

Behaviour & Attitudes

Behaviour & Wellbeing Policy

October 2023

Contents	
1	Policy Intent
2	Implementation
2.1	Wellbeing Curriculum
2.2	Expectations
2.3	Behaviour Intervention & De-escalation
2.4	Confiscation & Screening
2.5	Physical Intervention
2.6	Absconding
2.7	Suspension & Exclusion
2.8	Celebration & Rewards
3	Impact
4	Review

1.0 Intent

At Greenfields we are committed to providing an environment where all pupils, staff and visitors feel safe, happy and included. In order to achieve this, we promote high standards of behaviour in conjunction with clear rules and routines. We also emphasise the importance of, and directly teach positive Wellbeing across our curriculum.

Our aim is to recognise and celebrate success at all levels to ensure pupils feel valued. Also, it is important for pupils to understand and respect school rules and be aware of the sanctions that can be imposed if these are not adhered to. Due to the nature of our school and the broad range of additional needs, we adopt a personalised approach when managing behaviour and wellbeing to consider individual needs. We recognise our role in the local community and it is our aim to educate our pupils in relation to positive behaviour and wellbeing outside of school.

This intent of this policy is centred on key aims:

- Respect for all (our school ethos and curriculum will promote core British Values at the heart of everything)
- Feeling safe and valued to enable personal growth (Safeguarding the physical and mental wellbeing in all the school community with strong, systemic routines and practices that will allow children and adults to grow with confidence and security. Any behaviours that challenge or compromise the safety and welfare of anyone will be robustly and swiftly tackled)
- Preparation for future life and global citizenship (a rich, diverse curriculum that starts with the local environment and spreads out to celebrate cultures, faiths and all people including those with protected characteristics)
- Autonomy and self-regulation - the ability to make good choices (we believe firmly in equipping children with lifelong skills, making choices and reasoning about these will support them in relationships, careers, personal safety and finance. This will be scaffolded and supported by the sequential PHSE curriculum as well as the behaviour protocol and policy).

The Equality Act 2010 places a duty on all school staff in England, Wales and Scotland to prevent discrimination, harassment and victimisation within the school. We recognise our role in the local community and it is our aim to educate our pupils in relation to positive behaviour outside of school.

2.0 Implementation

At Greenfields Academy we believe positive wellbeing and positive behaviour and intrinsically linked, and therefore one cannot successfully produce positive outcomes without the other. In order to ensure that our pupils are equipped with the skills, knowledge and experiences to maintain healthy wellbeing and positive behaviour, all Greenfields Academy stakeholders follow a varied range of robust personalised and collective strategies, in line with Greenfields' PACE values and national laws and guidance, as detailed through sections 2.1 to 2.7.

2.1 Wellbeing Curriculum

Greenfields offer a wide and varied personalised wellbeing curriculum, a majority of this is embedded within the day to day life and ethos of the school day and the taught curriculum (Wave 1 Intervention), this includes:

- High Quality PHSE Curriculum with specific units focuses on promoting self-awareness and positive wellbeing within a broader 'PHSE Provision Map'
- All pupils will be part of a small support wellbeing team made up of 10 pupils, a Tutor and 1-2 Wellbeing Mentors
- Supported transitions
- Wellbeing theme and focus days
- Use of Pupil Profiles and personalised de-escalation plans
- Access to discreet intervention designed to target positive personal wellbeing and behaviour choices (*see Interventions Policy and Interventions Wave Brochure*)
- Safeguarding Curriculum – *coming soon July 2023*



2.2 Expectations

Expectations

In order to achieve our aim of promoting excellent behaviour, wellbeing and respect for others at Greenfields, it is the responsibility of everyone, including pupils, staff, parents/carers and visitors:

Pupils will

- Wear full school uniform and PE uniform (*see Uniform Policy*)
- Refrain from behaviours including bullying, intimidation, harassment of others, using foul and abusive language and negative comments relating to race, religion, gender and sexuality (*see Anti-Bullying Policy*)
- Not bring prohibited items to school (*see list in Section 2.4 of this Policy*)
- Respect school property and equipment
- Be punctual in accordance with their timetable
- Follow rules as outlined by this policy and staff, including “*right place, right time, doing the right thing*” prompts
- Treat peers, adult staff, visitors and the public with respect and courtesy
- Listen, follow and respect directions from staff members and other supporting adults
- Complete learning tasks to the best of their ability and accept support offered

Staff will

- Display the highest regard for behaviour, wellbeing and ethics as a positive role-model to all pupils and their families
- Use appropriate language when communicating to pupils, staff, visitors and parents/carers
- Be punctual in accordance with their timetable, meetings, training and direction from leaders
- Respect school property and equipment
- Apply the school reward system and celebrate pupil successes, collectively and individually
- Use restorative and trauma informed strategies appropriately when a pupil doesn't adhere to their expectations
- Ask prior to 'Tell' and 'Direction' of pupils to the correct behavioural choices. Staff will be assertive in their verbal and gestural communication and use the 'TeamTeach Help Script' where required.
- Roll model expectations of appropriate dress/clothing and preparedness to learn, including appropriate clothing for practical learning (eg. wearing sporting attire for PE lessons)
- Apply pupil voice in times of de-regulation using individual pupil de-escalation plans

Visitors will

- Respect school property, equipment and the dynamic nature of the SEMH setting
- Use appropriate language in the school environment
- Follow the school's *Safeguarding Policy*

Parents/Carers will

- Work collaboratively and positively with staff to promote high standards of behaviour and positive wellbeing
- To notify staff of any behaviours, incidents or events at home or socially which may impact the school and/or the pupils' wellbeing
- Ensure that pupils attend school in full school uniform and with PE uniform. Any barriers to uniform compliance will be communicated with school in advance, so that support can be sourced. Where necessary, pupils will be transported home to collect the correct uniform.
- Mobile phones and any other communication/gaming electronic devices are not needed in school. All electronics are to be handed in to the school office or collection box on entry to school at 08.50, pupils collect at the at the end of the day. School and School Staff are not responsible for the security and safety of device
- Follow the schools Attendance Policy at all times

2.3 Behaviour Intervention & De-escalation

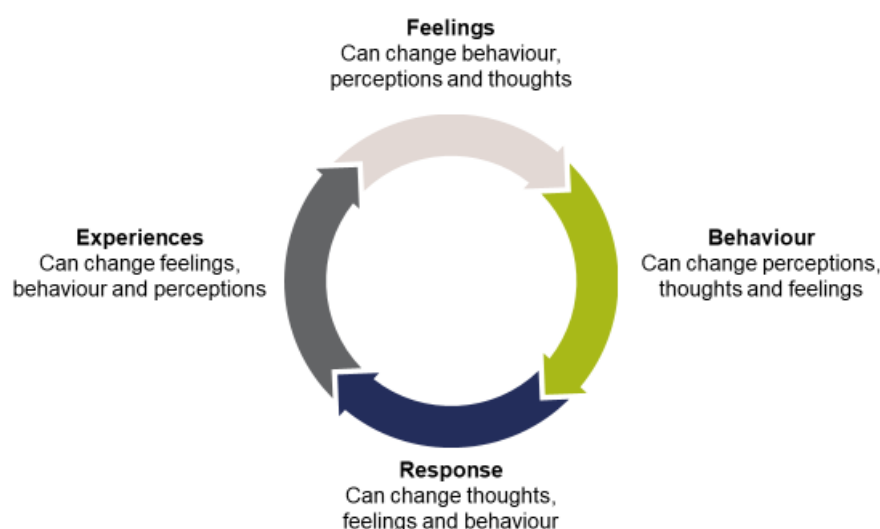
Behaviour Intervention

Pupils at Greenfields have a wide range of additional needs and this is considered when managing behaviour. Due to this, behaviour management must be fair and consistent but also flexible and personalised with all factors considered, staff will use their knowledge and skills to '*Differentiate for Behaviour*'. At Greenfields there is always a Senior Leader on-site and other members of the Leadership Group who can assist staff who require additional adult support in managing behaviour. This system aims to prevent behaviour impacting the normal running of the school, ultimately ensuring that good order is maintained in the school environment to facilitate high standards of teaching and learning. However, the School Leaders are not a 'crisis team' to remove disruptive pupils through high level Physical Intervention. It is vital that pupils view all staff equally in the context of Physical Intervention and behavioural direction.

In order to ensure that minimal disruption is caused to class groups in the event of negative behaviour, multiple intervention spaces (Breakout spaces, Wellbeing Lounges, Timeout Rooms, Lone Learning Room) are located around school. It is then the aim to use de-escalation techniques and work 1:1 or in small groups until the pupil is ready to re-engage in learning and social activities promptly.

All Greenfields staff are trained in de-escalation and physical intervention by TeamTeach.

Circles of Influence



De-escalation Techniques

As a result of their complex SEND and SEMH needs, a majority of our pupils require additional social support. In many cases are therefore less likely to cope with conflict and anxiety, resulting in a failure to anticipate the effect or consequences of their behaviour. Our staff are aware of circumstances in which a pupil is likely to become distressed or anxious, when known these are listed in a pupil's 'Pupil Profile and de-escalation plan as well as Individual Pupil Risk Assessment (or in extreme cases a Risk Reduction Plan). Strategies deployed may include:

Verbal Advice and Support	Calm Stance	Humour	Change of Environment Directed
Negotiation	Reminders of Previous Success	Sensory/Movement Break Directed	Change of Environment Offered
Firm Clear Directions	Reminders of Consequences	Sensory/Movement Break Offered	Personalised Strategy Applied
Limited Choices	Distraction	Reassurance	Diversion

Withdrawal Directed	Planned Ignoring	Calm Talking	Withdrawal Offered
	Patience	Swap Adult	

Staff have different thresholds and tolerances because of their personal relationships and experience with different pupils or the environment (eg. workshop v English classroom). The support a pupil receives should not be dependent upon personal or emotive issues that staff may have with pupils, other staff or their personal life. All our pupils need a positive, consistent response to support their behaviour choices.

To achieve consistency, it is important that all staff should endeavour to manage the following behaviours all of which are unacceptable:

Racial comments	Substance abuse	Risk taking behaviour	Bullying
Self-abuse	Damage to property	Physical aggression	Verbal aggressions
Theft	Disrupting the learning environment	Homophobic comments	Persistent disruption
Absenting	Absconding	Mis-use of Resources	Hindering the Learning of Others

Staff interactions with pupils are crucial to moderating the duration and intensity of disruption and to promoting positive behavioural growth and wellbeing of pupils. It is imperative that **all** staff challenge and try to resolve negative behaviour. Staff need to deploy a range of strategies and skills to diffuse situations. However, a common thread in successfully managing behaviour is assertiveness, calmness, fairness and consistency.

2.4 Confiscation & Screening

In line with the Searching, Screening and Confiscation advice for school DoE, 2022, the Headteacher has authorised **all** staff to have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

Knives or weapons (and items that could be used as such)	Alcohol	<i>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 the property of, any person (including the pupil)</i>
Illegal Drugs (incl 'legal highs')		
Fireworks	Stolen Items	
Tobacco and cigarettes	Pornographic Images	
Mobile phones	Other electronic devices	

School staff can seize any prohibited item found as a result of the search. They can also seize any item, however found, which they consider potentially harmful or detrimental to school discipline and good order. Staff at Greenfields Academy will confiscate any item that may cause disruption or compromise safety throughout the school day.

Items that have been confiscated will be kept in a safe that is situated in the school office. However, some items will be disposed of immediately due to health and safety, such items deemed hazardous, alcohol, chewing gum, partially eaten food etc. Any items of personal or monetary value may be returned to the pupil at the end of the school day or parents/carers will be asked to collect the item. This will depend on the nature of the item and circumstances surrounding the incident. A telephone call will be made home to notify parents/carers that their child has had an item taken off them and parents/carers must ensure this is not repeated. In the event of a pupil not handing over a contentious item to staff appropriate action will be taken. Pupils will be notified of consequences that the school will administer and reminded of the school's legal powers.

Staff will use a range of strategies to ensure the items are safely removed from the pupil. In some cases, this will require use of physical intervention, 'reasonable force' by trained staff in order to retrieve items that need to be seized. If a pupil is believed to have an item on their possession such as an illegal drug substance or a stolen item, then this will be referred to a member of the Leadership Group who will in turn decide if the incident should be dealt with by the police or other agencies.

Screening

What the law allows:

- School can require pupils to undergo screening by walk through or hand-held metal detector in (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupil.
- Schools statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to pose a requirement that pupils undergo screening.
- Any member of school staff can screen pupils.

Searching with consent

- Schools Common Law Power to Search
- School staff can search pupils with their consent for any item (and without consent for prohibited items)

NOTE

Schools are not required to have formal written consent form from pupils for this sort of search – it is enough for the member of staff to ask the pupil to turn out his or her pockets or if the member of staff can look in the pupil's bag or locker and for the pupil to agree.

If a member of staff suspects a pupil has a banned item on his or her possession, they can instruct the pupil to turn out their pockets or bag, if they pupil refuses, the member of staff can apply an appropriate action as set out in this policy, using Physical Intervention, 'reasonable force' if required.

2.5 Physical Intervention, Restrictive Practice & Use of Reasonable Force

Use of reasonable force (DfE)

This section provides a framework for the use of Physical Intervention within Greenfields Academy and considers information provided in (Section 550A of the Education Act 1996) as well as the DfE 'Guidance on the Use of reasonable force – advice for Headteacher, staff and governing bodies, (07/13)'.

Physical Intervention used by staff must be in accord with use of "Reasonable Force" guidance and issued only as a last resort once all other strategies have been exhausted. **'All staff, teaching & non-teaching have the power to use reasonable force to prevent pupils from hurting themselves or others, damaging property or causing disorder – when safe lawful and absolutely necessary (including volunteers and supply staff appointed by the headteacher)' - (Section 93 Education & Inspections Act 2006).** The DfE provide the following definition of 'reasonable force':

'Physical contact by a member of staff on a pupil to control or restrain their actions/movements in order to prevent or stop (1) a pupil from committing any offence, (2) a pupil causing personal injury to any person including the pupil themselves, (3) damage to property, or (4) disruption to education and good order at the school. Reasonable force can also include physical restraint, such as holding a pupil's arms back to prevent a fight but is not limited to this. 'Reasonable' means using no more force than is necessary; for example, guiding a pupil to safety by the arm or blocking a pupil's path'

In conjunction with the following definition for 'restrictive practices':

Any planned or reactive action which limits a pupil's movement, liberty or freedom to act independently. Restrictive practices may include use of equipment, medication, or seclusion. In this document, seclusion means isolating a pupil by preventing them from leaving a room or space of their own free will. There could be a number of methods used to seclude an individual.

While physical restraint is a type of restrictive practice, it has been specifically excluded from this definition as it is captured within the definition of reasonable force.

It is essential that any discussion of Physical intervention is set in the wider context of education and behaviour management; it should not be seen as an isolated technique. Physical intervention will only be used when all

other methods are exhausted. Staff will use their skills and experiences to assess the situation and, in some cases, this may be over a very short or extended period of time, dependant on the pupils involved and the supporting staff member.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

Section 93 of the Education and Inspections Act 2006 provides all school staff, including non-teaching staff, with the power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property or causing disorder.

Staff are trained to use a range of TeamTeach guides, escorts and restraints ranging from least intrusive to most intrusive (Intermediate and Advanced). These provide a graded and gradual response aimed at intervening with the appropriate amount of reasonable force. Restraints where 2 people are used will be deemed as a more restrictive hold. As the amount of restriction / number of people increases so does the risk; staff need to make a risk assessment based on the situation as to the level at which they are going to intervene. Leaders are mindful of the impact of over-training and this is therefore based on needs-analysis and only a minority proportion of the staff team are trained in Advanced TeamTeach techniques (Shield and Front Ground Recovery).

Training on Physical Intervention techniques given to staff will include the understanding of personal space and body language before any Physical intervention techniques are taught. Any Physical Interventions used will need to take account of age, cultural background, gender, stature and medical history of the student involved. In rare 'emergency' situations trained techniques may be proportionately adapted based on a dynamic risk assessment.

It is highly desirable that no injury is caused during use of reasonable force, in exceptional circumstances it is recognised that it may not always be possible to avoid – *any injury caused will be investigated and subsequent justification provided to all stakeholders.*

“Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe”

George Matthews - Founder

Pupils, adults and witnesses involved in reasonable force, must be provided with emotional support and opportunity to reflect.

Mechanical Restraint

CQC (20180404 900803 Brief guide Restraint - physical and mechanical v1) defined mechanical restraint as:

“the use of a device (e.g. belt or cuff) to prevent, restrict or subdue movement of a person’s body, or part of the body, for the primary purpose of behavioural control”

Specialist mechanical aids/resources may be used to support service users during the application of Physical Intervention. These resources are used in the best interest and safety of the child. Examples include; the use of large 'beanbags' during seated or ground-based physical intervention techniques or 'angel guards' on seatbelt buckles in vehicles. Where beanbags are used at Greenfields Academy these support emotional regulation to pupils kinesiologically feelings/sensation of touch similar to being 'swaddled', whilst also providing a softer and safer environment. Whilst this may be used for all pupils in a given situation, some pupils Risk Reduction Plans may identify the use of these mechanical aids as a personalised strategy in de-escalation.

Placing Physical Intervention in Context

Physical Intervention is never seen in isolation at Greenfields Academy. It is but one strategy available to staff and should always be seen as a last resort when all other strategies have failed or the situation is deemed emergency or dynamic. Physical interventions can be placed in two broad categories:

Emergency Interventions:

Emergency interventions will involve staff employing, where necessary, one or a combination of the strategies mentioned in the previous section in response to an incident. This will occur when all other strategies have been exhausted or the incident requires a rapid physical response (for example a child running on to a road).

Planned Interventions:

Planned interventions involve staff employing, where necessary, one or a combination of the strategies mentioned in the previous section as an agreed response to an identified behaviour. This will be documented in a Risk Reduction Plan and will be reviewed termly. The Risk Reduction Plan will list the accepted strategies to be used as well as strategies that may be used beforehand. A risk assessment will also be completed identifying the risks involved in the procedure as well as the risks involved if a planned Physical Intervention is not used.

In the case of emergency interventions staff will make a dynamic risk assessment at the time comparing the risks associated with intervention against the risks of not intervening.

Physical Intervention (Reasonable Force) can and will be used in the following situations, if deemed necessary and safe by staff members:

- The potential consequences of not intervening are sufficiently serious
- The chance of achieving the desired outcome by other non-physical means are low
- Risk associated with not using reasonable force outweighs the risk of using it

***Parental Consent is NOT required to use reasonable force.**

***All adults have a duty of care to keep everyone around them safe, therefore in some circumstances can and will be challenged on why physical intervention was not used.**

Reporting and Monitoring of Incidents (Schoolpod – DPI form)

Reporting and monitoring is of paramount importance for a number of reasons:

- Protection for staff and pupils
- Keeps a record of number of incidents so times / areas that most incidents occur can be tracked and monitored.
- Incidents of physical intervention are reported regularly to the LSB

Training and Authorisation of Staff

All staff that show competence and confidence will be authorised to use physical intervention techniques including TeamTeach. All staff will be shown techniques that are relevant to our pupils and that are mindful of the term "Reasonable force".

Staff have continuous access to online resources to support their knowledge and skills and are offered frequent informal clinics/practical practice and peer assessment opportunities and have access to onsite Tutors/Instructors. Informal, staff lead clinics are held regularly to refine and recover TeamTeach techniques.

Post Physical Intervention Procedures

As soon as is reasonably possible after an incident staff need to fill out a DPI Form on Schoolpod (ideally, within a working week). When both the staff members and pupil involved are ready then a reflective debrief needs to take place between them. This should include (if appropriate) a discussion about strategies that the pupil could use in the future and may also include parents/carers.

**DPI – De-escalation & Physical Intervention*

Leaders at Greenfields are focused on reducing the need for restraint and restrictive intervention over time for individual pupils using the following whole-school strategies:

- Positive and pro-active approach
- Anticipating triggers for behaviours where possible through excellent pupil knowledge and relationships – including 'potential behaviours'
- *Sharing clear values based on ethical principles*
- *Lawful and compliant practise*

- All pupils treated as individuals with individual learning plans and behaviour for learning approaches
- Reducing risks around the school site (incl. organisation of learning environment)
- Use of evidence-based approaches
- Analysis of trends and key data for individuals and groups
- Accountability through detailed Monitoring and Reporting of Physical Intervention to Key Stakeholders
- Always providing opportunity for capturing pupil voice

2.6 Absconding

Staff are trained to identify and understand the difference between 'Absenting' and 'Absconding'. Absconding is a more serious and hazardous behaviour. However, absenting can be very disruptive to learning, good order and may in some cases pose a safety risk and therefore should be challenged by staff with the same level of concern.

A fundamental policy is that we will not normally 'give chase'. The only exception being if a younger or more vulnerable pupil absconds. Staff may try to maintain and 'eyes on' by calmly following a pupil and offering verbal advice. Physical Intervention (reasonable force) may be used to prevent suspected absconding behaviours that may be about to occur or to prevent an existing absconding incident continuing, by its nature this can often occur in off-site/public environments and therefore be deemed emergency or adapted intervention.

School Procedure

- 1 De-escalation techniques applied by supervising staff and if necessary and safe, Physical Intervention applied.
- 2 Monitoring and verbal direction and guidance by supervising adults
- 3 Leadership team to be informed absconding beyond the site perimeter or in off-site locations
- 4 No attempt will be made to give chase except in the case of a vulnerable child
- 5 5 minutes will be given to allow the child to return voluntarily if the child has moved out of sight
- 6 A local search will be carried out by staff
- 7 After 20 minutes, parents (or social workers for CiC) will be contacted and advice taken from the Police (or other emergency services) about their involvement
- 8 In the case of a very young child or a vulnerable child police and parents will be informed immediately
- 9 A full incident report must be completed on schoolpod
- 10 Follow up discussion and school action will be discussed with parents and carers and IRPA or RRP updated

2.7 Suspension & Exclusion

Legal Context

Leaders will be guided by the DfE document '*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – September 2022*' and the '*CIT policy on Suspensions and Exclusions*' (at the relevant point in time).

The use of Suspension and Exclusion at Greenfields is viewed by leaders as an 'intervention strategy' and not a purely punitive measure. However, the strategy will be used to send a clear, strong message on unacceptable pupil behaviour. Greenfields does not apply a 'behaviour=' approach to the use of suspension and exclusion. The following types of suspension and exclusion may be used:

- Internal Suspension from classroom learning/social periods/wellbeing/off-site learning
- Fixed-Term Suspension ranging from 0.5 days upwards in duration
- Permanent Exclusion

Senior Leaders will not act unilaterally on the decision to suspend/exclude. Consultation with another Senior Leader must always take place in advance of the decision and to inform consideration. Only the Headteacher can issue Fixed-Term Suspensions of longer than 5 days, or Permanent Exclusions. Suspensions and Exclusions are further scrutinised at weekly SLT meetings and reported to LSB and Trust ELT.

Leader will liaise with the PRT team and/or SEND Team in application of the Lincolnshire Ladder of intervention where appropriate.

2.8 House System, Leadership & Rewards

Primary Stars

Every day children in the Key Stage 2 phase of the school have opportunity to earn up to 20 'stars', stars are awarded to celebrate positive behaviour and translate into minutes of rewards time at the end of the day (1 star = 1-minute reward time). Star time activities are child-lead and focussed on promoting positive wellbeing, activities change on a daily basis. Each time a pupil earns a star they will be immediately be awarded with a small physical counter to then place into their own 'star jar', acting as an immediate, visual reward. Stars cannot be lost once earned and disconnected from any sanctions systems, 'un-earned' stars create time for restorative practise.

In KS3 Nurture provision, adapted versions of Star Time may be deployed with agreement of Senior Leaders.

Learning Merits

- Value of 1-10 – going beyond expectation and contextualised for individuals or classes
- Immediate recognition and praise - promoting pride/value/self-worth
- Cannot be lost
- Disconnected from any sanctions system
- Merits double-up as House Points
- Reward positive choices, with positive intrinsic experiences (chosen by pupils)
- Value of Term 1 reward is 15 merits, 8 pupils eligible – if they chose to spend them on Term 1 they go back to 0 – all pupils can succeed as that means other pupils move up.

House System

Our vertical house system binds the whole school community, all key stakeholders are a house member (Staff, Pupils and Governors). In alignment with the overarching identity of the school, our Houses are represented by Trees; Oak, Willow and Cedar. The houses provide a further vehicle for the promotion of wellbeing, socialisation, pastoral progress, leadership an aspirational competition. Each House is lead by an annually elected team; Head of House & Deputy Head of House (Staff), Captain (Pupil from KS3 or KS4) and two Vice-Captains (Pupils from KS2 and KS3). This elected body forms the School Council.

All learning merits also contribute an additional House Point to the pupil's house, in addition all elements of the house competition suite (*eg. Connect4 tournament, Talent Show, Christmas Card competition or Sports Day amongst many others*). Those cumulative points are totalled for each House into the overall Annual Championship.

Prefects

Annually in Term 1, Year 11 pupils can apply to be a 'Prefect'. There are clear expectations and standards for prefects to be awarded the role and to maintain these high standards as pupil role-models and raise aspirations. Prefect status can be withdrawn either temporarily or permanently at the discretion of 'Leader of SEND & Welfare'.

3.0 Impact

'Schools need to manage behaviour well so they can provide a calm, safe and supportive environment which children and young people want to attend and where they can learn a thrive'
(DfE)

The impact of an effective *Behaviour & Wellbeing* policy will have a broad and profound impact on all stakeholders, especially pupils pastoral care, school happiness and improved access to learning. Key indicators are:

- ❖ School is recognised and valued as a safe and happy environment where pupils feel emotionally supported
- ❖ Staff welfare and wellbeing is considered and supported
- ❖ Clearly secure *Behavioural Blueprint* of fundamental expectations is evident in school operation, all stakeholders value the school vision, environment and its routines
- ❖ Improved pupils' self-esteem
- ❖ Enhanced sense of empathy and respect for self, and others
- ❖ Growth of self-discipline and an acceptance of responsibility for their own actions in balance with their rights
- ❖ Regular and improving or sustained school attendance
- ❖ Mutual understanding that the maintaining of positive behaviour within the school is a shared responsibility
- ❖ Nurture a positive, proactive reflective approach to behaviour for learning with a focus on trauma informed practise
- ❖ School's approach to behaviour and wellbeing is fully understood by pupils, parents/carers, governors and staff
- ❖ Effective mechanisms are in place for the monitoring, evaluating and reporting of behaviour and wellbeing
- ❖ Rights and responsibilities of all members of the school community are upheld and valued
- ❖ Tidal progression of pupils over time leading to raised and realised aspirations and outcomes
- ❖ Increased celebration and recognition of positive behaviour incidents (*Learning Merits, Stars and House Points*)
- ❖ Sustain overarching reduction in negative behavioural incidents or DPI for individual pupils over time.
- ❖ Clear, robust evidenced based process and stakeholder actions where individual behavioural progress is not being made or sustained.

4.0 Review

Date Written: October 2022
Last Reviewed: October 2023
Next Review Date: October 2024

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