LONGSPEE

Happy, Safe, Progress

LONGSPEE ACADEMY
Behaviour for Learning Policy

Adopted by AAC: To be considered 6.2.2020

Aims (Policy Objectives):

- To provide guidance to staff, parents and carers, Ambitions Advisory Committee (AAC) and other stakeholders on how to support our learners to self-regulate, manage their behaviour and feel safe so they are ready to learn
- To provide a holistic, child centred, inclusive model that supports our understanding of social, emotional and mental health needs (underpinning our beliefs with evidence-based practice and current research)
- To define what we consider to be unacceptable behaviour, including bullying and outline how pupils are expected to behave
- To summarise roles and responsibilities and outline our system for behaviour management

Legislation and statutory requirements:

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online
- https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf outlining current research on effective strategies for managing behaviour

Key beliefs that underpin the Behaviour for learning policy:

Our core moral purpose (INTENT) is for pupils to be HAPPY, SAFE and make PROGRESS on their journey to adulthood

We IMPLEMENT our core moral purpose through our behaviour for learning policy by:

- Knowing and understanding each pupils' EHC outcomes and provision and using this information as a basis for risk assessing pupil behaviour (creating a SEMH support plan within an Impact Profile)
- Knowing and understanding each pupil's individual, diverse and often complex needs
- We are always working towards ensuring that our approaches used are in line with the most recent research
- Implementing the neurodiversity paradigm
- Recognising that there are different – but equally valid – ways of doing things, and promoting acceptance of individuality and difference within the classroom
- Having policies and practices which do not discriminate or place neurodivergent students at a disadvantage
- Class teachers being responsible for ensuring that all staff understand a pupils' (within their class) needs and the impact those needs have on behaviour
- Staff knowing that behaviour is a communication of an unmet need. The focus is always to support pupils in learning appropriate strategies for managing their emotions
- Attachment awareness and use of PACE (Playfulness, Acceptance, Curiosity and Empathy)
- Using restorative, therapeutic and holistic strategies for managing challenging behaviour
- Embedding the values expected of a rights respecting school
- Ensuring that our approaches to managing behaviour are child centred and consistently adhered to on an individual pupil basis
- Consideration always given to positive communication and use of language e.g. Opportunity to reflect/repair not loss of break/minutes. We use the language of good choices to emphasise expected behaviour
- Daily analysis of behaviour during class debriefs
- Acting on the advice of, and working alongside outside agencies
- Using diagnostic tools to identify the small steps needed to impact on EHC outcomes

- Carefully planned continuing professional development for staff
- Providing a curriculum diet tailored according to individuals social and emotional needs
- Teaching emotional regulation skills (Zones of regulation)

The expected IMPACT as a result of implementing our B4L policy:

Pupils feel happy and safe and are ready to learn. As a result, Pupils develop the skills to enable them move on to the next stage in their development.

We believe that:

- Our pupils want to behave well
- Behaviour is a means of communication – we must ensure that all learners are supported to communicate their needs safely and appropriately using their preferred communication systems
- With the right support and intervention, pupils can learn to self-regulate and manage their own behaviour
- Mistakes are part of the learning process and we recognise that all our pupils are at different stages of the developmental process
- Teachers and class teams must be given the opportunity to learn and understand why our pupils become dysregulated and reflect on the impact on their behaviour
- We should work collectively with our pupils, parents/carers and other professionals to develop strategies as part of a positive behaviour support plan (contained within an Impact Profile)

Staff support our pupils by:

- Being mindful and reflecting on the quality of relationships
- Commitment to continuous improvement in the quality of our provision
- Working closely with parents and carers
- Planning and scaffolding learning to support self-regulation skills
- Observing, gathering and analysing data on behaviour to ensure our interventions are personalised
- Investing time, and allow safe spaces and opportunities for pupils to practice skills and make mistakes from which they can learn, develop and grow

Definitions:

Please refer to our definitions of inappropriate behaviour (including bullying) in appendix 1.

Roles and Responsibilities:

- The **AAC** (governing body) is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation
- The **Principal** is responsible for reviewing and approving this behaviour policy. The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently (The Principal oversees the **Assistant Vice Principal** who has a behaviour and attitudes leadership responsibility).
- **Staff** are responsible for implementing the behaviour policy consistently, modelling positive behaviour, providing a personalised approach and recording behaviour incidents. The senior leadership team will support staff in responding to behaviour incidents. All staff are responsible for managing behaviour around the school
- **Parents** are expected to support their child in adhering to the pupil code of conduct (as laid out below). They should inform the school of any changes in circumstances that may affect their child's behaviour (discussing concerns with the school promptly)

Pupil code of conduct:

Our pupil code of conduct (school rules) are promoted through positive reinforcement and the language of good choices:

- GOOD WORDS – respectful polite language is expected
- GOOD WORK – positive attitudes to learning and trying our best
- GOOD LISTENING – points of view are valued and listened to
- GOOD SPACES – appropriate personal space is always maintained
- GOOD PLACES – Pupils are kept safe and are in the place that they are expected to be

Pupils are expected to maintain kind hands and feet and are supported to understand that it is never appropriate to hurt others or cause damage to property.

The code of conduct is underpinned by British Values (as outlined in our British Values statement in Appendix 2) and the UN Convention on the Rights of the Child (UNCRC)

<u>Behaviour strategies and the teaching of good behaviour:</u>

All staff are responsible for setting the tone and context for positive behaviour within the school and understand that:

- Our pupils will need a personalised approach to support them manage their behaviour.
- Consideration must be given to sensory and emotional needs, levels of stimulation and engagement and what behaviour may be communicating
- Pupils can learn to improve their behaviour. Learning new behaviour is a task, just like learning to read or write
- We must be realistic about the rate of progress a pupil will make when learning to adapt or develop new behaviours

The quality of our relationships with our learners is crucial (underpinning strategies for managing behaviour). To foster and enable positive relationships we need to:

- Actively build trust and rapport – which has to be earned not given
- Demonstrate our belief in our pupils to support them to succeed
- Treat pupils with dignity and respect at all times by communicating carefully and clearly in a way that is accessible to them
- Invest in relationships with pupils and have fun together
- Keep our word – and if, for some reason we are unable to honour a commitment to a pupil, to communicate clearly and honestly why this has happened
- Identify pupil strengths and build on these
- Apologise if we make a mistake
- Name and manage our emotional reactions to pupils' behaviour (adults must display emotionally intelligent behaviour at all times). If an adult is finding it difficult to manage their feelings they must seek help
- Always be respectful and do not talk about pupils over their heads or in front of others
- Be non-judgemental about pupils' life experiences
- Foster strong relationships with parents/carers and other professionals to support the pupil

To manage behaviour, we have to understand pupils' needs. We do this by:

- Accurately assessing and understanding the pupils' needs by referring back to their EHCP, annual review minutes and external agency reports and guidance
- Planning to meet the pupils' needs and set out how this can be achieved in an Impact Profile (Appendix 3). The Impact Profile contains a personalised risk assessment, focused outcomes, provision to meet need and evidenced impact of provision against outcomes
- Knowing what motivates each pupil and use this as a positive reinforcement
- Including the pupil in the target setting and evaluation process for measuring progress against outcomes (where appropriate)
- Tracking and analysis of the pupils day using our 'Point' system. Staff record pupils access to learning (good listening, participation in the lesson, work completion) and their behaviour (linked to our good choices). A successful lesson would be recorded 3 points for learning and 2 points for behaviour. The total is recorded daily and shared with parents and carers on the home school sheet. This enables staff and families to identify patterns, share success and progress. Some of our pupils are able to reflect and decide how many points they believe they achieved in a lesson, this is an opportunity to talk about what went well and/or what they might do differently next time.

Class rules and routines should be:

- In line with the ethos of this behaviour for learning policy
- Few in number
- Presented to the pupils in the form of a class charter (as recommended by the Rights respecting Schools Award)

- Communicated in a way that the pupils can understand, including visual cues, objects of reference, social stories etc.
- Stated in the positive e.g. things that we will do
- Regularly referred to
- Appropriate to the activity and the developmental range of the pupils
- Consistent. Routines must be explicitly taught (for all activities) and reflected upon. Routines may need to be changed and this needs to be carefully planned and prepared for using appropriate visual resources

The vast majority of our pupils need support in developing their communication and social interaction skills. Staff need to consider this when managing behaviour as unmet communication and social interaction needs will impact negatively on the way pupils behave. Class teams need to consider the following and how they impact on our pupils' ability to regulate and manage their behaviour positively:

- Communication strategies and systems work both ways; to give instructions but to also allow our pupils to have a voice, make choices and express their needs
- That our pupils often need time to process information
- Some of pupils have difficulty with verbal and non-verbal communication (body language)
- Pupils may have difficulties understanding facial expressions and tone of voice as well as remembering social rules and conventions
- We support pupils to positively manage their communication needs by:
- Following the advice and recommendations of a speech and language therapist
- Ensuring that all staff have up to date and relevant training that supports progress in communication
- Using visual resources including symbols, social stories and comic strip conversations
- Planning for, monitoring and evaluating supported play and social interaction activities

Sensory processing needs can impact on our pupils' ability to self-regulate and manage their behaviour. Staff support pupils with sensory difficulties by:

- Following the advice and recommendations from an occupational therapist
- Organising the environment carefully with adjustments informed by a sensory plan (within the impact profile)
- Ensuring that pupils have access to sensory equipment that supports self-regulation (Chewy/fidget toys, adapted seating, weighted blankets, gym balls etc.)
- Teaching pupils to recognise when they are becoming dysregulated and select an appropriate regulatory strategy. We do this by embedding the teaching of Zones of Regulation as an important part of our whole school curriculum
- Taking social demands of working with other learners into account
- Sensory/movement breaks are timetabled and used when needed

Pupils often have difficulty in regulating their emotions. We proactively support pupils by:

- Being an attachment aware school and using Dan Hughes' PACE (playfulness, acceptance, curiosity and empathy) model which is underpinned by the concept of unconditional positive regard
- Helping pupils to recognise and regulate emotion appropriately using Zones of Regulation
- Carefully risk assessing pupils' emotional needs in light of what has been observed, advise from external agencies e.g. CAMHS and close partnerships with parent/carers
- Ensuring staff have regular and up to date information about pupil needs (Impact Profiles reviewed half termly or when there has been a significant change in behaviour)
- Training staff in the most effective strategies for managing pupils' behaviour and ensuring that the supervision policy is stringently adhered to

We encourage our pupils to learn appropriate behaviour. One method we used is by effective modelling:

- Staff model appropriate, positive behaviour at all times (including playtimes)
- Staff highlight pupils' appropriate behaviour to their peers, explaining why this was an appropriate choice
- Older pupils are given the opportunity to act as a positive role model/peer mentor
- Pupils are given first-hand experience of a wide range of aspirational role models from outside the school
- Pupils learn appropriate behaviour through modelling in PSHE and personal development sessions

Reward and Consequences:

As a school we recognise that encouragement, praise and positive reinforcement teaches pupils that appropriate behaviour choices have positive consequences. Positive reinforcement may take the form of:

- Acknowledgement of appropriate behaviour
- Positive messages communicated to parents
- Outstanding mentions shared with the whole school after breakfast
- Zones and Personal Development certificates given during Friday achievement assembly
- Credits to spend at the credit store (earned by following British Values)
- Learning/Golden Learning alert awarded for examples of fantastic learning
- Individual and class rewards specific to each class grouping
- Spontaneous rewards such as a trip to the local park or extra break time
- Preferred activities above and beyond the scheduled daily activity
- Special responsibilities/privileges
- Headteacher/Deputy stickers
- More subtle forms of praise for pupils who find overt praise difficult to accept

We do not believe in sanctions or punishment. Instead it is important for pupils to clearly link a specific behaviour with its consequence. The consequence needs to be a natural consequence, to support the pupils' understanding of both positive and negative consequences.

It is also very important that staff review what has happened. Was there anything they could have done differently to support the pupil to manage? Class teams meet for a daily debrief and discuss the events of the day, using ABCC charts to structure their reflections.

We believe in the principals of Restorative Justice and ensure that pupils engage in reparation ('making good' in some way). Pupils should always be given the opportunity to repair (after an incident of inappropriate behaviour) and it is our belief that they want to do this. Where developmentally appropriate, we support pupils to take responsibility for what they have done and to repair it with the other person(s) involved/affected. We do this by:

- Giving pupils the 'opportunity to reflect' on inappropriate behaviour (at the earliest opportunity)
- Supporting reflections based on pupil need e.g. thinking time sheet/conversation, comic strip, social stories, role play, visuals or discussion while on a sensory break
- Modelling reparation and teaching strategies during our PSHE curriculum and at playtime

If a pupil is violent or causes significant harm their 'opportunity to reflect' will be for the duration of a breaktime, supported by an adult that they have a positive relationship with. The pupil is expected to have the opportunity for a movement/sensory break during this reflective time. Credits that the pupil has accrued will be used to restore and/or repair e.g. used to purchase an apology card. Where developmentally appropriate, we support the pupil to take responsibility for what they have done and to repair it with the other person(s) involved/affected. Even children with complex difficulties can be supported to repair: we can't make assumptions about what children feel. Unresolved difficulties can make the pupil very anxious and this can cause behaviour to escalate or become habitual.

There may be occasions where a behaviour is so significant (or deemed beneficial to support the pupil) that a member of the senior leadership team authorises an after-school reflection (with parental support/consent). After school reflection time would last for a duration of 15 or 30 minutes and will be supported by an adult who has a positive relationship with the pupil (and can include movement/sensory breaks where needed).

Pupils with exceptional behaviour needs:

The majority of our pupils will respond positively when staff work within the guidelines outlined in this policy. Some our pupils will need additional support to learn to self-regulate and manage their behaviour in an appropriate manner. We do this by:

- Working in line with this policy
- Updating and adapting Impact Profile risk assessment, putting in additional support tailored to meet specific needs of the pupil and effectively communicating adaptations to all stakeholders
- Drawing on additional resources beyond the school e.g. CAMHS, EP support, Social care and medical specialists
- Working collaboratively with parents/carers
- Where there is persistent inappropriate behaviour there may need to be a meeting between a member of the senior leadership team and the pupil (supported by their parent/carers). This meeting may lead to the drawing up of a behaviour expectations contract which will be carefully monitored and reviewed
- Some learners need very specific and detailed planning, which could include a shortened day or off-site education. When significant adaptations are made to a pupils' day, we always plan jointly with parents/carers, the local authority and external agencies

- We do not believe that exclusions are the most effective way to support learners with SEND, and we will always try to adapt and personalise provision for all our pupils in order to ensure they are able to access education. In exceptional circumstances it may necessary to exclude a pupil and this would always be considered carefully.

Physical Intervention:

We are able to intervene if:

- The child is liable to cause physical harm to themselves or to another person
- They are likely to cause considerable damage to property
- They are in danger of committing a criminal offence

Incidents of physical intervention must:

- Always be used as a last resort
- Be used only when reasonable, proportionate and absolutely necessary
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see **appendix 4** for our reporting procedures)

Use of Safe rooms:

In exceptional circumstances a pupil may need to be in a safe room to support them to regulate their behaviour and reduce the risk to themselves or others. When using safe rooms pupils are never:

- Locked in a room
- Without adult supervision
- Deprived of food/drink or denied access to the toilet

Where risk assessment allows staff will enter the safe room and work alongside the pupil using sensory equipment to support regulation of behaviour. When risk of harm is assessed as significant staff may spend short periods of time supervising pupils from outside the room (pupil is not locked in the room).

Offsite behaviour:

Class teachers complete a risk assessment prior to arranging a visit offsite. Class teachers, alongside a member of the Senior Leadership Team, also complete a dynamic risk assessment prior to leaving the school to assess whether pupils will be able to safely access the visit. Once offsite if a pupil exhibits behaviour which is high risk to themselves or others then staff will contact the school for support. On occasion it may be necessary for a pupil to return to school in a taxi or for the visit to be terminated.

Absconding:

If a pupil absconds from school site:

- Staff will follow pupils and encourage them to return to school
- Staff carry radios which enable to them to update staff at school
- If the pupil is deemed high risk to themselves or other people then the police will be called and physical intervention may be used (see above)
- If the pupil is not deemed a high risk then the pupil will be followed at a safe distance
- If staff lose sight of the pupil they will contact the school office giving details of their location and clothes the pupil is wearing
- The academy office will contact the pupil's parents/carers

Confiscation:

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

Knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Screening and searching:

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

Pupils are asked not to bring items from home, this includes toys, games and stationary equipment. This is to ensure personal possessions are not damaged and ensure the safety of pupils and staff at Longspee. On occasion staff may require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand). If a pupil refuses to be screened we may refuse to have the pupil on the premises.

Malicious allegations:

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will manage the inappropriate behaviour in accordance with this policy. Please refer to our safeguarding policy for more information on responding to allegations of abuse. The Principal will also consider the pastoral needs of staff accused of misconduct.

Induction and CPD training:

The school offers ongoing training to all staff on meeting complex needs (e.g. Autism, ADHD etc.) and learning needs (e.g. Dyslexia, Dyscalculia). Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development. Staff are trained in Team teach conflict management strategies, which support pupils through a range of techniques that identify choices and consequences.

Staff also receive training on Attachment and Emotion coaching, which is refreshed when new staff join the school team. All staff training is logged and held by our office manager.

Pupil support:

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Plans may include some of the following interventions (but not limited to):

- ELSA
- 1-1 Sensory work
- Peer mentoring
- Increased personal development content in personalised curriculum with 1-1 support

Pupil transition:

To ensure a smooth transition to the next year/class or school, pupils have transition sessions with their new teacher(s) prior to the end of the academic year. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupils' behaviour needs will be transferred to relevant staff prior to transition. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Monitoring arrangements:

This behaviour policy will be reviewed by the Principal and AAC every two years. At each review, the policy will be approved by the Principal and AAC.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude to learning

Serious misbehaviour is defined as:

- Repeated breaches of the code of conduct
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism and damage to policy
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are: Knives or weapons, Alcohol, Illegal drugs, Stolen items, Tobacco and cigarette papers, Fireworks, Pornographic images or any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

British Values Statement

The Department for Education introduced a statutory duty for schools to promote British Values more actively from September 2014, and to ensure they are taught in schools.

Longspee Academy is committed to serving its community. It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

It follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. Longspee Academy is dedicated to preparing students for their adult life beyond the formal, examined curriculum and ensuring that it promotes and reinforces British values to all its students.

The government set out its definition of British values in the 2011 Prevent Strategy.

The five key British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

The academy uses strategies within the national curriculum and beyond to secure such outcomes for students. The examples that follow show some of the many ways Longspee Academy seeks to instil British Values.

Democracy

(What forms of democracy does your school use? Does your school use any democratic processes for important decisions within the school community? Does your school use pupil questionnaires/conferences/councils?)

- Pupil surveys termly
- Weekly School Council
- Regular voting for school based activities linked to school council
- Voting for school council representatives

The rule of law

(Are your pupils taught the value and reasons behind law/school rules/codes of conduct, and responsibilities and consequences when these are broken? Do authorities visit your school to reinforce this message)

Pupils are awarded credits each time they follow the rules of law in school, therefore these can be awarded for good work, effort with learning or behaviour and showing care for others.

If pupils make 'not good choices' or inappropriate choices for their behaviour or attitude to work they will need to revisit through 'thinking time' during their break. This provides an opportunity for pupils to reflect on what went wrong and identify better choices for the future.

The Academy has strong links with the Safer Schools Community Team and utilises ongoing support to help pupils understand the Rules of Law regarding: anti-social behaviour, drugs and alcohol misuse, and expectations for following Rules of Law.

Individual liberty

(Are pupils encouraged to make individual choices, knowing they are in a safe and supportive environment? Does your school have a robust anti-bullying culture and policy in place?)

Pupils are encouraged at every level to make appropriate choices for themselves, they are rewarded for demonstrating self-regulation and improved social skills. The School Council promote and raise awareness of anti-bullying expectations through their work with class across the whole school. A representative from the Academy attends the Poole and Bournemouth Anti Bullying Forum, this includes a pupil and member of staff.

Pupils are actively involved with tracking the progress around their EHCP outcomes and are encouraged to reflect on how well they are achieving daily through the points system and linked to EHCPs

Mutual respect

(What is your school's approach to respect? Do pupils know their behaviour has an effect on their own rights and the rights of others? Do students know to treat each other with respect? How is mutual respect promoted through the curriculum?)

All classes have a class charter displayed and shared with the pupils. Mutual respect is actively promoted on a daily basis through pupils earning credits for displaying respect towards others. At the end of each week pupils spend credits they have earned in a weekly awards credit store. In addition to this, assemblies held 3 x per week model and exemplify expectations for showing mutual respect to each other.

Tolerance of those of different faiths and beliefs

(How is this achieved? How are pupils benefitted from this? Are pupils actively encouraged to share their faith and beliefs within the school? Does your Religious Education curriculum help this?)

Longspee Academy follows an RE scheme which offers a comprehensive and progressive programme to enable pupils to understand and learn about a range of beliefs and faith. This includes enquiry based modules on Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism. Christianity is taught in every year group with Christmas and Easter given fresh treatment each year.

Tolerance for one another is actively promoted on a daily basis through pupils earning credits for displaying tolerance towards others. At the end of each week pupils spend credits they have earned in a weekly credit store. In addition to this, assemblies held 3 x per week model and exemplify expectations for showing tolerance to each other.

Impact Profile

Date of birth:	Plan start date: 22.05.19	Class: Ash	Year group: 6	Current school term:

Summary of needs: ASD, ADHD, Speech and Language difficulties, cognition and learning, hearing

Skills, talents and achievements: Work of the week, Zones Star and Personal Development certificate.	Likes: Frogs, Fireman Sam, slime, football, big ball, Luna room, music- John Legend and the Greatest Showman
	Dislikes:

Triggers: Transition from playtime/PE to class, misunderstanding, overheated,

Stage	GREEN – Ready to learn	AMBER – off task/low level disruption	RED - crisis	RECOVERY – after incident evaluation/reflection
How I may feel when at stage	Happy, calm, excited	Frustrated, annoyed, tired, unwell, in pain	Angry, upset	Frustrated, annoyed, tired, unwell, in pain
What people may see — Including early warning signs	Very polite, keen to help others, laughing, smiling, making jokes, following adult instructions,	Oppositional, inappropriate language, raised voice, pacing around the classroom.	Screaming and shouting, tears, very hot, violence towards staff and pupils, damage to property, significant risk of absconding, adamant he should return to class	Oppositional, inappropriate language, raised voice, pacing around the classroom.
What may help me — Please include: • Phrases to use • Rewards • Motivators • Calming techniques • How best to respond to behaviour	Praise, encouragement and rewards (credits, time on the laptop). Work linked to areas of interest e.g. frogs. Opportunities to help adults e.g. helping Mr Wallis preparing lunch. Help me feel in control and give me choices. Cool down time- time away from class e.g. Luna room after playtimes and physical activity. Fiddle toys, cold drinks, reminders to go to the toilet, take off jumper to help regulate his temperature.	Distraction- could you help me with this...? You're a frog expert what is the different between frogs and toads? Give a choice- reflection room or Luna room? I wonder if you're feeling sad/hurt/ill Reduce demands and offer support with work e.g. complete literacy on the back room floor. Remind me of my previous achievements. Now and next e.g. write a sentence and then slime for 2 mins (repeat). Use challenge and competition.	Support to leave the classroom and access a quiet safe space (two members of staff are needed to achieve this) Staff may need to request URGENT ASSISTANCE on the radio. Reduced language, limit discussion, use of symbols. Big ball, climbing wall, weighted blanket. If pupil absconds request URGENT ASSISTANCE and state location pupil has absconded e.g. URGENT ASSISTANCE pupil has absconded from the allotment. Office staff will call the police and parent.	PUPIL needs a significant amount of 1:1 support, movement time and positive interaction after a crisis. He may not return to green that day and on occasion he may remain in the amber& red stage for a few days. Class teacher should constantly risk assess whether he is safe to be in the classroom or access playtime. When PUPIL is assessed as ready to reflect he may not remember accurately what has happened. Staff should focus on talking about tools to support him in the future using role play, social stories and comic strip conversations.

Safeguarding Risk Factors			
Prevent risk: Easily led and misuse of internet	Child Sexual Exploitation risk: Limited understanding of social cues or use of appropriate skills	E Safety risk: Unsupervised use of social media	Other potential risks: Unsupervised in the community
RISK FACTOR (1 = LOW – 6 = HIGH) 1 2 3 4 **5** 6	RISK FACTOR (1 = LOW – 6 = HIGH) 1 2 3 **4** 5 6	RISK FACTOR (1 = LOW – 6 = HIGH) 1 2 3 4 **5** 6	RISK FACTOR (1 = LOW – 6 = HIGH) 1 2 3 4 5 **6**
Curricula support to reduce risk: E Safety sessions, monitored use of computers	Curricula support to reduce risk: Simple language and good choices scripts e.g. "use your good spaces". Social stories/ comic strips	Curricula support to reduce risk: Social story for acceptable use. Close monitoring by staff.	Curricula support to reduce risk: Trip to Safewise. Sessions focused on recognising own safety. Social stories and comic strips.

Targets and Provision taken from (highlight applicable):

EHCP   Boxall Profile   Motional   Outside agency report: Educational Psychologist, SALT

Targets		
Target (small step)	What is happening to support pupil to achieve target/Provision	Not met/Partially/Achieved
Outcome 1: For PUPIL to read at a level where he is able to access curriculum texts and to record his ideas clearly to show his understanding and learning at the end of Key Stage 2.		- Achieved on 12 or more occasions (recorded on Target Tracker see Assessment file).
For PUPIL to be able to spell some phase 3 words independently. For PUPIL to be able to read some phase 3 words independently.	Core class based provision: • Differentiation to build confidence and break down tasks into manageable tasks. • Multisensory activities which use visual, verbal and kinaesthetic approaches. • Use of strategies to support auditory memory difficulties. This includes use of visual aids, consideration to length of instructions, use of talking tins or similar. • Use of visual support and concrete apparatus in order to support his learning (e.g. writing frames, key word lists). • Access to alternative methods of recording (e.g. dictation, paired scribe, diagrams or picture note taking, ICT) • PACE approach- draw on both his positive learning skills, and response to humour, when giving challenging tasks or activities. • Regular breaks with motivating activities to ensure his engagement. Intervention: • Nessy reading and spelling intervention (60 mins a week)	- Evidence in Literacy book, reading record and topic work. Example: PUPIL reads daily with the class teacher, he is able to recognise the majority of the phase 3 phonemes and apply these in his writing. This terms he has written to Fireman Sam and a non-fiction report about frogs including phase 3 words.
Outcome 2: To use a coping strategy to manage strong feelings by the end of Key Stage 2.		- Achieved on 12 or more occasions (recorded on Target Tracker see Assessment file). -Evidence in Learning Journey folder
For PUPIL to use an agreed system (visual or verbal) to express his emotions on a daily basis.	Core class based provision: • Visual (zones and thermometer) • Zones lessons • Wondering aloud approach • Planned and sensitive challenges from staff to help develop alternative adaptive responses to dealing with difficult feelings or when in undesired situations. • Role play and social stories to prepare and practice difficult feelings. Intervention: • Cool down time after playtimes, 1:1 support use thermometer to express how he is feeling • ELSA sessions	Example: PUPIL has made small steps of progress towards this outcome. He regularly uses his thermometer when prompted by an adult.
Outcome 3: To be able to join in with games and activities with a small group of peers at the end of Key Stage 2.		- Achieved on 12 or more occasions (recorded on Target Tracker see Assessment file). -Evidence in Learning Journey folder
To be able to tell a peer 'I need space' if feeling upset	Core class based provision: • Direct instructions on these skills and given opportunities to practice the new skill with adults through role play and games. • PUPIL will require opportunities to work within small groups of his peers with adult support to mediate positive social interaction and provide guided and independent practice of skills. • It will continue to be important to reflect back positive social interactions and the skills which enable PUPIL to successfully work in small groups, eg waiting, sharing, listening etc.	Example: PUPIL has made small steps of progress towards this outcome. He has told a peer he needs space on a

Appendix 4

In the event of an incident the following referral protocol will be followed:

- Class teams discuss and analyse incidents during the class debrief (when pupils have gone home)
- Staff discuss the nature of the incident with a member of the behaviour for learning team and/or a member of SLT
- Staff collect an Incident form from the tray in the staff room and complete it before the end of the school day (If there has been a physical intervention or significant incident staff will complete the form as soon as they are able)
- The incident form is returned to the pigeon hole in the staff room monitored by the behaviour for learning team
- The incident form is read and signed by a member of SLT
- A phone call home may be made by the class teacher dependent on the severity of the incident and pattern of behaviour
- If a physical intervention has occurred staff complete a PH1 form in addition to the incident form
- The PH1 is located in the tray in the staff room and is given to a member of the behaviour for learning team/SLT as soon as it is completed
- If a PH1 form has been completed then a phone call home is always made to inform the parents of the events occurring
- If there are safeguarding concerns then a My concern record is created in addition to the incident form/PH1
- If there has been an accident or injury then the accident book is completed by a member of staff