



Behaviour and Attitudes Policy

UET Pathfinder Douglas Bader Academy and UET Compass Academy Provision

POLICY	Behaviour and Attitudes Policy
STATUS/DATE OF THIS VERSION	Review by KW and Senior Leaders <ul style="list-style-type: none">• UET Pathfinder Douglas Bader Academy• UET Compass Academy
APPROVED BY	Board of Trustees January 2023
RATIFIED BY	Board of Trustees
REVIEW	2024

Contents

Vision and Mission statements	Page 3
Code of Conduct	Page 4
Our expectations - Promoting Positive Behaviour	Page 4
Success	
Progress	Page 5
Choices	Page 5/6
Support	
Role of parents/ carers	Page 6
Role of staff	Page 6
Additional support	Page 7
Reflection	Page 7/8
Supporting children and young people through physical containment	Page 8
Incidents	
Reporting and Recording Incidents	Page 8
Absconson	Page 9
Procedures in relation to banned items: Confiscation, searching and screening, smoking and damage	Page 10/11
Incidents involving Sexual harassment and Child on child abuse	Page 11/12
Suspension, Exclusion and supporting ongoing concerns	Page 12
Partner agency involvement and support including Safer Schools Partnership	Page 12/13
Staff induction, development and support	Page 14
Legislation and Statutory guidance	Page 15

Vision

1.1 The Short Stay School for Norfolk believes:

- That all children and young people have the right to be healthy, happy and safe, to be loved and respected and to have high aspirations for their future
- That children and young people who exhibit vulnerable or challenging behaviour should be appropriately supported to make educational progress in line with their peers or their own trajectory of success
- That successful progress for our most vulnerable and challenging learners benefits the young people themselves foremost, but also their schools, communities, families and ultimately our society and economy.

Mission

1.2 The Short Stay School for Norfolk mission is to Engage, Educate and Empower.

The Short Stay Schools exist to provide high quality education and ensure progress for all our children and young people by developing a high-quality network of alternative provision / specialist academies and services. We believe that circumstances don't limit a pupil's opportunities or achievements

1.3 **This policy should be read and reviewed in conjunction with our other Short Stay School for Norfolk policies, including our Safeguarding, Anti-bullying and SEND policies to ensure the consistent support of our children and young people and their families and in acknowledgement of our legal duties as stated in the Equality Act of 2010.**

Our Schools provide a welcoming, caring environment where children and young people are supported and encouraged to learn through personally tailoring curriculum opportunities and approaches to meet individual needs.

Supporting our children and young people in taking responsibility for good behaviour and ensuring the inclusion of each individual is the duty of every member of our school communities.

In our schools we provide system of rewards for good or improving behaviour and pathways for reflection, reparation and restoration where behaviour does not reach the expected standard and impacts on the safety and wellbeing of others. These are supported and applied consistently and fairly across all of our schools.

Any updates or reviews of this policy will be made available to the whole School Community via our website.

Individual student progress in all areas of their school lives is closely monitored and supported; parents/ carers are informed regularly of progress, achievement and any concerns.

The children and young people referred to our schools, often arrive with a history of poor engagement in educational settings. Our staff support all, in overcoming barriers to active and successful participation in ongoing educational opportunities, through tailored programmes.

2.1 Code of conduct In our Schools we believe:

- **Everyone should feel safe and secure**
- **Everyone should feel cared for and valued**
- **Everyone has a responsibility in creating and sustaining a positive environment**
- **Everyone is equal regardless of race, colour, gender or religion**

2.2 Each day we expect:

- **All children and young people to attend wearing the correct uniform** Our school buildings and school property to be treated with respect
- **Children and young people to behave in a way that does not cause harm to others**
- **Children and young people to act in a way that does not bring the school into disrepute**

2.3 Promoting positive behaviour:

- **Every pupil is treated as an individual** – We get to know our children and young people well, there is a high level of adult pupil ratio and every pupil has a key worker whom acts as a link between home and school. Every member of staff within each school is aware of each pupil's Individual Learning and risk management plans.
- **We listen to each other and work as a team** – Each morning we begin the day with a morning briefing to share information and acknowledge positive observations from the day before. Pupils voice is given a high regard.
- **We offer unconditional positive regard** – To every member of our community, we acknowledge and accept that mistakes can be made but we separate the behaviour from the pupil and support the pupil consistently without prejudice or judgement.
- **We provide opportunities to do differently** – We provide a stable environment in which a secure base can be formed. We offer individualised packages and high levels of pastoral support to overcome barriers to engagement.

2.4 In our schools:

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display classroom rules and expectations and support pupils within these □

Develop positive relationships with all pupils including:

Greeting pupils in the morning/at the start of lessons

Establishing clear routines

Communicating expectations of behaviour in ways other than verbally

Highlighting, promoting and naming good behaviours every lesson

Concluding the day positively and starting the next day afresh

Having a plan for dealing with low-level disruption

Using positive reinforcement and consistent responses to pro-social behaviours.

Whenever we can we name and acknowledge success:

3.1 Progress

Many of our children and young people have experienced school in a negative manner, continually struggling to understand the expectations put upon them within a mainstream environment. The children and young people we support have often experienced a number of exclusions and perhaps permanent exclusion. Therefore, our children and young people commonly arrive to us with a negative view of learning, multiple gaps within their previous education and fear of ongoing rejection and failure. Part of our role is to introduce difference to our children and young people, a positive experience of learning and an environment which supports successful access to the classroom.

Our lessons are tailored to meet the learning needs and styles of all learners. We offer clear and consistent routines to promote a sense of safety and security in the classroom and promote attainment. The progress of our children and young people is not only assessed through educational outcomes but also through a variety of additional assessments focused on social and emotional aspects of their lives.

3.2 Choices

Our children and young people often arrive at school resentful of authority, dysregulated and have a history of poor engagement in educational settings. Through

consistent care and unconditional positive regard, we support children and young people with a range of positive alternatives to undesirable behaviour. Our staff continually model positive regard, providing experiences of trusting relationships, consistency and care to support children and young people in developing internal self-regulation. Within the contained environment of our schools we allow children and young people the freedom and responsibility to manage their own behaviour and actively make their own choices with clear understanding of outcomes.

Good choices are rewarded in a range of different ways including:

- A smile
- Verbal acknowledgement of success
- A positive telephone call home
- A postcard sent home
- An entry into a weekly prize draw
- Display on weekly 'Hall of Fame' board
- Reward and recognition time
- Reward trips

4.1 Role of Parents/Carers within our Schools

Our schools offer an educational environment in which children and young people can learn and experience difference, promoting successful outcomes and achievement in all areas of their lives. This cannot be achieved without the support of their parents/carers. We believe that parents /carers have a fundamental role to play in helping their children to learn and progress within our school.

Parents/carers are contacted on a regular basis and form a vital link with school through their pupil's allocated key worker. We are committed to ensuring supportive working relationships with all of our parents/ carers.

4.2 We expect our parents/ carers to:

- Support their child in adhering to our school code of conduct
- Communicate to the school of any changes in circumstances that may affect their child's wellbeing
- Discuss any behavioural concerns with the school promptly
- To take an active part in their child's placement with us. To attend all meetings and respond promptly to any requests for information or support.
- To actively support the ethos of our school directly with their child.

4.3 Our staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Reporting and Recording behaviour incidents on Significant Incident Forms.

Where any incident is perceived by the victim, or any other person, to be prejudiced, towards an individual, along with a Significant Incident Form, an additional report to county also needs to be reported and completed at the time and forwarded to the School Support Manager. *This does not replace our in-school reporting system.*

The senior leadership team will support staff in responding to behaviour incidents.

4.4 Our staff support good choices:

As part of our management of children and young people at differing levels of escalation we remind them of the consequences of their behaviours, providing a range of positive alternatives and support to be able to identify their underlying needs and subsequent behaviours.

4.5 When additional support is required:

- **We listen** – we offer an alternative space outside of the area for a pupil to receive support, to acknowledge and discuss difficulties and to discuss return to classroom or activity.
- **We notice** – we name good choices and encourage via positive re-enforcement
- **We separate** - the pupil from the behaviour
- **We provide consistency** – we provide safety and security in the inevitability of our approaches and the openness of our responses

4.6 Consequences:

In our schools we do not punish or blame our children and young people, however as part of creating a safe base for all in our schools, where behaviour causes harm, damage or disruption, we support our children with a range of protective and/ or educational consequences. These may include:

- Reflective conversations to explore understanding of harm and impact on others
- Expecting work to be completed at home, at break or lunchtime or after normal school hours
- Removal from social spaces and/ or from others to protect from harm, including verbal, emotional, sexual or physical harm.
- Letters or phone calls home to parents/ carers
- Agreeing a behaviour contract
- Supporting ownership of behaviours through home – school liaison books □
Reflect, repair and restore opportunities
- Educational opportunities directly related to the incident, supported where appropriate by our Safer Schools colleagues
- Use of reflective areas and ‘small garden’ approaches

4.7 Reflection:

To support opportunities for children and young people to reflect on unacceptable behaviour, there is a space in each centre, referred to as the Reflection area. This is a space where a pupil may be withdrawn for a set period of time, with a named adult to reflect upon the actions that led up to any incident and to consider with support, their feelings and actions at this time. With the support of their named adult, children and young people are then encouraged to consider different pathways and associated outcomes to return successfully to the classroom.

Reflection areas may also be used in cases of unresolved uniform issues, where a pupil arrives at school and does not meet the uniform/ footwear requirements, or where a facial piercing/ extreme hairstyle is in place. A pupil will be supported within reflection until the matter is resolved at the discretion of the Senior Leader or until the end of the school day.

Where assigned work is not completed within these areas, children and young people will be provided with timetabled opportunities to catch-up. Where work continually fails to be completed this will be provided to pupil's parents/ carers to support their children in completing as part of homework.

4.8 Supporting children and young people through physical containment

Our schools provide a unique environment where the needs of children and young people are met, dependant on their own personal circumstance, or needs at any one time; this can take the form of physical support and containment. At times of heightened anxiety or distress, children and young people are supported by adults trained in the 'Steps' approach, a de-escalation, positive and restrictive physical intervention programme. Appropriate action, as is deemed by staff, to be reasonable, proportionate and necessary, is taken to support the safety of others and/ or the possibility of significant damage. Physical containment is always taken in the best interests of the parties involved.

Where there are incidences of harm to others or significant criminal damage, which cannot be safely contained within this, due to physical limitations, on-site provision will not be made available and alternative arrangements will be made. This will be reviewed as part of a risk management plan.

'All school staff members have a legal power to use reasonable force to prevent children and young people committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline; (DCSF – The use of Force to Control or Restrain Children and young people – 2010).

5.1 Recording and Reporting Incidents

Where restrictive physical intervention has been necessary the incident is recorded on an incident form by the staff involved, as soon as possible after an incident, prior to staff going off duty (within 24hrs). This is then signed and approved by a senior member of staff. Incidents involving Restrictive Physical Intervention (RPI) will be reported to main carer/parent.

5.2 Absconsion

Due to the vulnerable nature of our pupils, they, at times, have great difficulty in recognising the dangers associated with the wider world. As an organisation we regularly review our practice and safeguarding procedures to ensure pupil safety. As such any pupil who chooses to leave our facilities during the school day will be supported by the procedures outlined in this policy.

Person with Responsibility:

It is the responsibility of all members of staff to report a child/ young person who is absent from their care.

In order to ensure no time is lost in initiating the procedures, the absconsion should be reported to the on-site Designated Safeguarding Leader immediately.

Procedure for Absconsion from school premises

1. A search of the immediate area or places the pupil is likely to have hidden should start immediately and a note should be made of the exact time the pupil was reported missing.
If a pupil is seen leaving site, they should, where at all possible, be observed and supported in returning to site. If the pupil chooses to walk away, the member of staff will return to the site and contact parent to inform them the pupil has left site at their own risk and will request that the parent call the pupil (if possible) and persuade them to return to the school site.
2. Where it is stated within a pupils Risk Reduction Plan that this is not appropriate, i.e. will result in further escalation or increased risk, the on-site Designated Safeguarding Leader will be informed via school mobile phone.
3. If a pupil cannot be seen or goes out of sight for more than 10 minutes: the on-site Designated Safeguarding Leader will be informed and parents/ carers contacted.
4. If after 10 minutes the pupil is not found, the absconsion is officially reported to the police on **101/ 999** who will take responsibility for co-ordinating further action.
5. Parents/ carers will be informed of developments and of the police involvement.
6. A note of where the pupil was last seen, what they were wearing, specific medical needs and care arrangements will be provided to the police.

Parents will be informed on admission and on a regular basis that the school will do everything it can to ensure safety while on the school site but if their child chooses to leave the site they are putting themselves at risk and potentially others at risk.

Procedure for Absconsion while on an educational visit

1. A search of the immediate area or places the pupil is likely to have hidden will start immediately and a note will be made of the time the pupil was reported missing.
2. The School will be contacted and Designated Safeguarding Lead, EVC Coordinator and Head teacher informed.
3. Parents/ carers will be informed.
4. If after 10 minutes an individual is not found, the absconsion is officially reported to the police on **999** who will take responsibility for co-ordinating further action.
5. Parents/ carers will be informed of developments and of the police involvement.

A note of where the pupil was last seen, what they were wearing, specific medical needs and care arrangements will be given to the police.

Due to the vulnerable nature of our pupils, they, at times, have great difficulty in recognising the dangers associated with the wider world. As an organisation we regularly review our practice and safeguarding procedures to ensure pupil safety. As such any pupil who chooses to leave our facilities during the school day will be supported by the procedures outlined in this policy.

Pupils within Key Stages 3 and 4, where evidenced level of risk is low, the above procedures will be adapted and documented, within individual risk management plans increasing response indicators above to a 30-minute window, these will be agreed in advance with parents/ carers.

6.1 Banned Items

Confiscation

Where a student is in possession of banned items, items which disrupt the day to day running of the school or items which are deemed to be inappropriate, these will be confiscated and returned at the end of the school day, where appropriate. These will not be returned prior to this time, except on collection by parent/ carer. Items which are either age inappropriate or items of concern will only be returned to parent/ carer.

Banned Items include:

- Mobile phones/ Electronic equipment
- Camera or recording equipment
- Fireworks
- Age inappropriate/ pornographic material
- Knives/ weapons
- High Energy drinks
- Any illegal substance, alcohol or smoking associated items including ecigarettes and vapes
- Any items believed to be stolen
- Any article that staff reasonably suspects has been, or is likely to be used:

to commit an offence, or to cause personal injury, or damage to property of: any person (including the pupil).

6.2 Searching and screening children and young people

If staff feel this to be necessary, they can instruct children and young people to turn out their pockets or their bags. Children and young people and their possessions can be searched where the pupil consents. A head teacher/ Senior Leader can also authorise a search of a pupil or their possessions (including bags and lockers) without their consent, for weapons, alcohol, controlled drugs, stolen property or any item within the banned items list.

This may also be done in the attendance of parents/ carers and ultimately by the Police should it be deemed necessary by the head teacher/ Senior Leader.

Any search taking place on school site will adhere to specific guidance in relation to the duty of care to our pupils as outlined in [Searching, screening and confiscation at school – Updated September 22](#)

6.3 Smoking/ Vaping

Smoking/Vaping is prohibited on site to all school attendees. In the case of a child or young person being in possession of smoking/vaping materials the above section in relation to confiscation will apply. In addition to this:

If a child or young person is seen with a lit cigarette/ vape in their possession, or seen within a group of others seen smoking/vaping any of the following will apply:

- Removal of smoking/ vaping items
- Removal of social time
- Report placed on individuals file
- Referral made to school nurse
- Parents/ carers to be requested to attend site
- Referral to Youth Offending Team
- Exclusion

Further details relating to this are available within Behaviour and Attitudes Policy Appendix 1

6.4 Damage

Where wilful, criminal damage is caused this will be recorded on pupil files and an appropriate protective or educational consequence given.

Opportunities, where possible will be provided for children and young people to work with parents/ carers to put right any damage to reduce/ avoid costs.

Where this is not possible/ appropriate, parents/ carers will be charged for damage caused. Associated letters and invoices will be provided to parents/ carers for payment.

Any ongoing or significant incidents of damage will be reported to the Police.

6.5 Incidents involving sexual harassment

Our school has **zero tolerance** (KCSIE, SEPT 2022) approach to any incidents of sexual harassment including the use of sexist language and any form of sexual assault and child on child abuse. The school is committed to ensuring that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored, in line with expectations of Paragraph 275 of the Ofsted Inspection Handbook (2022).

Sexual Harassment Sexual harassment is a type of harassment involving the use of explicit or implicit sexual overtones, including the unwelcome and inappropriate promise of rewards in exchange for sexual favours. Sexual harassment also includes the use of sexist language. Harassers or victims may be of any sex or gender. Students, staff and parents must report all incidents to school as soon as possible.

Sexual Violence Sexual violence is defined as; any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed against a person's sexuality, using coercion, by any person. Students, staff and parents must report all incidents to school as soon as possible.

Online Sexual Abuse Online sexual abuse can be any type of sexual harassment, exploitation, or abuse that takes place through screens. Forms of online sexual harassment or abuse include sending someone hateful or unwelcome comments based on sex; sending “nudes” or coercing another into sending “nudes” or grooming children to enable sexual abuse either online or offline. Students and parents must report all incidents to school as soon as possible.

As a key element of our safeguarding culture, principles and procedures, pupils/students are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.

Our response will always be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis
-

Sanctions for sexual harassment and violence may include, but not be restricted to;

- Suspension for a fixed period
- Internal Exclusion

- Permanent Exclusion
- Referral to Norfolk Police

We have clear Safeguarding and Child Protection procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to Norfolk Children's Advice and Duty Service (CADS) and to respond to advice from CADS for possible referrals to:
- HSB team
- Norfolk Early Help
- Children's social care
- Police

Please refer to our child protection and safeguarding policy for more information.

6.6 Child on child abuse

Child on child abuse (also known as peer on peer abuse) is behaviour by an individual or group of individuals which can be a one-off incident or repeated over time. Child on child abuse is behaviour that intentionally hurts another individual or group either physically or emotionally.

All child on child abuse is unacceptable and will be taken seriously. Child on child abuse will be referred to the Designated Safeguarding Lead.

Our school sites promote positive behaviour and our school curriculum includes education opportunities to minimise incidents of child-on-child abuse.

We specifically address child-on-child abuse through our 'Me and my world' RSE curriculum.

7.1 Suspension and Exclusion

The decision to exclude any pupil within school is taken as a last resort and in relation to maintaining the safety and wellbeing of everyone within school. As a school we have a duty to ensure the safety of individuals and the right of everyone to be able to learn.

There is no formula for deciding if, or for how long, a suspension may need to take place. Each case will be judged on an individual basis considering:

- the seriousness of the incident □
- the pupil's current behaviour pattern
- extenuating circumstances
- whether the behaviour policy has been followed at every stage
- the impact on others within our school.

We know that where children and young people are suspended for prolonged periods of time, successful reintegration is less likely, therefore wherever possible any suspension will be limited to 1 day.

In relation to behaviours that pose a significant health and safety risk, i.e. Climbing on a school roof, an initial suspension of 3 days followed by a 5-day suspension following a second offence will take place, a package of support will be made available to support successful re-integration and access to school, however, a further incident of this nature will result in the end of a placement either by planned transfer or permanent exclusion.

Any decision to permanently exclude is at the discretion of the Head of the School.

7.2 Ongoing concerns

In our schools we believe in the right of every pupil to experience a safe, consistent and caring environment. Everyone within school has a right to learn and a right to remain safe. Where a pupil is continuously behaving in an unsafe manner, and there is continued evidence of harm over a period of time, further support may need to be considered.

An initial meeting between professionals and parents/ carers will take place outlining concerns and detailing events leading to this point; this will be reviewed on a fortnightly basis as part of a **Placement Support Plan**.

As part of the plan where an Education, Health, Care Plan is in place the EHCP coordinator will be contacted to inform of concern and the presence of a support plan. The pupil will also be raised to the Heads of schools as a pupil of concern.

Where necessary and in agreement with the Head of School and only in exceptional circumstances, a modified timetable may be utilised to support successful experiences within school, placement support plans are limited to a maximum of a 20-week (10 reviews) period (at the discretion of the Head teacher).

If following the completion of the review cycle, safe access to full time provision cannot be accessed opportunities for ongoing onsite provision will be reviewed.

8.1 Partner agency Involvement and Support

We work pro- actively with partner agencies to develop our children and young people understanding and knowledge of their community, this includes drop in sessions by health, the police and other agencies.

Where necessary our schools reserve the right to involve the police in any matter where a pupil has acted unlawfully. This may include:

- Assault on staff or children and young people
- Criminal damage
- Theft
- Carrying of illegal substances/ weapons

8.2 Safer School Partnerships

The Safer Schools Partnership is a positive way for all schools to demonstrate their commitment to promoting a safe climate of learning and to prevent crime.

Over the course of the year a Safer Schools Officer will deliver age appropriate key messages to the students in assemblies and lessons including Internet Safety, Healthy Relationships, Sexting, Child Sexual Exploitation, Anti-Social Behaviour.

8.3 All Safer School Partnerships (SSPs) aim to ensure:

- Safety of children, young people, staff and the school site and surrounding area/community
- Help for children and young people to deal with situations that may put them at risk of becoming victims of crime, bullying or intimidation, and to provide support to those who do.
- Focused enforcement to demonstrate that those that do offend cannot do so without facing consequences.
- Early identification, support and where necessary challenge of children and young people involved in or at risk of offending
- Improved standards of behaviour and attendance, and less need for exclusions
- More positive relations between young people, the Police and the wider community.
- Effective approaches to issues beyond our school sites that negatively impact on pupil safety and behaviour.

For more information about the Safer Schools Partnership - please go to: <http://www.norfolk.police.uk/advice/child-protection/safer-schools-partnerships>

Staff induction, development and support

All staff receive training and guidance in relation to this policy as part of our school's induction and ongoing training opportunities.

All staff are required to meet their duties and functions as outlined within this policy and as set out within training provided.

Staff are actively encouraged to develop their practise through further support and training opportunities and more formally via the program of National qualifications.

Appendix

It is important to note that the journey **to** and **from** school is deemed part of a children and young people day and as such remains under the guidance and direction of this policy.

Legislation and statutory requirements

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

- [Behaviour and discipline in schools – Updated September 22](#)
- [Searching, screening and confiscation at school – Updated September 22](#)
- [Keeping Children Safe in Education – Updated September 22](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#)

In addition to this, reference has also been made to:

- [Section 175 of the Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- [Sections 88-94 of the Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property