armed Forces family			Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Is the pupil receiving Free School Meals?			Yes <input type="checkbox"/>	No <input type="checkbox"/>	Children's Home <input type="checkbox"/>
Is the pupil on the current case load of Social Services?			Yes <input type="checkbox"/>	No <input type="checkbox"/>	Other <input type="checkbox"/>
Are there known Child Protection/Safeguarding issues?			Yes <input type="checkbox"/>	No <input type="checkbox"/>	Details <input type="text"/>





<b>Main language spoken at home:</b>									
<b>Ethnic origin:</b>									
Bangladeshi	<input type="checkbox"/>	Indian	<input type="checkbox"/>	Kashmiri Pakistani	<input type="checkbox"/>	Other Pakistani	<input type="checkbox"/>	Other Asian	<input type="checkbox"/>
Black Caribbean	<input type="checkbox"/>	African	<input type="checkbox"/>	Any other Black background			<input type="checkbox"/>	Chinese	<input type="checkbox"/>
White/Black African		<input type="checkbox"/>	Any other Mixed background				<input type="checkbox"/>	White/Asian	<input type="checkbox"/>
White/Black Caribbean		<input type="checkbox"/>	Info not obtained	<input type="checkbox"/>	Any other Ethnic Group			<input type="checkbox"/>	
British	<input type="checkbox"/>	Irish	<input type="checkbox"/>	Any other White background			<input type="checkbox"/>		<input type="checkbox"/>
Traveller – Irish Heritage		<input type="checkbox"/>	Gypsy/Roma	<input type="checkbox"/>					

**Is the child subject to a EHA?** Yes ☐ No ☐

**Lead professional**

**Lead professional contact details**

**EHA number if appropriate** *(Common Assessment Framework)*.

**Is the child currently undergoing or have they ever undergone statutory assessment?** Yes ☐ No ☐

**Is the child on the SEND register? (Tick)** Yes ☐ No ☐

**If so, what is the need?**

**How many units of funding are attached?**

**Parental Consent** – On signing this form you acknowledge that you have agreed for your child to attend Richard Barnes Academy, on the following basis:

Managed Transfer	<input type="checkbox"/>
Dual Registration	<input type="checkbox"/>

<b>Form completed by</b>	<input style="width: 95%;" type="text"/>	<b>Job Title</b>	<input style="width: 95%;" type="text"/>
<b>Signature of school rep</b>	<input style="width: 95%;" type="text"/>	<b>Date</b>	<input style="width: 95%;" type="text"/>

## ATTACHMENTS TO RBA REFERRAL

Please tick to confirm which information you have attached to the referral. Passports will not be considered if any data from the essential list is not included

### Essential Information

IAEP <i>(Individual Alternative Education Plan)</i>	<input type="checkbox"/>	Risk Assessment <i>(completed or attached)</i>	<input type="checkbox"/>
EHA	<input type="checkbox"/>	Attendance Certificate <i>(Current)</i>	<input type="checkbox"/>
Medical Evidence	<input type="checkbox"/>	Behaviour Log	<input type="checkbox"/>
Last Available school report and School Books	<input type="checkbox"/>	Exclusion Record	<input type="checkbox"/>
Historical Data- KS2	<input type="checkbox"/>	Assessment/Attainment Record	<input type="checkbox"/>
PEP <i>(Personal Education Plan)</i> – CYPSC*	<input type="checkbox"/>	SEN File <i>(including any access arrangements with evidence)</i>	<input type="checkbox"/>

\* Children and Young People's Social Care



## ON – ENTRY DATA COLLECTION

Attendance at the end of each Academic Year on roll (%)	Yr.7		Yr.8		Yr.9		Yr.10		Yr.11								
Attendance in Current Academic Year (%)																	
Fixed – Term Exclusions in the Last Academic Year	No of Exclusions						Total Days										
Fixed – Term Exclusions in the Current Academic Year	No of Exclusions						Total Days										
KS2 English SAT (Level/Sub Level i.e. 4b)																	
KS2 Maths SAT (Level) (Level/Sub Level i.e. 4b)																	
KS2 Science SAT (Level) (Level/Sub Level i.e. 4b)																	
Assessment Data in English (level/grade)	Yr.7		Yr.8		Yr.9		Yr.10		Yr.11								
(Data required for each school year child on roll)																	
Assessment Data in Maths (level/grade)	Yr.7		Yr.8		Yr.9		Yr.10		Yr.11								
(Data required for each school year child on roll)																	
Last known assessment (level/grade)	Date		English		Maths		Science										
English FFT Predictions (FFT B)	1	2		3		4		5		6		7		8		9	
Maths FFT Predictions (FFT B)	1	2		3		4		5		6		7		8		9	

## SCHOOL TO COMPLETE

Please provide details of the following if they are or have been an area of concern

Being Healthy Category	Comment
Eating Disorders	
Substance Misuse	
Inappropriate Sexual Conduct	
Emotional Health e.g. anger management, self-esteem, depression.	

<b>Name of Schools Designated Safeguarding Lead</b>	Erica Brown
<b>Email address and telephone number of DSL</b>	Erica.brown@rjba.education



<b>Staying Safe</b>	
<b>Category</b>	<b>Comment</b>
Child Protection	
Looked After	
Risk Taking Behaviour	
Home Circumstances e.g.; refugee, asylum seeker, young carer	

<b>Enjoy and Achieve</b>	
<b>Category</b>	<b>Comment</b>
Attendance	
Unauthorised Absence	
Participation and Motivation	



Positive Contribution	
Category	Comment
Behaviour (key issues/summary)	
Participation in School Life	
Confidence and Relationships	
Criminal Behaviour	
Anti-social Behaviour	

Economic Well-Being	
Category	Comment
Senior Transition Advisor Involvement	
Parents Working/Non-working	
Details of Previous Work-related Programmes	



Medical Category	Comment
Details of current medical condition and diagnosis	
Current report/evidence from medical professional	
Attached Individual Health Care Plan	
Proposed length of placement	
Proposed reintegration plan to support transition back to (home/ appropriate) school	
Details of recent discharge from hospital	
Letter for a consultant (not a GP) supporting home tuition as part of discharge/reintegration	
Detail action taken by the school to make suitable provision for this pupil	
Treatment plan, medication, specific resources required for the pupil	

**INVOLVEMENT OF OTHER AGENCIES (SAFE Team, YOS, SEN, ep, SOCIAL CARE ETC) WITH LEARNER AND FAMILY**



Agency (Name and brief details if relevant)			
Contact Name (Main person responsible for working with learner/family)			
Telephone Details(Centre and mobile where applicable)			
E-Mail			
Start Date		Finish Date	
Outcome/Impact of Involvement of Agency			

Agency (Name and brief details if relevant)			
Contact Name (Main person responsible for working with learner/family)			
Telephone Details(Centre and mobile where applicable)			
E-Mail			
Start Date		Finish Date	
Outcome/Impact of Involvement of Agency			

Agency (Name and brief details if relevant)			
Contact Name (Main person responsible for working with learner/family)			
Telephone Details(Centre and mobile where applicable)			
E-Mail			
Start Date		Finish Date	
Outcome/Impact of Involvement of Agency			



## **Appendix 9 - STEPS Overview**

### **What is STEPS?**

Steps is the local authority's preferred approach to supporting positive behaviour management in schools and settings. The Steps approach forms part of the Peterborough and Cambridgeshire behaviour strategy.

#### **WHAT IS STEPS?**

Steps is a therapeutic approach to positive behaviour management and is already well established in many education settings and services. The Steps approach is based on the following principles:

- shared focus on inclusion of all children and young people within their educational settings
- a shared set of values and beliefs
- open and shared communication
- a shared commitment to diversion and de-escalation
- shared risk management
- shared reparation, reflection and restoration

#### **STEPS TRAINING COVERS TWO DISTINCT DEVELOPMENTAL AREAS**

'Step On' – Step On is training in de-escalation. It emphasises the importance of consistency and teaching internal, rather than imposing external, discipline. It focuses on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm.

'Step Up' – Step Up is training in Restrictive Physical Intervention (RPI). It combines elements of RPI and personal safety. Step Up training can only be provided within services where staff have already completed Step On training and are still within their period of certification. Step Up training is only delivered where there is an audited need with an individual child or young person.