



## SENDAT BEHAVIOUR AND DISCIPLINE POLICY

This policy is reviewed biennially by the SENDAT Provision Committee

To be read in conjunction with, but not limited to:

- Safeguarding and Child Protection Policy
- Physical Contact and Intervention Policy
- Anti-bullying Policy
- British Values Statement
- Relationships Policy

	SENDAT Behaviour and Discipline Policy	<b>History of Document</b>
Author	GA/RS/SW/AK/SH	
Issued	May 2023 – minor review Jan 2025	
Reviewed by	Graham Alcock	
Changes		
Approved by:	CEO	
Next Review:	June 2025	
Trustees:	This document needs to be received by the full board	

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## 1. Context

SENDAT is a growing multi-academy trust providing education for students and young people with a range of Special Educational Needs. Our approach to student behaviour and discipline is guided by a shared framework of principles across all the schools, settings and services within the Trust. These are informed by a trust-wide investment in Trauma Informed practice, and the values and ethos of Conscious Discipline.

The Trust encompasses a range of provisions, including special schools meeting a variety of special educational needs, Alternative Provision, and specialist units attached to mainstream schools. For this reason, while our core values remain the same, the detail of how they are implemented is specific to each setting, and are outlined in separate appendices.

## **2. Values**

We believe that every member of the SENDAT community has the right:

- To be treated with dignity, respect and empathy
- To be themselves
- To be safe and healthy (physically, emotionally and psychologically)
- To learn without interruption

## **3. Aims**

The aims of the policy are:

- to promote acceptable and appropriate behaviour
- to support the teaching of self-regulation
- to enable all students to learn and achieve their personal best
- to promote students' personal, social and emotional growth
- to prepare students for adult and community life
- to prepare students for their next stage of education
- to promote a positive working atmosphere
- to respect diversity in others
- to enable students to make informed choices, to take responsibility for their own behaviour and actions, and understand their consequences

## **4. Objectives**

Our aims will be best achieved in each setting by:

- providing a clear and fair behaviour management system within a nurturing environment, based on the above Values, that is understood by the whole school community
- establishing clear expectations of good behaviour, supported by appropriate rewards, consequences and restorative work
- providing a curriculum that is relevant, challenging and well taught
- providing clear guidance, training, mentoring and supervision for staff on the teaching and consistent management of behaviour
- engaging the support of parents/carers, ensuring that they fully understand the expectations of work and behaviour
- pro-actively teaching students and offering interventions (including therapeutic interventions) to enable them to recognise their emotions and regulate their responses
- promoting tolerance and respect for others and their property
- showing respect for the rights and values of others, regardless of race, gender, sexuality, beliefs or abilities
- celebrating and rewarding achievement and success
- when interacting with students:
  - structuring conversations around the shared values and the setting's behaviour management system

- using consistent language and terminology across the setting, that reflect the Values and Aims above (for example, “Consequence”, rather than “Punishment or “Sanction”).
- using Trauma Informed and Conscious Discipline-based approaches, such as WINE, PACE, STAR
- responding to student behaviour with a personalised approach that aims to meet the needs of the individual student
- employing a range of strategies to engage each student and support self-regulation, such as co-regulation, a safe place, one-to-one time, emotional availability, brain breaks, therapeutic interventions, work experience and access to therapeutic professionals.
- providing all students with an Individual Learning Plan that includes targets for behaviour where appropriate
- securing consistent management of behaviour by staff

## 4. Roles and Responsibilities

**All members of staff** will challenge unacceptable behaviour and language. The Trust expects that all will:

- be good role models, setting good examples of behaviour and respect in their manner of communication, authority, co-operation and compliance with the Policy
- develop positive, supportive and respectful staff-student relationships
- identify and address inappropriate student behaviour
- help students to recognise and change unacceptable behaviours
- support colleagues in challenging unacceptable behaviour
- contribute to an inclusive working and learning environment.

The **Local Academy Board** will monitor each setting’s management of behaviour and discipline. It will play an active role in working with the Headteacher/Head of School to create a safe learning environment, establish sound discipline and promote success and achievement.

**The Headteacher/Head of School** has the overall responsibility of maintaining discipline and good behaviour within each setting to ensure the health, safety and welfare of all who are part of the school community and will:

- Support staff, students, parents/carers in promoting a consistent and positive approach to behaviour management
- Manage and maintain a safe working environment for teaching and learning
- Ensure that the curriculum promotes good standards of work and behaviour
- Reinforce good practice in teaching to promote learning and achievement
- Keep records of all reported incidents that occur
- Oversee agreed consequences for breaches of discipline
- Report to the LAB on the implementation of the policy
- Ensure staff are supported after negative behaviour incidents.

### All adults

Managing the behaviour of students is the responsibility of all the adults who are employed to work directly with them. The policy expects student-facing staff to:

- Maintain consistent, acceptable standards of behaviour
- Plan activities that are appropriate to the needs and abilities of all students within the class
- Prepare resources required for an activity beforehand
- Keep secure and safe any potentially dangerous implements
- Engage enthusiasm, active participation and co-operation
- Arrange the environment as appropriate to the needs of individuals and groups
- Be punctual, prompt and orderly in starting and concluding sessions particularly at times of transition
- Ensure that children and supporting staff understand lesson targets and timescales
- Communicate in a clear and concise way to give information and instruction
- Expect children to respond to instructions and tasks
- Adapt and differentiate according to developments within the session
- Deal with the demands of the lesson and class in a calm and assertive manner
- Use positive strategies to encourage good behaviour
- Reinforce good work and behaviour by praise and reward
- Recognise early signs of problems and take appropriate preventative measures.
- Make an effort to maintain contact with parents and carers to help them understand how their child's learning and behaviour is progressing, and support effective partnership working

**Parents and carers** are viewed as partners with whom we will work hard to establish good working relationships. They asked to accept and support the principles and expectations of the Behaviour and Discipline Policy. Parents and carers are expected, encouraged and supported to work with staff to establish consistent boundaries for behaviour at home and at school.

## 5. Searching students

Under the Education Act 2011 the Headteacher/Head of School **or staff authorised by them** has the statutory power to search students or their possessions, with or without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. We interpret this as including students' bags and the contents of boarders' bedrooms (where applicable). Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- 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
  - and/or to cause personal injury to, or damage to the property of, any person (including the student)

This power will be exercised rarely, with caution and only if there is good reason. Staff involved will be mindful that for the student a search could infringe upon their wellbeing and rights, for example loss of privacy, dignity or reputation. Staff will also be careful to avoid any potential biases affecting decisions to carry out or escalate searches.

There must be two members of staff present; the person carrying out the search must be the same gender as the student in question. If it is felt appropriate, for example if the student is carrying a weapon and presenting a risk to the staff attempting to conduct the search, the student will be detained and the police called.

The Headteacher/Head of School and staff authorised by them can also search – usually with consent - for banned items. These currently include:

- vapes
- mobile phones and other electronic devices that have not been handed in on arrival
- energy drinks
- chewing gum and bubble gum
- any items brought from out of school that are likely to cause disruption or distraction

The CEO / Headteacher /Head of School reserves the right to ban items at need, for example when a new toy or gadget becomes popular, “the latest craze”, and is a source of disruption or potentially dangerous.

If a member of staff suspects that a student has a banned item in his possession they can instruct the student to turn out their pockets or bag and if the student refuses the teacher can apply an appropriate consequence.

All searches of students and/or their possessions must be recorded by the member of staff conducting them on CPOMS.

Searching, screening and confiscation will be conducted according to government guidance (updated September 2022): <https://www.gov.uk/government/publications/searching-screening-and-confiscation#full-publication-update-history>

## **6. Confiscation**

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline. Non-prohibited items will usually be returned to the student or their parent/carer at the discretion of the Headteacher / Head of School. Prohibited items will not be returned, but will either be destroyed, thrown away (for example smoking materials) or passed to the police where necessary (for example knives or weapons).

Children in possession of drugs, alcohol or weapons are considered vulnerable and at risk of exploitation. Any search and/or confiscation that reveals a safeguarding risk should be reported to the school’s Designated Safeguarding Lead, for further action.

## 7. Detention

Students may be detained after school as a means of supporting the completion of work, or as a consequence for inappropriate behaviour. Detention must be approved by a senior member of staff, the parents/carers notified and given reasonable notice. Detentions must be recorded on the school's behaviour management system.

## 8. Exclusion / Suspension

The CEO / Executive Headteacher has the authority to exclude a child from school on a fixed term or permanent basis. Fixed term exclusion is also referred to as *suspension* in government guidance. When an exclusion is agreed, the Head of School will notify without delay the parent/carer, the local authority, and the designated social worker in the case of looked-after children, giving the reasons for the exclusion. A letter will follow to confirm details and advise parents/carers about the appeal procedure, including how to make such an appeal.

When a Head of School is considering suspending a student, they will refer to their Executive Headteacher, or if they are not available, the CEO. Whenever possible the Executive Headteacher will discuss the case with the School Improvement Lead for Behaviour and Attendance, to ensure all appropriate options have been considered. When excluding a student, the CEO/Executive Headteacher will adhere to the DfE guidance:

<https://www.gov.uk/government/publications/school-exclusion> (updated September 2022).

The Trust Trustees will review the decision and the parent/carer will be invited to discuss the exclusion, if:

- the exclusion is permanent;
- it is a fixed term exclusion which would bring the student's total number of school days of exclusion to more than 15 in a term; or
- it would result in a student missing a public examination or national curriculum test.

If the Trustees support the decision to exclude permanently, parents/carers may ask for the decision to be reviewed by an independent review panel. A permanent exclusion will always be followed by an emergency Annual Review of the student's EHCP, where applicable.

The CEO/Headteacher may cancel an exclusion that has already begun, but only when it has not yet been reviewed by the Trust Trustees.

## 9. Behaviour outside school premises

Schools may implement consequences when students behave inappropriately outside school and are under the authority of the school. This includes school trips and on school transport.

## 10. Restrictive Physical Intervention

The safety of students and staff is paramount. Teams of two or three trained staff may control a student by the use of non-harmful methods of control or more restrictive restraints to prevent a subject from either:

- i. harming others,

- ii. harming themselves, and
- iii. causing serious damage to property or committing a criminal act.

Designated members of staff who work directly with students will have received appropriate and validated training in dealing with violent or dangerous behaviour. Staff will adhere to the Code of Conduct in the Staff Handbook. Parents/carers are informed as soon as possible, and the incident recorded.

All students who have been involved in an incident of restraint should be given the opportunity to discuss with a relevant adult who was not directly involved. Staff are expected to seek and record the child's views and feelings within 24 hours of restraint being used, recording them in line with the school's local procedures. Please refer to the *Physical Contact and Intervention Policy* for further information.

Following a restrictive physical intervention the student's risk and behaviour-related documentation should be reviewed.

## **11. Recording Incidents**

All incidents must be recorded on the appropriate system. SENDAT is working towards a unified approach as follows:

- Arbor for behaviour incidents and positive commendations
- CPOMS for safeguarding and physical interventions
- Medical Tracker for injury/treatment

## **12. Contacting the Police**

It is expected that incidents of unacceptable and challenging behaviour will be dealt with by the staff of the school/provision. There may be rare occasions of extreme behaviour when it is appropriate for the school to contact the police. Typically, these will be situations where the behaviour of a student/students threatens the safety of others, all reasonable strategies have been deployed, and they are beyond the control of the school.

In these circumstances it is the responsibility of the Head of School or most senior member of staff on site at the time, to make the decision whether to involve the police. If possible they should contact their Executive Headteacher to discuss the situation first.

This does not negate the individual right of any employee to report to the police a criminal action committed against them or their property.



## **Appendix A: Chalk Hill Academy**

### **Context**

Chalk Hill is an AP Academy for boys aged between 8 and 14 who have been permanently excluded or are at risk of permanent exclusion from mainstream schools. We believe that with the right support for their Social, Emotional and/or Mental Health needs, these children and young people can learn to change their behaviour, re-engage positively with learning and prepare for life as a successful learner, employee and citizen.

Most of our students have experienced difficulty, disturbance or trauma in their childhood. We believe that no young person should be defined by their past, but that with courage and commitment they can transform their future.

We aim to provide a caring, supportive and challenging learning environment in which students will overcome their barriers to learning, reintegrate successfully into their local mainstream schools or another appropriate education provider, and into the community.

This is brought about by:

1. An accelerated, targeted individual education plan
2. Targeted intervention and support to address each child's specific Social, Emotional and Mental Health Needs
3. Access to a broad and balanced school curriculum
4. 24 hour support Monday morning to Friday afternoon in the case of boarders
5. Close liaison and positive support work with parents and carers
6. Close working with external agencies such as Social Services, Educational Psychologists, Child and Adolescent Mental Health Services, Youth Offending and Suffolk County Council Children and Young People's Services
7. Supported transition to the next school or learning provider

Boarding places will be offered to children designated as having Social, Emotional and Mental Health Needs whose life at home and/or in the community impact adversely upon their engagement with education.

### **Strategies**

As well as operating a clear system of rules, rewards and consequences, Chalk Hill employs strategies for managing challenging behaviour and displays of anger based on understanding of, and training in, the cycle of acting-out behaviour (Colvin and Scott 2015). This defines seven phases of behaviour: 1. Calm, 2. Triggers, 3. Agitation, 4. Acceleration, 5. Peak, 6. De-escalation, and 7. Recovery.

Every class teacher is expected to draw up and review regularly a class Behaviour Management and Teaching Plan, consisting of personalised approaches for each student at different stages of the cycle. Staff will use the calm phase actively to teach students to reflect on their behaviour, recognise their triggers and regulate their responses. The plan will describe key areas of learning in

relation to behaviour, and the most effective strategies to employ with each individual student at the other stages of the cycle.

Wherever possible Chalk Hill will seek a restorative approach to all incidents. This process does not assign blame but encourages children to look at their own and others behaviours with a view to providing a positive outcome for all involved. Children are asked to be accountable and reflective using the following questions:

- What happened
- How they felt at the time
- Who was affected by what happened
- What needs to be done to put things right
- What could be done differently in future

### **Expectations and Responses**

Chalk Hill has an agreed set of Rules, Rewards and Consequences, which have been devised in consultation with staff and students, and are attached as an appendix to this policy, along with more detailed guidance notes for staff. Staff are expected to apply these consistently, and to use the agreed language and terminology. The term “Consequence” is preferred to “sanction” or “punishment”, as it makes explicit that we are teaching our students that the relationship between behaviour and the effects of behaviour is one of cause and effect.


**“Treat everyone as you would like to be treated”**

## **Rules**

- **Follow instructions from all staff**
- **Allow others to learn without interruption**
- **Keep hands, feet and objects to yourself**
- **Speak kindly, without swearing, shouting, name-calling or answering back**

# Rewards

## School


- Verbal praise
    - in class
    - in assembly
  - Merits for very good work, effort or improvement
  - Praise emails home for:
    - outstanding work
    - outstanding improvement
    - consistent kindness, respect and politeness
  - Certificates in assembly
  - Personalised rewards (see Behaviour Plan)
- 

## Residential

School staff will tell care staff how students have been during the day.

Behaviour (in school and previous evenings) will affect the activities available to students in the evening.

## Residential

- Verbal praise
    - one-to-one
    - in assembly
  - Personalised rewards (see Behaviour Plan)
- 

# Consequences

## School

- Verbal warning (“three chances”)
- Minutes of reward time lost
- Time out of class / activity / group
- Detention (break, lunch or after school)
- Communication with parent / carer



## Residential

- Verbal warning (“three chances”)
- Time out
- Reflection time



## Severe Incidents (School and Residential)

*eg. bullying (including racist and homophobic language), false fire alarm, violence, severe damage to property*

- Extended time out of class
- Suspension



## Residential

School staff will tell residential staff how students have been during the day.

Behaviour (in school and previous evenings) will affect the activities available to students in the evening.

## Consequences – Guidance for Staff

### School

- **Verbal warning (“three chances”)**

*Staff should make it clear that they are giving a first or second or third warning.*

- **Minutes of free time lost**

*When a student does not comply on the third warning they lose 1 minute of their reward time at the end of the day. It is important that all staff are seen by the boys to be responsible for behaviour in their area. To that end this consequence is specific to the classroom environment.*

- **Time out**

*This can include being removed from an activity, from a group or from the room for a short time (no more than 5 minutes).*

- **Detention**

*Staff may detain students at break, lunch or after school to catch up with work, or in the event of persistent negative behaviour, where the above consequences have lacked impact.*

- **Communication with parent / carer**

*This can be a conversation with the parent with or without the student present*

### Residential

- **Verbal warning (“three chances”)**

*Staff should make it clear that they are giving a first, second or third warning.*

- **Time out**

*This can include being removed from an activity, from a group or from the room for a short time (no more than 5 minutes)*

- **Reflection**

*Boys whose behaviour warrants a longer period of time out to reflect will be expected to do so in their bedrooms or another designated area.*

### Severe Incidents (School and Residential)

- **Extended time out of class**

*This consequence may be applied in cases of assault of staff or students, severe damage to property, persistent bullying, persistent and severe disruption. It will always involve time to reflect on the events and learn from them. It will be arranged at need subject to availability of staff and a suitable space*

- **Suspension**

*Suspension (fixed term exclusion) will only be used in extreme circumstances where no other consequence is possible and/or appropriate.*

### Residential

The residential staff will use rewards and consequences in the way we could reasonably expect of a good parent. They will apply a system of rewards and consequences based on boys' behaviour during both school and out-of-school time. Information about the boys' conduct during the school day will be passed to care staff at handover:

School staff will tell residential staff how students have been during the day.

Based on this information, and on the behaviour of boarders on previous evenings, senior residential staff will decide which activities and rewards will be available to each student in the evening.

*This will be sometimes be dependent on staffing levels and assessment of risk.*

## **Appendix B: Duke of Lancaster School**

### **Context**

Duke of Lancaster is a special school in Fakenham, Norfolk, for children and young people aged 5 - 16 whose primary SEN is within Communication and Interaction.

Duke of Lancaster will provide long-term special education provision to meet the needs of children with complex difficulties with social interaction, language, communication, and imagination. Students may or may not have a diagnosis of Autism Spectrum Disorder (ASD). Their social communication and interaction and broader needs will be so significant to severely and pervasively impede access to mainstream schooling or the mainstream school environment, even with additional support through a specialist resourced or unit provision. Most students will experience significant difficulties with sensory processing requiring sustained specialist intervention from appropriately qualified staff.

Students are likely to also experience complex social, emotional, and mental health difficulties co-morbid to their ASD or communication and interaction needs. Such needs may be internalised and presented through extreme and debilitating anxiety including emotionally based school avoidance or may be externalised through challenging repetitive or oppositional or demand avoidant behaviours. Some students may present with a mixed neurodevelopmental profile alongside autistic spectrum needs, for example ADHD or insecure attachment.

Students who attend SENDAT Duke of Lancaster will be generally of average cognitive ability and would be able to access a mainstream taught curriculum. However, students may have experienced disruption to their educational history and may have gaps in their learning. Additionally, some children may have other co-occurring SEND across all categories (for example, SpLD, physical/medical needs etc).

Duke of Lancaster's values are:

- Honesty
- Kindness
- Respect
- Teamwork
- Positivity
- Ambition

### **Rules**

The following are Duke of Lancaster's School Rules:

- To stay safe and behave in a way which allows others to be safe.
- To behave in a respectful way to all
  - This includes respecting the rights, thoughts and opinions of others, the property of others, and the school environment.
- Listen to and follow instructions.

- Treat others with kindness and be polite.
- Be able to make, and acknowledge, mistakes; and allow others to make them as well.
- Always act with honesty and tell the truth.

As with wider society, students at Duke of Lancaster have rights and responsibilities. The rights and responsibilities of adults are detailed in Section 4 of the SENDAT Behaviour and Discipline Policy.

<b>Duke of Lancaster student rights and responsibilities</b>	
<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"> <li>• To be safe</li> </ul>	<ul style="list-style-type: none"> <li>• To behave in a way which keeps self and others safe</li> </ul>
<ul style="list-style-type: none"> <li>• To be treated with respect</li> </ul>	<ul style="list-style-type: none"> <li>• To behave respectfully towards others.</li> </ul>
<ul style="list-style-type: none"> <li>• To learn</li> </ul>	<ul style="list-style-type: none"> <li>• To attend school regularly</li> <li>• To be willing and ready to learn</li> <li>• To allow others to learn</li> </ul>
<ul style="list-style-type: none"> <li>• To be listened to</li> </ul>	<ul style="list-style-type: none"> <li>• To give opinions in a constructive and appropriate manner</li> <li>• To listen to others</li> </ul>
<ul style="list-style-type: none"> <li>• To make mistakes</li> </ul>	<ul style="list-style-type: none"> <li>• To acknowledge mistakes</li> <li>• To allow others to make mistakes</li> </ul>

## **Rewards**

Due to the needs of students at Duke of Lancaster rewards will be bespoke for each student and recorded on their Individual Learning Plan (ILP). For example, one student may enjoy receiving stickers as a reward whereas for another that may be a trigger that leads to behaviours that challenge. Examples of positive behaviour strategies include:

- Teachers congratulate pupils giving verbal praise as appropriate. The school expects staff to regularly find opportunities to praise pupils, particularly where relationships are being developed or re-established, or in re-enforcing desired behaviours.
- Displaying work to build self-esteem.
- Written comments, symbols or stickers are placed on good work.
- Stickers or certificates for individuals and whole class. Certificates are awarded termly for good attendance.
- Children share successes with key adults to receive praise e.g. a former teacher or senior member of staff.
- Positive reports to parents at the end of the day, either through the Communication Book, email, or telephone call.
- Individualised reward systems.
- Use of 'Reward Time'.



## Consequences

Following an incident of unacceptable behaviour, where an individual or group has not followed the School Rules, it is the expectation that the behaviour will always be challenged by staff and an appropriate consequence initiated. Staff at Duke of Lancaster accept that it is our responsibility to support students so that they can make better behaviour choices in the future. The available consequences are to be used to promote and develop positive behaviour rather than that to be used as punishment or retribution, and all adults and students are expected to use the opportunities to resolve the issues that have led to the inappropriate behaviour. As much as there is an onus on students to take ownership of their behaviour, the school also expects all adults to maintain a professional approach in managing their own behaviour and in modelling expected behaviours when intervening and interacting with students.

**Consequences are applied appropriately to each individual situation** and may include:

- Verbal reminder about expectations or reprimand
- Temporary removal from the group, working independently at another table.
- Temporary removal to another class or appropriate space to complete work.
- Re-doing a task or activity.
- Tidying up the mess made/rectifying the damage.
- Apologising - either verbally or through a written apology.
- Withdrawal from a particular lesson or peer group to access an appropriate space to calm.
- Temporary withdrawal of access to some of the school's facilities.
- Restorative action – e.g., carrying out a useful task in school.
- Phone call/email home.
- A fixed period exclusion.
- Permanent exclusion.

## Appendix C: Priory School

Priory School is part of SENDAT Multi-Academy Trust. It caters for 215 students aged 5-18 across 3 sites, with a residential provision at the main school site. Our students have a range of complex learning difficulties, mostly with cognition and learning as their first barrier to learning, many have co-existing difficulties. All students have an Educational Health Care Plan (EHCP). Our provisions use a Pathways Curriculum to develop well-rounded individuals no matter what their starting points are. Priory School prides itself in the nurturing, supportive values-based approach to students with learning difficulties. Our recent recognition, achieving Trauma and Mental Health Informed Schools Award in March 22 confirms the progress we have made despite the disruptions to learning during the pandemic. As the first Special School in Suffolk to gain the award, it recognises our efforts to enable students to be the best they can be.

Staff use Trauma Informed and Conscious Discipline approaches to support students at all times. During a moment of dysregulation staff may change the activity or offer an alternative to support regulation and resolution of an incident. Many of these conversations are structured using the Priory School Values. If further support is required, Staff can contact the school office and request a member of the on call attend to support the Staff working with the student.



### Priory School Values

1. Be your own person



2. Be respectful of others



3. Follow adults' instructions



4. Keep your hands and feet to yourself



5. Call people by their proper name



6. Move safely around school





## Appendix D: Stone Lodge Academy

### Context

Stone Lodge is a Special school for students with complex Moderate Learning Difficulties (MLD). This includes, but is not exclusive to, those who's needs may be described as Cognition and Learning, including moderate autistic spectrum disorders (ASD), a track record of achieving progress at a slower rate than their peers, dyspraxia, global developmental delay, and many other conditions.

We offer specialist teaching and staff who care deeply about the young people they work with, helping them learn and achieve to the best of their potential.

### Strategies

Stone Lodge Academy has a clear set of guidance around behaviour, the focus is on restorative meetings rather than sanctions. Each student has an individualised risk, behaviour assessment (RBA) which outlines known triggers and behaviours and strategies to deal with them.

Behaviours are expected to be dealt with in class, staff offer fidget toys, time outs or movement breaks to stop a behaviour escalating. Staff are expected to deal with any behaviours by discussing with the students what happened and what could have been done differently if the situation was to arise again.

The head of behaviour monitors the behaviour within the school to highlight any individuals that are currently unable to self-manage their behaviour. A weekly meeting is held between the head of behaviour and the intervention team to put into place strategies to assist with the management of behaviour for the highlighted individuals.

- **3 Golden Rules** Staff and children to use confidently in daily school life.
- 
- **Ready** – On time, try our best
- 
- **Respect** – Polite, friendly, kind, helpful
- 
- **Safe** – Care of self, others and school
- 
- Primary department – **Kind hands, Kind feet, Kind words**

## **Guidance for Staff**

### **Consistent and kind**

Staff manage behaviour in the classroom and around the school

Students learn to manage their own behaviour

There is always a reason for a behaviour

We all treat behaviour the same

We react the same and say the same things

We support each other

Greet the students when they arrive at school, shake their hands, inquire about their evening/weekend, compliment them and SMILE.

At change overs all staff at their doors or designated points, chat to the kids, test them on things and SMILE

Never argue, stay calm, don't shout, you are in charge, (I am nice to you so you will be nice to me) take control

### **Recognition**

Reward every small achievement with praise and a smile, achievements are dependent on the individual

Get to know the kids, what do they like/dislike. Take an interest in them. Be bothered show them you care, tell them you care.

Use the certificates of achievement for work and behaviour

Don't bring up past bad behaviour only refer to good behaviour

Acknowledge bad behaviour, shine a light on it. (I can see that you are angry/upset)

If a member of staff makes a mistake SAY SORRY

## **Behaviour response**

1. That is not acceptable behaviour for school, last week/lesson you were (give a positive example of their previous good behaviour)
2. Offer time out, movement break or fidget toy.
3. See me during form time tomorrow where we can discuss in more detail your behaviour, (teacher must follow up for a 2 minute chat)
4. Removal (only if absolutely necessary )

Short time outs (as instructed by a member of staff) “please take a 2 minute time out to get your thoughts in order” set a timer to stress you only mean 2 minutes “I would really like you to join the group again “

## **The 2 minute meeting**

Let’s walk and talk (keep it calm, relaxed and informal)

Questions you could ask

1. What happened? (just listen)
2. What were you thinking at the time? (reflect on the incident)
3. Do you still feel think the same things now?
4. How did the incident make other people feel?
5. Who did it affect and how?
6. What could make things better?
7. What could you have done differently?

## Appendix E: Sunrise Academy

### Context

Sunrise Academy is a school for children between 9 and 16 with Social, Emotional and Mental Health needs (SEMH).

Students at Sunrise Academy will follow a curriculum closely linked to the learning they would receive in mainstream education including vocational, and we are ambitious about providing pathways to qualifications through their learning.

Most of our students have experienced complex SEMH difficulty or trauma in their childhood and many have Special Educational Needs with a diagnosis for Autism Spectrum Disorder or Attention Deficit or Hyperactivity Disorder (ADHD).

We believe that every young person should be supported to develop a toolkit of their own, to enable them to be successful in and out of school and that an approach that positively supports students to learn to reflect on behaviours and engage in their learning, will ensure readiness for success in the next stages of their journey and into adulthood.

We achieve this by delivering on:

- A trauma-informed ethos and approach
- A targeted individual learning plan (ILP)
- Targeted intervention and support to address each child's specific Social, Emotional and Mental Health Needs
- Access to a broad and balanced school curriculum
- Close liaison and positive support work with parents and carers
- Close working with external agencies such as Social Services, Educational Psychologists, Child and Adolescent Mental Health Services, Youth Offending and Suffolk County Council Children and Young People's Services
- Supported transition programme through all key stages

Strategies drawing from a range of research, we have developed a behaviour system to support the ambition we have for our young people. The focus is on restorative meetings rather than sanctions. Each student has an individualised risk, behaviour assessment (RBA) which outlines known triggers and behaviours and strategies to deal with them.

**School Values/Expectations** - *these underpin everything we do at Sunrise*

**Respect** Each other, staff and the environment. Be safe. Complete tasks. Follow instructions from all staff

**Belong** Attend all lessons, be part of the school, work together, take part in activities, support each other

**Shine** Try your hardest in all lessons. Do the best at what you do. Celebrate achievement. Be brave – challenge yourself

By showing **RESPECT** to each other, as we all **BELONG** to where we are, we will **SHINE** in everything that we do

*Everyone has rights. With your rights, comes responsibility for the rights of others.*

### **Our Routines**

In your classroom you will...

- be met and greeted by staff, into the classroom and outside of lessons
- start each lesson with a 'focus activity'
- Learning Objectives (LOs) displayed on the front board and shared with you
- at the end every lesson you will reflect on how you have met your LO



# Consequences Diamond

Trips  
&  
Awards  
Event

Half Termly  
Rewards  
Assembly

**Weekly Rewards:**

Assembly draw, Hot Choc Friday  
with choice of staff. E-postcard  
home

**Daily Rewards:**

Merits = teachers will decide what merits look like in  
lessons.  
'Head of School Spotted'



## PRAISE

**Teacher support:**

To relate by reminding you of rules, strategies to engage you  
with learning

**STA support:**

Time out of class to help you to regulate and return to  
learning. Communication home

**Pastoral Team/trusted adult support:**

Help you reflect/repair through time out  
of circulation, communication with  
parent /carer

**SLT support:**

, communication with  
parent /carer



Significant  
incidents:  
Reflect,  
Repair,  
Restore

## **Consequences**

Our key focus is on praise and catching young people doing great things.

There are several ways in which we reward positive choices:

- Praise
- Merits
- Merit Certificates
- 'Senior Leadership Team Spotted' letters
- Positive e-postcards
- Hot Chocolate Friday
- Values voucher
- Rewards afternoon

We believe that the best way for young people to learn from their mistakes is through our trauma informed approach, where staff work to build positive relationships with students, using 'relate' to positively reinforce expectations.

Our process for supporting young people is to deliver a staged response to protecting students. Where there are extreme behaviours we may need to issue a suspension, however this would always be a 'last resort' and where mistakes are made, students are encouraged to reflect and repair and restore relationships.