Behaviour Modification Policy

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Consultation groups	School to complete
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Adopted date	July 2023
Policy/document owner	Kevin Curtis & Victoria Edwards
Status	Statutory
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Next review date	September 2024

Introduction

This policy was developed in consultation with staff, advisory board, school council and parents/carers. The policy follows recommendations and principles set out by the Department of Education:

Statement of Intent

Our behaviour modification policy adheres to our 5 key principles:

- **Respect**
- **Honesty**
- **Trust**
- **Integrity**
- **Kindness**

These principles are key to the forming of positive relationships with each other, staff, parents/carers and for life beyond school. They all have to be adhered to, to form long lasting positive relationships. These principles are aligned with our schools vision – to learn better, behave better and live better lives.

The implementation of the behaviour modification policy also plays a key role in our over-arching behaviour strategy. To support our students to become informed decision makers based on self-reflection. All of our system/structures to manage behaviour are well-researched and clearly considered to ensure they teach our students the knowledge and skills to become self-regulators.
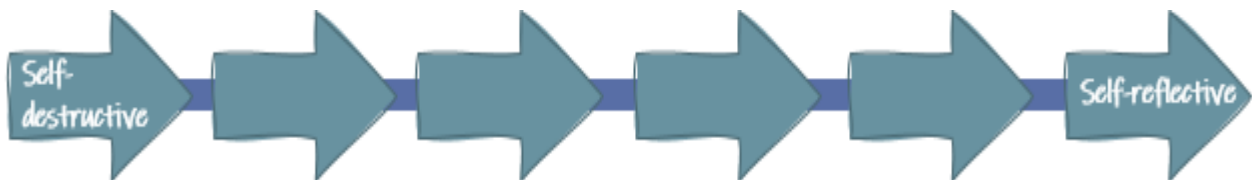
Aims and Expectations

Policy Aims

1. To provide a framework which supports learning so students and staff can work together in a community that inspires respect, responsibility and resilience.
2. To provide opportunity for positive recognition through positive behaviour for learning systems and outstanding work thus improving student self-esteem and enhancing student, staff and parent/carer relationships.
3. To help students gain an understanding of the expectations of the wider community with respect to behaviour, the way we treat other people and the essential skills needed for everyday life.

4. To provide opportunity for students to become informed decision makers building on experience and reflection.

5. To ensure a consistency of challenge and high expectations throughout the school. This aim is achieved by ensuring the policy is fair, realistic and with very clear boundaries, all of which is clearly understood by all stakeholders.

6. To ensure our policy is aligned with our over-arching behaviour strategy.

School Aims

1. To provide a positive, safe, caring learning environment which inspires respect, responsibility and resilience for all stakeholders.

2. To ensure that each student's needs are recognised and each has an equal opportunity, irrespective of colour, ethnic origin, religion, gender, sexual orientation or disability, to realise his highest potential.

3. To promote self-esteem and positive well-being in pupils, staff and the school as a whole.

4. To encourage the exploration of values and moral issues in and out of school and to develop these values through practical use in everyday life.

5. To help pupils to overcome their SEMH difficulties to enable them use strategies and mechanisms of behaviour management to co-operate and relate positively with others.

Roles, Rights and Responsibilities

Refer to Equal Opportunities section, below: this statement is integral to all the responsibilities set out here.

Pupils

Our expectation of students is that they adhere to our 5 key behaviour principles. These principles will guide students thinking and behaviour which will create a school community that inspires respect, responsibility and resilience.

- o **Respect**
- o **Honesty**
- o **Trust**
- o **Integrity**
- o **Kindness**

Embedding these key principles into our pupil's day-to-day routines will shape student thinking when they are interacting with others in their wider communities, on school visits or on their post 16 journeys.

Staff

All staff in our school have high expectations of the children in terms of them being part of the school community. A key priority is for the whole staff team to promote the key principles through the use of positive language allowing students to be rewarded and praised for the positive choices they make in order to reinforce good behaviour and positive relationships.

With these principles in mind, specific responsibilities of all staff are to:

- Praise children on individual/group basis (public praise is very powerful), making it explicit why: what behaviour principle they have adhered to or the positive choice they have made.
- Follow our rewards and reflective behaviour systems, making it explicit why: always state which behaviour principle they have not adhered to, and always record the incident.
- Ensure there is a consistency of challenge when students are not adhering to the key principles as they are the foundation for relationships leading to positive behaviour in our school community.
- Adhere to the five key principles when working with individuals in all areas of the school.
- Be a positive role model, demonstrating positive relationships with everyone at school.
- Having followed procedures and behaviour systems, record and report the support offered and seek further help and advice if required.
- Liaise with external agencies as necessary, to support and guide the progress of each child e.g. discuss the needs of a child with the education social worker or LA behaviour support service
- Report to parents about the child's social and emotional aspects of school life, including behaviour and relationships.

Head teacher

In addition to the above, it is the responsibility of the head teacher to:
- Support the staff by implementing the policy, including the above objectives, and by setting the standards of behaviour.
- Implement this policy consistently throughout the school, and to report to the advisory board, when requested, on its effectiveness.
- Ensure staff prioritise the health, safety and welfare of all children in school.
- Ensure all records of reported incidents of behaviour and physical interventions are accurately maintained
- Issue fixed term exclusions for serious and/or repeated incidents which are impacted upon the school community.
- Issue permanent exclusions for extreme and/or repeated serious acts after notifying the relevant parties

Parents / Carers

The school works collaboratively with parents and carers so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents and carers immediately if we have concerns about their child's welfare or behaviour and to share positive developments.

We expect parents and carers to:

- Our parents and carers will support the school and its key principles through their encouragement and partnership in all aspects of school life.
- Do you best to see that your child's behaviour is reflective of the schools key principles and supports the school with regards to the reflective behaviour systems;
- Make sure your child comes to school regularly and on time, whether they are transported in, or travels independently;
- Give the school the names, addresses and telephone numbers of at least **two** people, who can take charge of your child in an emergency, if you cannot;
- Come to school and meet staff when requested to discuss your child's behaviour and progress or following a significant incident which has impacted upon the school community;
- Attend your child's Annual Review meeting
- Ensure your child wears the correct school uniform and to inform the school if any uniform issues arise;
- Support the School's rewards and reflective behaviour systems.
- Take responsibility for ensuring your child pays for or completes a reparation plan for any damage that they might do at school;
- Contact the school if you have any concerns about your child and discuss any complaints you have with a member of staff with a member of the Senior Leadership Team
- Make every effort to make this policy a success

'How school's and families can work better together' is a useful document. Available on the following website (reference to this will be made to parents / carers when appropriate): www.educationsupportpartnership.org.uk

Advisory Board

The Advisory Board is responsible for adopting the behaviour (modification) policy and monitoring its effectiveness. They will also ensure equality of application to individuals and groups through the monitoring of behaviour incidents and exclusions.

De-escalation and Non-Confrontational Approach:

The best chance of successfully implementing strategies to modify behaviour is to build excellent working relationships between staff and pupils. The philosophy of using non-confrontational approaches when communicating with others is central to the school's mission, key principles to ensure our students can become self-regulators. A summary of the non-confrontational de-escalation techniques can be found below. All staff at Keyham Lodge, through regular Team-Teach and Advanced Team-Teach training are trained in the rationale for and implementation of these strategies

The aim of the Team-Teach approach is to emphasise the use of verbal and non-verbal de-escalation techniques to defuse potential instances of conflict or aggression aggressive behaviour and reduce the instance of students reaching crisis point where they are no longer in total control of their behaviour and/or emotions **If there is an incident heading towards a physical intervention, staff should look to use 99% de-escalation**. For further information The Team-Teach website provides a full explanation of this approach - http://www.teamteach.

co.uk/introduction_Aims.html

Addressing situations in their infancy can be invaluable in managing potentially extreme behaviours. In line with the DoH.DfES RPI Guidance, secondary preventative strategies are applied when 'primary prevention has not been effective'. These de-escalations techniques; (Further information on the most effective de-escalation techniques for individual students can be found on individual students passports, see appendix 12).

- **Communication/verbal advice and support.** Early intervention needs to be clear, positive and non-confrontational. If students are spoken to in a way in which they perceive something to be threatening this will evoke a negative response which is likely to be fight, flight or freeze. Awareness of tone of voice, body posture and eye contact is important as communication needs to be non-threatening, calm and assured. Staff should seek to support a student when they are showing signs of agitation/distress/anger and support/advise them according to the situation
- **Belonging** - for student whose behaviour is rooted in their insecurity, it is important that they feel accepted and respected as individuals. **Reject the behaviour not the person** by separating the behaviour from the individual showing that you care despite the difficulties.
- **Distraction/redirection** – divert the student's attention from a potentially inflammatory situation to something in which they may have an interest in.
- **Reassurance** – support, comfort and encourage a student in a situation in which they might be feeling helpless, vulnerable, possibly defenceless and exposed to a risky environment
- **Planned ignoring** – at times, highly provocative and attention seeking behaviour can be ignored to good effect. The skill is knowing when to ignore and when to intervene. Good practice is based upon Risk Assessment and individual needs.
- **Time out** – rooms have been made available to allow student 'space' 1:1; to move to a different environment with time to calm down and consider their actions. The student is more likely to calm down without the attention of an audience. Outside space can also be utilised e.g. school field/astroturf.

- **Withdrawal** – which involves removing the student from the situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. This could be in B/S, an available Quiet Room or an outside space.
- **Humour** – possibly the most effective and most commonly used strategy. Although self-explanatory, staff should make sure the humour is used in the right context for the particular student.
- **Calm talking stance** – staff should endeavour to maintain a calm, confident and objective approach in conflict situations.
- **Negotiation/being objective** – the ability to listen and talk to students and come to an agreement by setting limits and offering options/choices to the student.
- **Transfer adult** – if there is an incident where the adult present is seen to be aggravating the situation, it should be assessed as to whether moving the adult out of the situation may diffuse the issue. This should be done leaving enough staff to control the situation. Please refer to student passports for key members of staff.
- **Success reminder** – remind the student of a previous occasion when they successfully managed a volatile situation of a similar nature. If they are feeling particularly low, look to remind them of something they did in the past that made them happy/proud/feel good.
- **Support through daily routine** – a bored student is more likely to present with negative behaviours and therefore a strong daily routine of active engagement in the classroom and in social times, reduces their need to act out inappropriate behaviours
- **Physical intervention** – Pupils will, occasionally make choices that compromise the safety of themselves and others or cause significant damage to the school building or public/private property. At such time it may be necessary to use Team-Teach positive handling techniques. These are the only techniques that will be used and should be used as a last resort when all of the above strategies have been exhausted, or a situation has developed rapidly which demands immediate physical intervention. Staff members will judge when this is a necessary intervention and will be responded to using a method that is that is appropriate, reasonable and proportionate whilst limiting the risks to those concerned. Each episode will have one of the following features:

  - The pupil concerned will be at risk of harm or of harming others.
  - The pupil is causing extreme disruption or making it impossible for the school to operate effectively.
  - Staff deem that the pupil's behaviour is likely to escalate to a point where they and others may be at risk of harm.
  - The pupil is likely to commit a criminal offence.

If a student has been involved in a physical intervention then parents/carers will be notified on the same day in which the incident took place.

The aim of all staff at Keyham Lodge School is to provide an environment that is safe and secure and through a 'whole school approach' to behaviour, be able to minimise the need for Positive Handling. Physical Intervention data is recorded and stored on CPOMS. The school's behaviour lead regularly reviews physical intervention data throughout the academic year to actively develop strategies/interventions to reduce all physical interventions. Ground physical intervention data is reported to the Trust's safeguarding lead and SEND lead. This report includes the measures the school has put in place to reduce not just ground physical interventions but all physical interventions.

Following a physical intervention the student involved will have a de-brief with staff to ensure they are safe enough to return to their current offer of education. Any relevant changes will also be made to the student's passport (see page 26 for student passport pro-forma) If a student is involved within repeated episodes on one day which require physical intervention then parents/carers will be notified and it will be advised that it may be necessary for the student to go home due to the risks involved. Any student that have been involved in repeated incidents of physical restraint may be risk assessed by the SLT. This will inform the next steps and how their education will be delivered following the incidents.

Appropriate Touch

Touch is essential in order for us to provide quality care and trust for our pupils. Touch must always be used in an age appropriate manner and staff should always risk assess the situation when using physical touch. Used in context and with empathy and compassion, touch supports the development of interactions and communication. Other necessary functions of touch are for;

● Reinforcing, supporting, guiding

● Interaction

● Physical prompts

● Intensive interaction

● Play

● Therapy (massage, sensory integration, rebound therapy)

● Emotional support

● Personal care (medical care)

● Intimate care (changing, toileting)

● Protection

● Safety

● Curriculum support (PE, Dance, Drama)

Touch should always be consensual. Staff should be sensitive to any verbal or non-verbal form of communication that might indicate the child does not want to be touched. Staff should also be sensitive to responses that may require less touch or withdraw touch, such as overexcitement by the child.

Where possible, staff should minimise touch to allow pupils to complete tasks independently with over reliance, this may mean allowing sufficient time for a student to complete a task or follow an instruction on their own.

It is never appropriate for staff to touch any student on their intimate areas unless as part of the intimate care or medical care.

Uniform

Keyham Lodge has a recognised dress code as it promotes the ethos of a school, provides a sense of belonging and identity and sets an appropriate tone for education.

The uniform consists of;

- **Trousers, chinos, shorts, leggings & skirts** plain black or dark grey. No jeans, jeggings or tracksuit/jogging bottoms etc. Skirts and shorts should be at least mid-thigh length ensuring they do not ride up above mid-thigh. In warm weather, students may wear plain black shorts.

- **Shirts, Polo Shirts & Blouses** – plain white, with a collar. Year 10 & 11 students may wear shirts of any colour with a collar, these shirts cannot be patterned. These items of clothing should not include a logo which is bigger than the size of the palm of a hand.

- **Jumper or sweatshirts** – black or grey in colour. Logos can be worn as long as they do not exceed the size of the palm of a hand. Black or grey button up and zipped cardigans can be worn with no hoods.

- **Piercings –** Any of the following piercing are not permitted on the school site due to health and safety reasons; hooped earning, nose rings or eyebrow piercings.

- **Long acrylics, gel or nail extensions –** Nail length should be no longer than 2cm from the cuticle due to health and safety risks.

- **Footwear –** No open toe footwear or high heels can be worn. This includes sliders or flip-flops.

Reasonable adjustments can be made for a child if this is stated on their EHCP or they are experiencing a medical issue.

If a pupil arrives at school inappropriately dressed then support measures will be put in place to ensure the uniform guidelines above are followed this includes the school offering the student uniform which adheres to the school policy. If a student refuses the support then they will be reminded of what is expected of them and the importance of following the guidelines. If the student continues to refuse to put on the correct uniform or if there is not a valid excuse for them being in the correct uniform then they will be sent home.

If a student is in the correct school uniform but refuses to take off a non-school uniform jacket and hoodie then this should be reflected within the learning gears and the student should receive an neutral (N). This should also be recorded as a uniform issue on SIMS.

Year 10 & 11's only

Non School Uniform Dress Code

There will be occasions throughout the academic year when students can wear non-school uniform due to trips, incentives or charity days. When wearing non-school uniform, students should dress in attire which is appropriate for school.

Students are not permitted to wear any of the following;

- Flip flops or sliders due to health and safety issues

- Clothing with inappropriate or offensive logos/writing

- Crop tops or tops that leave midriffs/stomach uncovered

- Very short shorts or skirts. Appropriate length is mid-thigh length

- Low cut tops which show the cleavage area.

Searching, Screening & Confiscation

Searching

1. Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

2. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a

prohibited item listed below (in 3) or any other item that the school rules identify as an item which may be search for.

3. The list of prohibited item is:

- Knives or weapons

- Alcohol

- Illegal Drugs

- Stolen Items

- 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 to property of, any person (including the pupil).

- An article specified in regulations

  - Tobacco and cigarette papers

  - Fireworks; and

  - Pornographic images

4. Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Screening – Screening can help provide reassurance to pupils, staff and parents that he school is taking measures to create a calm, safe and supportive environment. Schools' statutory power to make rules on pupil behaviour and their duties as employers in relation to the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening. Screening is the use of a walk-through or hand-held metal detector (arch or wand) to scan all pupils for weapons before they enter the school premises. If a pupil refuses to be screened, the member of staff should consider why the pupil is not co-operating, and make an assessment of whether it is necessary to carry out a search.

Confiscation – An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- Poses a risk to staff or pupils;

- Is prohibited, or identified in the school rules for which a search can be made (see list of items above)

- Is evidence in relation to an offence

Further guidance can be found on the link below – Searching, screening and confiscation: advice for schools (July 2022)

https://www.gov.uk/government/publications/searching-screening-and-confiscation

Mobile Phones (other electronic devices)

Mobile phones and other electronic devices are part of modern society and the majority of students will now own a mobile phone. We understand that for safety reasons students will carry a mobile phone in order to contact parents/carers after school/before school. However, mobile phones can lead to several problems in school, for example bullying, disruption to lessons and inappropriate social media/web usage.

Mobile phones must be stored away in coats, pockets or bags during lesson times. If a mobile phone is becoming an issue during a lesson and is impacting upon the learning of a student then this should be recorded on SIMS by the lesson lead. If there is pattern of a student using their phone during lessons and after discussing with BMT /tutor teams there is no change in behaviour, then the student will have to hand their phone in on arrival to school. The length of the confiscation period will be decided by tutor teams/behaviour team. Staff will ensure they communicate with parents/carers at the end of the school day that their child's phone has become an issue and will be required to be handed in on arrival to school including details of the length of the confiscation period.

If a pupil is found taking photographs or video footage with a mobile phone of either pupils or teachers, this will be regarded as a serious offence and a member of the behaviour team and Senior Leadership Team should be informed immediately and the incident recorded on SIMS. Parents/carers will be informed of the incident and will be asked to support in ensuring the photo/video is deleted from the students' phone. Depending on the severity of the incident and the circumstances around it this could lead to the pupil having their phone confiscated on arrival to school. Parents/carers will be informed of this and the length of the confiscation period.

If a mobile phone (other electronic device) is potentially putting a student or staff member at risk due to ongoing safeguarding concerns then these items will be confiscated on arrival to school. Parents/carers will be informed of this and the length of the confiscation period.

Smoking

In line with Trust policy, Keyham Lodge is a no smoking establishment. As UK law states smoking isn't allowed in any enclosed workplace, public building or on public transport in the UK. Any student caught smoking will receive a sanction as soon as practicable and will have smoking items confiscated and/or destroyed. If a student is caught smoking or with smoking materials on them during the school day then parents/carers will be informed and they will be screened on the way into school. Following the

Searching, Screening & Confiscation guidance above parents/carers will be informed of the length of the screening process.

This smoking policy includes the use of E-cigarettes/vapes.

Damage to School or Personal Property

If a student damages school or personal property, then the school will support the student in taking responsibility for their actions and help put things right. Parents will be notified by phone and a letter detailing the damage caused, the circumstances surrounding it and the cost of repair. The school will then set up a reimbursement plan in order to support the student and parents/carers in repaying the damage. The reimbursement plan may include students completing after school reparation work, work with premises team or parents/carers being asked to pay for the damage. If a student causes damage around the school then the cost of the damage will be taken from their tutor trip fund (see appendix 3).

Monitoring

This policy is reviewed annually by the SLT and Head Teacher with feedback and input from the whole staff team.

Data on behaviour is input in varying different ways and is stored centrally in SIMS, further to this physical intervention data is recorded and stored on CPOMS. Curriculum data is recorded to form a whole school behaviour portfolio for each young person. This data is stored centrally in SIMS. The data collected can be used to identify trends in behaviour through student, staff, classroom and subject data as well as predicting hotspots/possible triggers to a student's negative behaviour. Through this system we can accurately track the need individual support programmes/bespoke interventions and in some case a change of provision which would be better suited to meet the individual's needs of the student. The value of this data is that we can see how different behaviour strategies and tailored interventions can be applied and to accurately measure their ongoing progress. Exclusion data is analysed by the Advisory Board and termly by the Senior Leadership Team.

Responsibilities:

All staff are responsible for the implementation of the Behaviour Policy and its review and further development.

Training of Staff:

All new staff receive induction with respect to the Behaviour Policy from SLT, when they start working at Keyham Lodge. This includes volunteers or supply staff. All issues are continually reinforced and re-delivered on a whole school basis annually through Team-Teach training.

Relationships with other policies:

This policy has links with all policies within Keyham Lodge, but particularly:

Equality and Diversity Policy

Keyham Classrooms

Online Safety Policy

Safeguarding and Children Protection Policy

SEN Policy

It is also in line with DfEs use of reasonable force in schools guidance.

Key Principles

Respect

Honesty

Trust

Integrity

Kindness

Gears

- A behaviour for learning system that encourages students to drive their own learning. The Gear criteria has been developed to align with our key principles and to develop learners to show respect, responsibility and resilience.

- The students receive a gear at the end of each lesson which is reflective of their behaviour for learning during the lesson. Allocated time is given to the end of each lesson to allow students to individually reflect on their behaviour for learning within the lesson with feedback given by student, teacher and support staff. Students should also be made aware of their next steps for the subsequent lesson and how they can further drive their behaviour for learning.

- The average gear for the week is calculated and students/staff are made aware of this during Monday morning tutor time and informed if they accessed the V.I.P club.

- Students can work at any gear from week to week it is entirely dependent on the learning from the previous week.

Gear 4
I take responsibility for my own learning and act as a positive role model in the class.
I work to the best of my ability, relate to previous learning and push to achieve, to the best of my ability.
I keep trying, even when things are hard.

Gear 3
I contribute ideas, I am honest and respectful of others.
I apply feedback and use it to improve my learning.
I produce work that reflects my hard work.

Gear 2
I show respect, take responsibility for my actions and am honest throughout.
I listen to and follow instructions.
I ask sensible questions related to my work and get involved in the learning.

Gear 1
I am honest, I show respect towards other students and staff.
I am on time and wearing the correct uniform.
I try to complete the work set, so that I am learning in lesson.

Keyham Lodge School

Keyham Lodge School is a community that inspires

Respect·Responsibility·Resilience

Neutral (N)

Students not working within any gears of the learning licence or adhering to the school's minimum classroom expectations will be in neutral (N). If a student receives a neutral it is expected that this will be followed up by the lesson lead using their professional judgement to ensure the behaviour is positively reflected upon (see reflective behaviour systems below).

License to Learn Rewards

V.I.P Club

Level 1 (one week of Gear 3 or above)
- Snack and a bottle of water from the BMT office each day
- 1 day of non-school uniform

Level 2 (two weeks of Gear 3 or above)
- Hot chocolate/tea at break time everyday
- 2 days of non-school uniform

Level 3 (three weeks of Gear 3 or above)
- Any rewards x2 from above and their name entered into the prize draw for an incentive trip

If a student stays on V.I.P club for a whole half term they will receive a special V.I.P incentive trip during the last week of term.

Top Performers Trips

These will run regularly throughout the year and will be led by different curriculum areas/teams from around the school. These trips will reward the students with the highest average gear over a chosen period of time.

Tutor Trip Fund

Each tutor group will have a personalised picture frame/pot which will be stored within their tutor base. Students will earn funds each week for their tutor group for the following;

- Funds will be added if the tutor group averages a gear 3 over the course of a school week.
- Funds will be added to the tutor pot if the tutor group achieves their weekly attendance target (set by tutors/behaviour lead).

If a student causes damage this will be deducted from the tutor trip fund and the student will not be able to access the fund until all damages are paid off through money or reparation work.

There will be a tutor spend days throughout the academic year where tutor groups will be able to spend the funds in their pots.

Houses of Keyham Lodge

Each student/staff member will be allocated a house team which they will remain in throughout their time at Keyham Lodge. Students can earn principle points by competing in house competitions and showing

outstanding behaviour/promoting key principles during the school day. The houses of Keyham Lodge are;

- **Foxes**
- **Lions**
- **Ravens**
- **Riders**
- **Sharks**
- **Tigers**

House Competitions

House competitions to run regularly throughout the year. The activities will be organised by Curriculum teams, pastoral teams, SLT, BMT, Kitchen Staff, therapy & IRT. The winner of each house competition will be rewarded with a medal during Achievement Assembly. There will be a celebration meal for the house team who have achieved the most points for each term.

Principle Points/House Raffle

Students can individually earn principle points by competing in house competitions and showing outstanding behaviour/promoting key principles during the school day. During the achievement assembly the student with the most principle points for the chosen principle with receive a certificate and a special prize. The students who have been awarded the most principle points for each principle at the end of the academic year will receive a special gift during the Student's the Day of Celebration.

House Attendance

House teams will earn points each week depending on their average attendance. The house with the highest attendance for each half term will be invited to a special celebration meal.

Overall Winner

The overall house winner will be rewarded with the house trophy and individual medal. The winning house team will also have a golden star added to their house team badge which is displayed in the heart space.

Achievement Assembly

An achievement assembly is held every other Monday in order for the whole school to award and celebrate special achievements. This day also gives students the opportunity to share outstanding work. As part of the achievement day, curriculum awards will be given out. The following achievements will also be recognised during the day;

Commendation

Students throughout the week will be recommended for a commendation by staff if they have completed an exceptional piece of work during a lesson. All of the students who have been recommended for commendation will receive a commendation certificate, highlighting the exceptional piece of work.

Student of the Fortnight

A student who has shown considerable improvement or maintained a high standard in aspects of their behaviour, learning and promoting the school's key principles. To be Student of the Fortnight, a student must be nominated by a member of staff via email in preparation for the achievement day. The student with the most nominations will be awarded with a Student of the Fortnight certificate and a special reward during the achievement day.

Student's Day of Celebration

At the end of each academic year the school holds a student's day of celebration. Progress awards are presented for each academic lesson in which students have shown considerable improvement in aspects of their work and behaviour, or maintained their excellent progress in that subject. Other awards which are presented are KS3 & KS4 Behaviour Improvement, Licence to Learn 'Gears', Governors Shield, Vocational Placement, Attendance (100%), Most Improved Attitude, Most Committed Student, Student's Student of the Year and Student of the Year. The house competition trophy is also handed out to the house team who have awarded the most points during the academic year.

Reflective Behaviour Systems

Pupils are more likely to make positive choices if staff are proactive in creating the optimum conditions for this to happen. When negative interactions do occur staff will always endeavour not to use language that can be associated with punitive approaches or threaten students with reflection behaviour systems as a sanction. Research has shown that if a young person feel's threatened or perceives something to be threatening they are highly likely to go into a state of fight, flight or freeze. All of our interactions with pupils aim to be positive, avoid confrontation and promote de-escalation to support the fostering of positive relationships.

This policy is designed to promote the modification of behaviour by providing opportunity for students to become informed decision makers building on experience and reflection. Pupils will inevitably make negative choices on occasions and will be required to reflect on their behaviour. Each incident will be analysed on a case by case basis so that the appropriate time, venue and staff can be arranged. Some situations may require a cooling off period or a change in staff to complete the reflection due to the relationship breaking down.
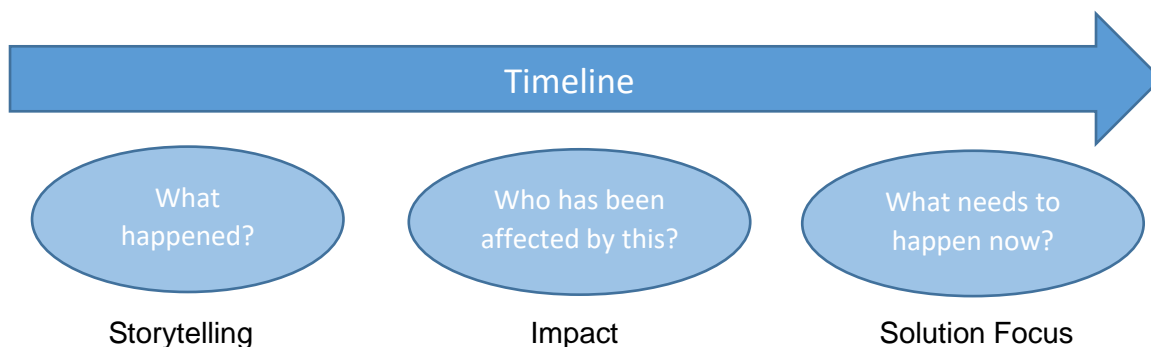
Reflection

Reflection should be used as a post event learning process that can be given for any behaviour that

staff deem inappropriate, disruptive or not aligned to the key principles. If a member of staff deems reflection is necessary it is the staff member's responsibility to ensure they clearly explain to the student why a reflection is required.

Reflections can be completed using the reflection sheet (see page 27) or a verbal conversation may be more appropriate (example reflective model – The Three Bubbles below). Any incidents involving reflection are to be recorded on SIMS. It is recommended that student's complete the reflection with the member of staff who awarded it at a time when the student is in the right frame of mind to discuss the incident. However, in some cases the relationship between the student and staff may have broken down in which case the student would complete the reflection with another member of staff. Feedback from the face to face reflections should be provided to the member of staff who set the reflection. Staff at Keyham Lodge understand that behaviour is a communication of an unmet need, so we encourage staff to reflect on their own practice when incidents have occurred to ensure they can be part of the solution.

The Three Bubbles

Timeline

What happened?

Who has been affected by this?

What needs to happen now?

Storytelling   Impact   Solution Focus

What Happened? (Bubble 1)	Who has been affected by this? (Bubble 2)	What needs to happen now? (Bubble 3)
What was happening before?	How have you been affected?	What else needs to happen?
How were you feeling?	Who else has been affected?	What would that look like?
What were your thoughts at the time?	How have others been affected?	What will help you to move on from this?
What do you think about it now?	How do you feel now?	What would that look like?
At that point, what were you thinking/feeling?	Was anyone else involved?	If you can't do that, what can you do?
Can you tell us more about the incident?	What has been the hardest thing for you?	What do you think about what has been suggested?

Missed Learning

Keyham Lodge recognises the importance of providing an outstanding educational offer thus supporting academic progress and student's social and emotional development. Work missed should be recorded as missed learning on SIMS. The lesson lead must ensure the missed learning is followed up with post event learning in the form of one of the following;

- Reflective conversation exploring the reason for the missed learning to allow for the removal of any barriers to learning to support engagement.
- Work to be caught up at break, lunch or during the three tutor times throughout the day.
- Students given the opportunity to complete work at home.

If there is a pattern of a student repeatedly missing learning/disengaged from a lesson then department leads will ensure this is followed up with intervention, strategies that support engagement or a parent/carer meeting. If a student is frequently missing learning from all lessons then a bespoke 1:1 intervention will be used to remove any barriers to learning and to support the student in catching up with the missed learning.

Graduated Behaviour Response Procedures

These response procedures have been developed based on our behaviour data and the current issues which are impacting upon the school community ensuring there is a layered response with clear actions for each stage to support in removing barriers to learning. As a school we continue to review our systems to make sure that we are supporting our pupils to make the right choices ensuring our graduated response is allowing our students to be self-reflective. These procedures are regularly reviewed and clearly communicated to parents/carers via letters home. In addition to this these procedures are made explicit to all students through extended tutorial sessions.

Keyworker Strategy

The keyworker strategy at Keyham Lodge is another vehicle which supports us in achieving our arching behaviour strategy. A keyworker will have a strong relationship with the student, they will enable students to reflect regularly, understand their emotions and the impact of their actions/developing decision making. They will communicate effectively with home and remove barriers to learning.

Staff will have timetabled 1:1 weekly sessions which pull together the students data, outlining successes and reflecting on difficult moments. These sessions will also refer to student passports and EHCPs in setting appropriate goals/targets to reduce negative incidents and interactions. Keyworker intervention forms will be completed on SharePoint and can be viewed by all staff (see pages 28-30 for example). Students will be identified as in need of a key worker through behaviour meetings or the Pupil Allocation Panel (PAP) meeting. The impact of keyworker sessions will be tracked through data, gears and attendance (looking for patterns), and communicating with key stakeholders.

Absconding

If a student absconds:

- Staff should always bear in mind that pupils who have chosen to abscond may be upset or agitated and therefore it is important that the response of staff is to remain calm, maintain visual contact as far as possible and work to re-engage the pupil and return them safely to the school. If the pupil has not returned within 15 minutes, then the member of staff should contact the parents/carers and inform them. At no point should staff run after pupils, nor should they ask other pupils to assist in pursuing the absconding pupil. Active pursuit may encourage the pupil to leave the immediate vicinity and may also cause the pupil to panic, possibly putting themselves at risk, for example by running into a busy road.

- Monitor the pupil from a safe distance if possible, if the student goes out of sight or if the staff member loses sight then they should return to the school and inform the DSL/deputy/BMT immediately about the situation.

- The DSL/Deputy/BMT will then, if appropriate, allocate further staff members to go and collect the student and return them to the school.

- A phone call home will be made to inform the student's parent/carer or any relevant external agencies and staff will keep them updated of any developments.

- The Police may be informed after obtaining consent from the parent/carer or if there is immediate concerns over the safety of the individual. If parent/carers cannot be contacted, the DSL/deputy will take an appropriate decision depending on the response/reaction of the student as well as the location/direction of the student's movement.

- Police should be provided with as precise a description of the student as possible, the last known whereabouts of the student and any other details they may require. Staff should ensure they obtain the relevant crime number to pass onto parent/carers and to update the police of any developments.

- If a student returns to school after absconding then staff will contact parents/carers it may be recommended that the student goes home due to the risks involved.

Lunchtime Offsite Procedure

No students will be allowed offsite at lunchtime

Bullying

As a school we take bullying and its impact seriously. Pupils and parents/carers should be assured that known incidents of bullying will be investigated and bullying will not be tolerated. All incidents of bullying will be recorded onto CPOMS. The student displaying unacceptable behaviour will have a consequence put in place and parents/carers will be informed of the incident. Consequences which may take place are a verbal/written apology (as appropriate to the child's age and level of understanding), restorative conversation with the victim, 1:1 bullying intervention and/or meeting arranged with parent/carer. If the student displays an ongoing lack of response to the consequence or there is no change in behaviour then the school will consider an alternative timetable or fixed-term exclusion. For further information please follow the school's anti bullying policy.

Racism

Keyham Lodge School strives to ensure that the culture and ethos of the school are committed to ensuring that racial equality remains part of our ongoing priority and that racism will not be tolerated. The school will ensure that, whatever the heritage and origins of members of the school community that everyone is equally valued and treats one another with respect. Students will be provided with the opportunity to experience, understand and celebrate diversity. All incidents of Racism will be recorded onto CPOMS. The student displaying the unacceptable behaviour will have a consequence put in place and parents/carers will be informed of the incident. Consequences which may take place range from the following depending on the severity of the incident. Verbal/written apology (as

appropriate to the child's age and level of understanding), restorative conversation with the victim, 1:1 targeted intervention where the student will complete work focussed on the school's key principles, meeting arranged with parent/carer, timetable change, fixed-term exclusion or incident reported to the Police.

Student Passports

A self-informed plan that supports pupils to identify their own self-destructive behaviours and strategies to over-come them. This vehicle empowers students to have a voice in how they can be supported to cope with their emotions, feelings and thoughts and help them achieve the best outcomes from each situation. Student passports are completed with students at the start of the academic year and are regularly updated at least once a term with tutor teams/key members of staff. Following a physical intervention or incident where a student has reached crisis point adaptations can be made with regards to strategies which either positively or negatively supported the student.

Keyham Lodge School

Working together to inspire and achieve

Student Passport

Name of Student	Date:	Completed by	
I would like you to know:	Key staff for me are:	Triggers/Responses	
-I'm interested in	-list at least three	- List as many of the triggers that may lead you to become frustrated and annoyed. - How could you help yourself or how could staff help you when you are feeling frustrated and annoyed at school. e.g where could you go You: Staff:	

If you get to crisis point	After you have been in crisis point
-What can you do to minimise the negative experience? Think about where you could go and who you may need to see? What would annoy you when you are in crisis?	- What is the best way for you to reflect on the negative experience?

My half term goals	My year goals
-List short, sharp targets that you can achieve in a small amount of time.	-List up to three goals that you want to have achieved by the end of the year

Name:_____   Date:_____
Staff Member:_____   Subject:_____

Reflection Sheet

Keyham Lodge School is a community that inspires respect, responsibility and resilience.

Which behaviour principle(s) did I not follow?

Respect ☐

Honesty ☐

Trust ☐

Integrity ☐

Kindness ☐

How did my actions not follow the behaviour principles?

_____

_____

_____

_____

What could I have done differently?_____

_____

_____

_____

My Signature:_____   Staff Signature: _____
RAG:_____

Key Worker Intervention

Student Information

Student Name: **Year and Tutor:**

Identified Keyworker: **Date:**

What are the current issues which require key worker intervention: *Please include hotspot areas e.g particular subjects, times of day or days of the week.*

What is the desired outcome of the intervention: *Please include information related to EHCP outcomes.*

Session and Date	Reflection of the Week (+ & -)	Desired Outcome of the Session	Weekly Target

Additional Interventions *(e.g timetable change, after-school club, 1:1 bespoke activity, incentives)*

Impact

Key Worker observations

Behaviour/attendance data *(physical interventions, out of class, CPOMS, gears, significant incidents and attendance data)*

Tutor/teaching staff observations