

# Behaviour to Learn Policy: Establishing standards that foster effective learning and achievement

| <b>Behaviour to Learn Policy</b>     |                                        |                            |                                  |
|--------------------------------------|----------------------------------------|----------------------------|----------------------------------|
| <b>Current Status:</b>               | Operational                            | <b>Last Review:</b>        |                                  |
| <b>Policy Owner:</b>                 | Group Head of Welfare and Safeguarding | <b>Next Review:</b>        | July 2026                        |
| <b>Roles Responsible for Review:</b> |                                        | <b>Originated:</b>         | Feb 2025                         |
| <b>Approved by:</b>                  | SET Curriculum                         | <b>Committee:</b>          | Educational Excellence Committee |
| <b>Type of Policy:</b>               | Staff / Students / External            | <b>Quality Assured by:</b> | Policy Team                      |

## 1. Summary

This policy applies to all staff and any other personnel associated with Eastern Education Group (EEG) schools, which includes:

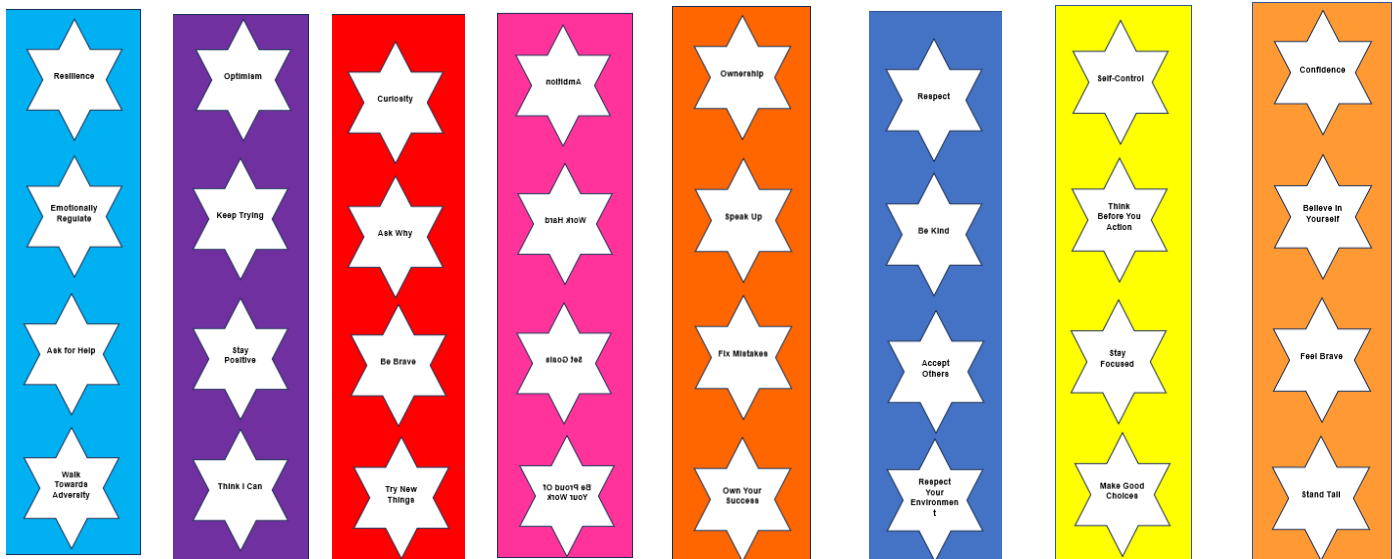
- Chalk Hill
- Duke of Lancaster School
- Priory School
- Stone Lodge Academy
- Sunrise Academy

## 2. Introduction and Scope

Our approach to behaviour to learn is based around our character strengths and being Trauma informed schools:-

- Resilience – emotionally regulate, ask for help, walk towards adversity
- Optimism – keep trying, stay positive, think I can
- Curiosity – ask why, be brave, try new things
- Ambition – work hard, set goals, be proud of your work
- Ownership – speak up, fix mistakes, own your success
- Respect – be kind, accept others, respect your environment
- Self Control – think before action, stay focused, make good choices

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The 'Behaviour for Learning' approach is positive and seeks to help children understand, learn and develop behavioural skills, and demonstrate how these skills will help children to learn.

This policy is not about rule enforcement, rather we want to build and promote good relationships so that we all work together with the common purpose of helping everyone to learn.

We recognise that some children exhibit challenging behaviour due to their particular needs and disabilities.

We use a range of strategies which are personalised to meet the needs and complexities of children at our schools, to respond appropriately to challenging behaviours.

This policy is based on trauma informed practices, however sets boundaries and clear rules to safeguard everyone at our schools.

### **3. Aims**

- To create a consistent approach to behaviour for learning across our schools.
- To show children positive behaviour and how to make the right choices.
- To acknowledge that the needs of the individual need to be understood and strategies developed to promote positive change in behaviour.
- To ensure that children in our schools develop a sense of belonging and self-worth.
- Provide a calm and caring ethos in a safe environment where learning is valued by children, staff and parents.
- To support children to develop their social, emotional and behavioural skills.
- To support children to learn to take responsibility for their own behaviour and

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understand the consequences of the behaviour.

- To develop strategies that promote self-esteem and preserve the dignity of all members of the school community.
- To use correct procedures for de-escalation, positive handling and managing high risk situations.
- To use pro-active, reflective, collaborative, restorative and, where necessary, reactive strategies to support behaviour to learn.

#### **4. What is Behaviour to learn?**

We recognise that most social, emotional and behavioural skills are learned.

These can best be conceptualised as a set of three concepts experienced by the children:

- 1) How they feel about themselves
- 2) How they relate to others, and
- 3) How they feel about their lessons.

We also recognise the importance of attachment (relationships formed between children and adults) to creating positive learning environments in our classrooms.

We recognise that some children will not have effective skills for learning when they arrive at school, and they may need support and direct teaching to develop skills they have yet to learn.

At our schools, teachers and support staff focus on helping children to develop appropriate skills so they can learn in different social contexts (e.g. whole-class settings, small-group situations in the classroom and elsewhere in the school, at break-times, lunchtime and immediately outside the school).

Staff will also use PACE and WINE to understand why a child is acting in a particular way.

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|            |                                                                                                                                                                                                                                                                                   |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <h1>W</h1> | <p>I wonder.....</p> <ul style="list-style-type: none"> <li>• If it is too noisy in here for you at the moment?</li> <li>• If you would like to go for a walk outside?</li> </ul>                                                                                                 |
| <h1>I</h1> | <p>I imagine.....</p> <ul style="list-style-type: none"> <li>• That was very frightening</li> <li>• That was very upsetting</li> <li>• That was very scary for you</li> <li>• That was very confusing</li> <li>•</li> </ul>                                                       |
| <h1>N</h1> | <p>I notice .....</p> <ul style="list-style-type: none"> <li>• That you have pushed that away shall we move it away?</li> <li>• I notice that your sounds have changed shall we go somewhere quiet?</li> <li>• You have a flushed face, shall we take your jumper off?</li> </ul> |
| <h1>E</h1> | <p>Empathy.....</p> <p>Remember – maintain a sense of compassion for the child and their feelings</p>                                                                                                                                                                             |

[https://girfec.fife.scot/\\_data/assets/pdf\\_file/0032/187484/PACE-School.pdf](https://girfec.fife.scot/_data/assets/pdf_file/0032/187484/PACE-School.pdf)

PACE: Playfulness, Acceptance, Curiosity, Empathy

A trauma-informed approach to supporting children and young people

### 5. Rewards and sanctions

We believe staff should be viewed as 'in charge' of the situation rather than attempting to 'control' the situation or the children, as we believe that it is important that children develop personal responsibility for being in 'control' of their behaviour and that they understand the consequences of their behaviour choices.

The three measures we use for rewards and sanctions recognise the child's age, their SEND needs and their development.

When dealing with a child who has failed to meet our expectations our staff will always use a relational approach and/or principles of a 'trauma informed' approach to de-escalate a situation.

Staff will then follow a collaborative problem-solving approach to identify the

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issues and what can be done to solve this.

### **Relational approaches that staff may use:**

- Effect attunement, meeting a child at their level of intensity (see Appendix 2)
- Distraction
- Engaging with the child around a known interest
- Building positive relationships and using these bonds to offer a feeling of safety for the child
- Developing shared experiences with a student
- Big empathy drawings, using drawings to understand what is happening
- Safe anger releasing activities (ripping paper, blowing bubbles, wobble whacking, clay splat)
- Using a calm tone
- Model breathing
- Using a firm tone to gain attention
- Giving clear simple instructions
- Provide a safe place to go
- Provide a feeling of safety with a safe physical contact. (side hug, rubbing back)
- Empathy, recognising how the child is feeling
- Understanding that behaviour is a way of our child showing us how they are feeling.

Our approach is to consider individual incidents to assign appropriate and fair sanctions and support which reflect the severity of the incident, the nature in which it happened and the individual circumstances of the child.

These sanctions are important to prepare children for life beyond school.

### **Staff will:**

- Follow the flow chart below to control situations
- Seek every opportunity to de-escalate potentially challenging behaviours
- Give children processing time to make behaviour choices wherever possible
- Celebrate success – assemblies, celebrations, reflection, displays, certificates
- Provide regular and constructive feedback, oral and written
- Record incidents of challenging behaviour on CPOMS and Arbor
- Record incidents of positive behaviour / contributions to school life on Arbor
- Model effective conflict resolution through the use of the Collaborative Problem Solving Approach (Appendix 2)

Each of our schools may have independent rewards given to students and these may include:

- Bookmarks sent home giving handwritten feedback and highlighting character strengths shown
- Stickers
- Personalised time
- Achievement certificates

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- Reward assemblies
- End of year awards

Below are some examples of sanctions used to promote positive learning behaviours:

- Reminders of school expectations – discussing school rules
- Clear warnings/choices
- Change in the tone in voice
- Move seating within the classroom
- Phone calls home to inform parents and carers
- Parents informed through notes in their school planners or via email
- Children can be removed from the learning environment for a small amount of reflection time or the remainder of the lesson to be supported by another member of staff
- The child's social time can be used to complete work missed or to have a Collaborative Problem-Solving conversation with a member of staff
- Senior staff can be called to support the child to have a restorative conversation with affected parties
- Children have supported reflection time in the schools designated Reflection Spaces
- Reminder of expectations meeting with Key Stage lead and SLT

### **6. Principles of Positive Handling**

Our school staff have a duty of care to themselves, to each other and to the children.

As such will apply 'Positive Handling' when it is necessary, proportionate and reasonable.

There is an appreciation that there may be occasions when a child's behaviour presents a danger to themselves and/or to others, and that there may be situations where positive handling is necessary, proportionate and reasonable.

The use of positive handling techniques will only be used if all other de-escalation techniques have been tried and aim to ensure the safety of the individual, any others and the person undertaking the positive handling.

All positive handling incidents are recorded on CPOMS and Arbor, and the school will inform the child's parents/guardians (on the same day as the incident)

### **7. Strategies to implement Behaviour to learn?**

#### **7.1. Teaching children the social and emotional skills that they need to succeed**

We recognise the importance of social and emotional skills as a core element in

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promoting behaviour to learn, and benefits for children including: greater educational and work success, improvements in behaviour, increased inclusion, improved learning, greater social cohesion and improvements to mental health.

**7.2. Actively promote a working environment that is calm and positive**

For our schools to be calm and positive environments, we use the following strategies :

- ✓ Praise
- ✓ A school focus on 'readiness to learn'
- ✓ A school commitment to supporting communication and differentiation
- ✓ De-escalation
- ✓ Supportive and safe environment
- ✓ Independence and self-help
- ✓ Stimulating curriculum which is meaningful
- ✓ Appropriate strategies and learning environments e.g. multi - sensory resources and strategies, intensive interaction and intervention, therapeutic support, support for students with visual and speech and language impairments.

**7.3. Build positive relationships in the classroom and structure the lesson for positive behaviour and attendance**

We understand that preparation is key to effective lessons and to high-quality teaching and learning, which promotes and supports behaviour to learn in the classroom.

For our schools to have effective teaching which supports behaviour to learn and attendance, we use the following strategies:

- Create an environment that promotes learning in a settled and purposeful atmosphere
- support the child's emotional well-being within the learning and teaching environment
- focus and structure teaching so that children are clear about what is to be learned and how it fits with what they know already
- modify and adapt the curriculum to meet the diverse individual needs of children in the classroom
- actively engage children in their learning so that they make their own meaning from it
- develop the child's learning skills systematically so that their learning becomes increasingly independent
- use assessment for learning to help students reflect on what they already know, reinforce the learning being developed and set targets for the future
- have high expectations of the effort that students should make and what they can achieve
- motivate students by well-paced lessons, using stimulating activities matched to a range of learning styles which encourage participation and attendance.

## **8. Suspensions and Exclusions**

We are committed to reducing the use of suspensions (formerly known as exclusions) as a sanction for misbehaviour. We are working within the government guidance on [suspensions and permanent exclusions](#).

However, we recognise that suspensions from school on a fixed-term or exclusion permanently may be required under certain circumstances.

Suspensions are the most serious sanction that the school can apply to a child. In the most serious cases, an immediate permanent exclusion could be issued to a child.

Suspensions can be imposed for disciplinary purposes or as an opportunity for all parties to reflect on the behaviour presented and to allow time for the school and other professional services to look at different ways the child can be supported, an opportunity for reflection and to re-set attitudes for learning

Exclusions can only be imposed in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the child to remain in school would seriously harm the education or welfare of the pupil or others such as staff or children in the school.

A child's behaviour outside school can be considered grounds for a suspension or permanent exclusion.

**Only the Head of School** (or their designated deputy) can permanently exclude a student or impose a fixed term suspension (not exceeding 45 days in any one school year).

When a child is suspended or excluded, the school will contact parents/guardian by telephone to inform them of:

- when the suspension or exclusion will start (likely to be the following the school day following contact or the second session if the child is at risk to themselves and/or others)
- the reason(s) for the suspension or permanent exclusion
- the period of a suspension or, for a permanent exclusion, the fact that it is permanent

The school will also send a letter to the parents/guardians, outlining:

- when the suspension or exclusion will start (likely to be the following the school day following contact or the second session if the child is at risk to themselves and/or others)
- the reason(s) for the suspension or permanent exclusion
- the period of a suspension or, for a permanent exclusion, the fact that it is

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permanent

- parents' right to make representations about the suspension or permanent exclusion to the SEND Educational Excellence Committee.
- parents' (or an excluded pupil if they are 18 years or older) right to make a request to hold the meeting via the use of remote access and how and to whom to make this request
- how any representations should be made; and
- where there is a legal requirement for the governing board to consider whether the pupil should be reinstated, that parents or an excluded pupil (if they are 18 years have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend

The letter will also outline:

1. arrangements for the child to continue learning ('setting work')
2. arrangements for re-admitting the child to school, preceded by a reintegration meeting between the parents/guardian, the child and a member of staff

The Local Authority will be informed of all exclusions.

The SEND Educational Excellence Committee is responsible for compliance with the duties of the 'governing board' within the government guidance on [suspensions and permanent exclusions](#).

While a child is suspended, their parents are responsible for keeping the child indoors and under supervision for the period of the fixed term suspension (up to 5 days) and the child must not be on school site at any time within the period of suspension.

### **9. Searching and Screening**

Our schools have the right and will search a child or their belongings if the school staff have reasonable grounds for suspecting that they may have a prohibited item with them or in their possession.

The following are prohibited items and if staff feel a child is in possession of any of the following they will conduct a search:

- an article to which section 139 of the Criminal Justice Act 1988 applies (knives and blades etc)
- an offensive weapon, within the meaning of the Prevention of Crime Act 1953
- alcohol, within the meaning of section 191 of the Licensing Act 2003
- a controlled drug, within the meaning of section 2 of the Misuse of Drugs Act 1971, which section 5(1) of that Act makes it unlawful for children to have in their possession
- a stolen article.

When any search of a child's belongings or person is taking place then 2 adults

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will be present at all times.

A senior member of staff should be present when the search is taking place but if this is not possible and the risk is deemed high enough then a search can be conducted without a senior member of staff.

At no point will staff undertake an intimate search of a child.

If staff feel that the item is being concealed, then parents and possibly the police will be contacted to undertake the search.

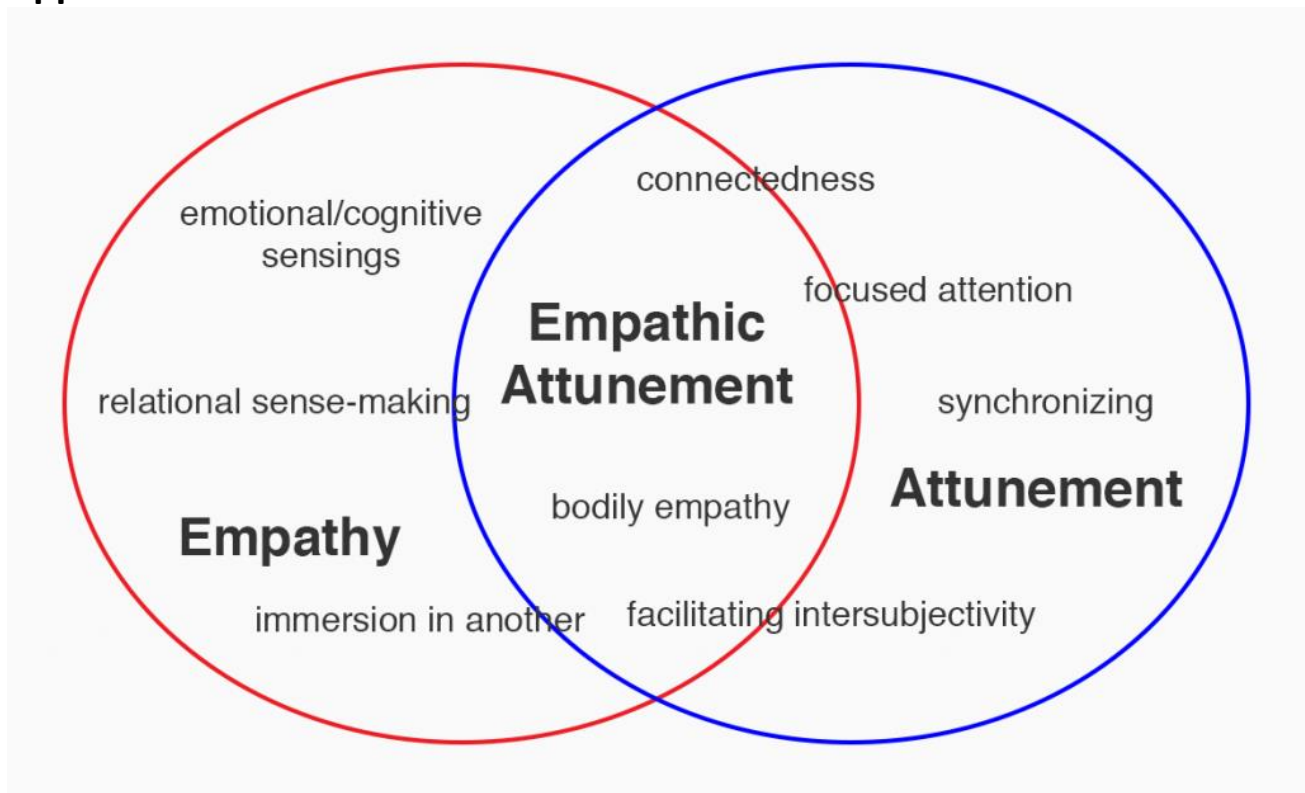
When any search is undertaken parents/guardians will be notified on the same day and other agencies where relevant.

If an external agency comes to the school wanting to search a child, staff will follow the guidelines set out in the whole school safeguarding policy.

### **Revision History – Behaviour to Learn Policy**

| Revision date | Reason for revision | Section number | Changes made                                 |
|---------------|---------------------|----------------|----------------------------------------------|
| 24/03/2025    | Revision to Policy  | All            | New Policy to become EEGT SEND School Policy |
|               |                     |                |                                              |
|               |                     |                |                                              |

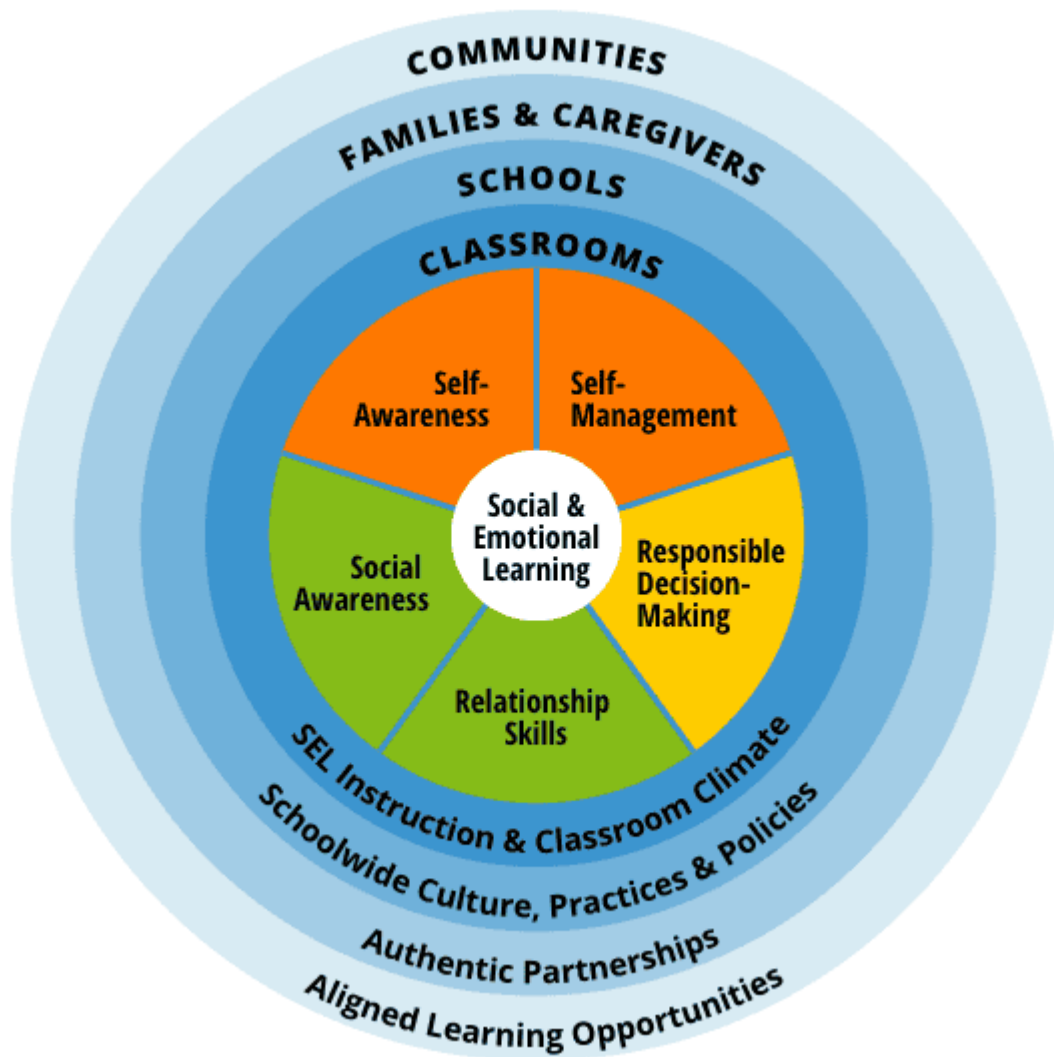
## Appendix 1– Effective Attunement



[Empathising and Attuning | Relational Integrative Psychotherapy](#)

## Appendix 2 – Collaborative Problem solving

[Collaborative Problem Solving® | Think:Kids](#)



[SEL 101: What are the core competencies and key settings?](#)

## **Appendix 3 – School specific approaches**

### **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,

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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.

## **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 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

- Ambition- Listen to and follow instructions. Be ready to learn, try hard to complete learning, asking for help when needed.
- Respect- Show respect towards all students, staff this includes respecting the rights, thoughts and opinions of others, the property of others, and the school environment
- Kindness- Be kind to ourselves and others. Use language that is respectful. Keep my hands and feet to myself. Always act with honesty and tell the truth. Be able to make, and acknowledge, mistakes; and allow others to make them as well.

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- Mobile phones and devices to be handed in to a member of staff on arrival, unless exempt which will be decided on an individual basis of parents/carers if a student's needs require a different approach.

### **Rewards**

- 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 (where students accept these).
- Stickers or certificates for individuals and whole class.
- Children share successes with key adults to receive praise e.g. a former teacher or senior member of staff.
- Positive reports to parents where appropriate either through email, or telephone call.
- Use of 'Reward Time'
  - Use of Duke of Lancaster points system
  - Weekly assemblies for each key stage.

### **Consequences (Outcomes)**

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. Where there is significant damage to property, parents/carers may be asked to contribute towards these damages.
- Apologising - either verbally or through a written apology.
- Withdrawal from a particular lesson or peer group to access an appropriate space to calm. This may include reflection time, where students will be invited to engage in reflective work with a member of staff.
- 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, or meeting with parents/carers.
- A fixed period exclusion.
- Permanent exclusion

## **Priory School**

### Context

Priory School caters for 226 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**



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### 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).

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 guidance around managing behaviour underpinned by a Trauma Informed approach, 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 School regularly monitors behaviour and highlights any individuals that are currently

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unable to self-manage their behaviour. A weekly meeting is held between the Head of Behaviour, Intervention and Safeguarding 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.

- Safe – Care of self, others and School
- Learning – On time, trying our best, listening
- Achieve – Reach full potential and succeed

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 work with staff to find strategies to manage their own behaviour
- There is always a reason for a behaviour and we all treat behaviour the same
- Staff will provide a consistent message and use strategies such as WINE and PACE when supporting students.
- We support each other
- Greet the students when they arrive at school by saying good morning and smiling,
- Prepare a safe learning environment for our students. Be on time and greet students at the door warmly when they arrive at the classroom.

### **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 empathetic and listen to the students
- Use the certificates of achievement for work and behaviour and give out merits for positive behaviour.
- Acknowledge bad behaviour, shine a light on it. (I can see that you are angry/upset)

### **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 social time 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 Restorative Conversation**

Let's walk and talk or sit here (keep it calm, relaxed and informal)

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*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?

### **Sunrise Academy**

#### **Context**

Sunrise Academy is s 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 Vaues/Expectations**

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

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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 a 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

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### 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

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effective learning and achievement**

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.