



Behaviour and Relationships Policy 2023-24

Policy Review Schedule			
Date Policy agreed by SLT	11/10/23	Date Policy Agreed by Governing Body	11/10/23
Policy Review Schedule	Annual	Date for Review	October 24
Signed by the Chair of Governors			
Signed by Headteacher	Jon Kelly		

Newhaven School Behaviour and Relationships Policy

September 2023

This policy was reviewed in 2022 with input from staff, Newhaven multi-disciplinary team and student focus groups. It is also written paying due regard to 'Behaviour in schools- guidance for Headteachers and school staff (DfE- July 2022) and example behaviour policies from the Birmingham PRU and Limes School in Sutton. It was further reviewed in the Summer of 2023 following consideration of its application and efficacy across academic year 2022-23.

Principles

This policy is informed by the underlying tenet of the school ethos whereby all behaviour is viewed as purposeful and positive behaviour is viewed as that which promotes academic progress and the development of behavioural skills so that students get better and better at resolving issues and managing anxiety and conflict.

This is underpinned by three key expectations:

- All staff and students will show each other mutual respect, showing consideration for each other's point of view.
- We will provide an environment where staff and students develop and promote positive relationships.
- We will provide an education responsive to the whole person, including psychological development of all students to support their understanding of how trauma and neurodevelopmental needs impact on who they are.

By using a trauma informed psychological approach, Newhaven seeks to understand the underlying causes of behaviour and how they are informed by students' history and individual needs. We understand that functions of behaviour may include communication, emotional regulation and adaptation to environmental circumstances.

Where children with Autistic Spectrum Conditions and traumatic experiences often display unconventional and challenging behaviours, the school emphasises determining the function of these behaviours and supporting the development of more appropriate ways to accomplish those functions.

Our primary concern is that students, staff and visitors should feel and be safe, cared for and feel a sense of belonging in the school at all times, have their wellbeing protected and being able to make academic progress whilst always being safeguarded. We also insist that all members of the school community must be treated inclusively and be free from any form of discrimination or prejudice and we will create and maintain an atmosphere and ethos of tolerance, equity, diversity, respect, understanding, kindness and a sense of citizenship throughout the school community.

As a staff, we recognise the need for our actions to ensure that students' needs are met both in and outside the classroom. We understand that external controls (sanctions and rewards), whilst important will only impact where behaviour is a matter of choice. By focussing on relationships, regulation and restorative approaches we will support the development of internal controls. Sanctions and suspensions will be used sparingly as these may serve to re-traumatise students and therefore reinforce negative behaviours. Therefore, we aim to provide pupils with a personalised response to supporting their personal development and well-being. Whilst each individual pupil will benefit from a consistent approach, being consistent and fair is not about everyone getting the same (equality), but everyone getting what they need (equity).

To achieve this we must act with consistency (both individually and collectively), strive to understand the purpose of behaviour and reflect on our actions so that we learn from behavioural incidents. In cases of problematic pupil behaviour, regardless of how sustained and disruptive, the pupil's out-of-school circumstances, personal history and special educational needs and disabilities must be taken into account. Comprehensive support is given before or alongside disciplinary measures – fixed term suspensions are to be used only as a last resort where other measures fail. "Thinking of a pupil as behaving badly disposes you to think of punishment. Thinking of a pupil as struggling to handle something difficult encourages you to help them through their distress"

An exception to this is any kind of violence, threatening behaviour or abuse between pupils, or by pupils/parents/carers towards the school's staff, will not be tolerated. If a student is violent this will generally result in a suspension and repeated threats of violence or will lead to the same. If a parent/carer does not conduct

himself/herself properly, the school reserves the right to ban them from the school premises and, if the parent/carer continues to cause disturbance, they may be liable to prosecution.

1. A consistent approach to behaviour management

1.1. For a positive behaviour system to be successful staff must be consistent in their approach to its application.

1.2. All members of staff are expected to uphold the principles and processes outlined in this policy. Essential to this is challenging students who fall short of the expectations. This is of paramount importance in or out of class. Expectations must also be upheld when students are representing Newhaven School at sporting fixtures, community projects, work experience or on trips.

1.3 Challenges to behaviour are most effective when embedded in individualised planning for teaching, consistent and clear classroom practices and whole school systems. Remember, expectations around behaviour should be consistent but the range of support and strategies individual students will need will differ. You would not teach the same to a student targeted a GCSE grade 7 as you would a GCSE grade 3. The same principle applies to behaviour.

1.4 Staff use techniques and work towards the outcomes outlined in Appendix 1. These are based on social communication and emotional regulation at King's Park and the 5Rs at Gardens. Over the year we will work to amalgamate these and take best practice from both sites. All staff should read both sections and pay particular attention to the social communication and emotional regulation strategies and desired outcomes.

2. Responsibilities

Headteacher

- To provide leadership on behaviour for the whole staff team, ensuring (with the team) that work on behaviour is consistent with Newhaven's ethos and values and a safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils and staff are safe and feel safe and everyone is treated respectfully.
- To ensure the Management Committee are engaged with the development and monitoring of the behaviour policy.
- To ensure that staff are trained regularly to develop the skills to provide this safe environment.
- To ensure that staff have opportunities through debrief, line management, space to think sessions and individual psychology support to manage the emotional impact of dealing with extremely challenging behaviour.
- To ensure that Newhaven's behaviour policy is highly visible to staff, parents and others and is developed in line with the School Improvement Plan.
- To ensure that all staff apply the behaviour policy consistently.
- To ensure, with SLT and others who lead, that debriefs are a safe space where incidents and issues can be discussed in a reflective manner.
- To have an overview of behaviour data and other behaviour-related measures of performance.
- To monitor, develop and review policy with Management Committee.
- To take part in an on call rota and provide support for staff in managing behaviour when called on.

Heads of Campus/ AHTs

- To support the Headteacher in providing leadership to the rest of the staff team.
- The Heads of campus will lead on ensuring the behaviour policy is consistently applied in their campus.
- To ensure that student behaviour does not normally disrupt teaching, learning or school routines, disruption is not accepted, and that appropriate support is put in place and action is taken to restore acceptable standards of behaviour
- To ensure that measures are in place with general, targeted and individual interventions designed to improve behaviour.
- To take part in an on call rota and provide support for staff in managing behaviour when called on.

Heads of AC/ SENCOs

- To ensure that parents and students are clear about the behaviour policy at admission.
- To ensure that induction includes assessment and support in the development of the skills needed to access Newhaven School and a clear understanding of the behaviour processes and systems.
- To include in student profiles key strategies for staff areas that need developing in students and planned interventions to ensure they are supported to behave in a way that allows them to access the curriculum

Pastoral managers and HLTAs

- To provide appropriate support for students during the school day to ensure that they are engaged with learning as much as possible.
- To ensure with tutors and mentors that students are notified of changes to their day well enough in advance.
- To work with SLT, SENCOs and others in the development of individual support plans that will give students the skills to manage their own skills at emotional regulation.

Heads of Department

- To take the lead in ensuring that behaviour does not disrupt learning in their department.
- To ensure that subject based rewards such as postcards and calls home are in place.

Teaching Staff, Support Staff

- To plan for and encourage the development of appropriate behaviour and emotional development through the curriculum, wherever possible.
- To greet students at the classroom door and ensure they are regulated and ready for learning. If not take steps to support this regulation (time out, head of department or staff nearby, use of TA, on call).
- To take on a tutor or mentor role with named students, overseeing the welfare of those students and working with others (See Appendix 2: Tutor/Mentor Responsibilities).
- To implement the Behaviour and Relationships Policy consistently at classroom and individual level including routines (meet and greet, phone policy, catch up, restart, uniform (see Appendix 4)
- To consistently use the 1-4 My Lesson system (see appendix 4), provide positive and developmental feedback in books and regular praise as wanted by student including shout outs for assembly.
- To contact parents regularly and as required ensuring that positive messages are communicated often and that challenging messages are delivered in a spirit of co-operation with parents so we can work together to develop their child's social and emotional skill set.

All Staff

- To be familiar with and consistently apply the behaviour and relationships policy.
- To be role models for the students in terms of careful preparation and planning of lessons, punctuality, attendance, dress code and code of conduct.
- To challenge all incidents of concerning behaviour witnessed- do not assume someone else is dealing with it.
- To adopt a non-confrontational response to unacceptable behaviour and reinforce the behaviour policy using a trauma informed approach by ensuring that you are warm, empathetic, playful and curious (see appendix 3 Trauma Informed approaches).
- To give ongoing consistent support and credibility to work on behaviour.
- Record behaviour and achievement on SIMS, complete Incident and positive handling forms where necessary.
- Take part in debrief as a learning experience asking ourselves could we do this differently next time and get a better outcome.

Parents/Carers

- To support their child within Newhaven, parents/carers need to share responsibility with the school for their child's learning and behaviour by:
- Ensuring they and their child are clear about the expectations of the school.

- Supporting the school in matters of discipline by discussing them with their child and sharing the expectations of the school.
- Co-operating with home/school strategies suggested as a result of meeting with the school in matters designed to support their child's behaviour.
- To liaise with school staff during phone calls and other communication.
- Ensuring the best possible punctuality and attendance.
- Encouraging their child to achieve academic targets.
- Attending parent's evenings, achievement reviews and other meetings as required.
- Discussing progress with their child on a regular basis.
- Contacting the school about matters of concern.
- Ensuring their child is suitably equipped for school
- Ensuring their child adheres to the uniform of the school.

Students

- Working to the best of their ability in lessons.
- Being punctual to school and lessons.
- Ensuring their behaviour has a positive impact on other's learning.
- Asking for time out if needed in a polite way and using agreed strategies when heightened.
- Being polite and courteous to each other, staff and visitors whether in person or online.
- Avoid aggressive and threatening language and behaviour both in person and online.
- Communicating well, listening and using appropriate language at all times.
- Being co-operative, supportive and helpful.
- Behave in a safe way at all times.
- Keeping hands to themselves at all times and avoiding playfighting or other physical contact.
- Keeping the school buildings and grounds clean and tidy and avoiding areas which are out of bounds.
- Not possessing or using drugs, alcohol or weapons.
- Not smoking or vaping on site.
- Taking a pride in their appearance, wearing correct school uniform at all times.
- Behaving in a sensible and courteous manner when travelling to and from school.
- Take part in restorative processes- reset, restore with staff and other students,

3. What the law says

- Staff should take account of any contributing factors after a behaviour incident has occurred (ie SEND, recent bereavement, mental health difficulties, subject to bullying) before deciding on any sanctions.
- Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil.
- Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits.
- A sanction is lawful when it is carried out by a paid member of staff or an unpaid member of staff authorised by the headteacher, is on the school premises or off site during a school activity, or
- Sanctions do not break any other legislation (i.e. SEND, equality, human rights) is proportionate and reasonable in all the circumstances (i.e. age, SEND, religious requirements).
- Adjustments to behaviour processes to meet students' needs must consider the perception of fairness to other students and may include considering alternative arrangements.
- For students with SEND we still expect high standards of behaviour, recognise whether SEND is the cause, ask if they understand the rule, make reasonable adjustments and provide additional support.
- School staff have the powers to issue at break and lunch and after school if it does not compromise safety or transport and parents are warned. (at Newhaven, this is not a regular sanction but will be used at gardens to address lateness (see below) and may be used to resolve issues in the moment such as a few minutes at break or lunch to tidy up or reset with a member of staff).

- The headteacher has the power to use suspension or exclusion to maintain a calm and orderly environment in the school and when more supportive measures have not succeeded.
- Headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.'
- Headteacher should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made.

4. Rewards and Consequences at Newhaven

The aim of rewards and consequences are to highlight positive and negative behaviours whilst recognising that the most important element of any rewards or sanctions is the learning as to why the student is getting them. Staff should explain these at all times. Staff should make sure that positive input outnumbers negative wherever possible and recognise that they are much more effective if they are embedded in well-developed positive relationships between staff and students.

Rewards

Rewards are used to support class and team working as well as providing a means of rewarding notably good behaviour. Our responses to positive behaviour, the meeting or exceeding of expectations, are as follows. Where appropriate, they should be used to reinforce student's individual targets:

- Verbal praise
- Written dialogue in books and displaying students' work and achievements
- At King's Park a 'work first, then choose approach' is in place for those that need tangible and concrete rewards throughout the school day.
- Positive phone calls home to parents or carers
- Subject---based postcards home
- Fortnightly bronze, silver or gold certificates if students have accumulated 30, 40 or 50 APs.
- Achievement Points will lead to tangible rewards, such as Vouchers
- Automatic eligibility for excursions, school visits and overnight trips.
- Individual rewards (eg trip) are also built into learning plans where appropriate

Consequences

Consequence: Consequences can play a role in helping a student know what behaviour is acceptable, but they do not in themselves give the students the skills to act differently in the future. Staff should therefore monitor student behaviour patterns by thinking about the antecedents and consequences of difficult behaviour. This will inform discussions at debriefs and interventions.

- Restorative Practice: Part of this learning for students must always be a focus on the restoration of wrongs that they have done to others. They must always be encouraged to, and given opportunities, to "put it right" through a Reset.
- Resets with staff: This may be a simple recognition that they have done wrong and an apology or a piece of work to put things right. Appropriate individual support is put in place to ensure these meetings are as calm and successful as possible – e.g. inviting parents/carers, allowing time to calm down, considering the best adult to lead the meeting. Resets should always allow students to learn why their behaviour was unacceptable. On **very rare** occasions where the student finds a face to face meeting too difficult, a reset can be done by letter.
- Resets with students: both students should be allowed to express their views and feel listened to. Staff will decide who has suffered the greatest impact in any situation and make this clear to the students involved
- Catch up sessions for lateness at Gardens and a plan to improve punctuality at King's Park. (see appendix 4)
- Loss of choice time.
- Loss of other rewards.
- Time out from lessons including parking.
- Loss of break and lunch time

- Removal of internet access.
- Removal of mobile phones, in accordance with the guidelines set out in Appendix 4.
- Stop and Search – for “prohibited” items (knives, drugs and drugs paraphernalia, cigarettes/vapes where they have been smoked on site, metal combs, prohibited drinks and drinks in glass bottles, sweets where they have been misused or any other item specified by the Head and SLT.
- School based community service.
- Compensation; sought by the school for any damage to property.
- Loss of trips/Activities- this should not be the case for curriculum based trips/activities unless the risk assessment and recent behaviour in similar contexts indicates that the risks associated with the student are too high. The final decision on this is by the headteacher or SLT.

Students should also be supported to see the natural consequences of any behaviour. Students with autism and trauma can find it difficult to see cause and effect, making this all the more important. Students should be encouraged to recognise both positive and negative consequences e.g. “Thanks for holding the door open, that’s make it a lot for easier as I’m carrying this big box” “When you were upset earlier you left the room in a big hurry. You knocked past me and it hurt my arm”.

Suspensions and Exclusions

At Newhaven, suspensions and exclusions are seen as a last resort to respond to severe ongoing behaviour difficulties that are not responding to the interventions outlined in the rest of this document.

Internal seclusion: this should be one to one and support students to reflect on their behaviour, plan any necessary resets and restoration and catch up on any work missed during lesson time. Targeted intervention will take place at the appropriate time with appropriate staff and the student. This may happen in the Restart room at Gardens, Engage at KP, appropriate office or break out spaces or at the other school site.

Off-site direction: occasionally, when students’ behaviour does not improve to a manageable level within a reasonable time they may be directed to other provisions within Greenwich.

Suspensions: Where a student’s behaviour causes significant concern (such as an act of violence, significant threat or abuse or ongoing significant behaviour issues) and the range of strategies outlined have not impacted enough, there may be a suspension. This will generally be as short as possible and take place to give the student and the school the time and space to plan to ensure behaviour changes. Decisions to suspend will be made by the headteacher. There will always be a plan to support the reintegration of the student back into school. As part of our positive behaviour strategy the school is committed to using internal seclusion as much as possible.

Exclusions: Newhaven is committed to not using exclusion. However where a student’s behaviour is extreme and has not responded to significant intervention then an alternative placement will be sought. This will be the decision of the headteacher in conjunction with the chair of the management committee. In the case of a student with an EHCP this will follow the emergency review process; for students at KP this will be in consultation with the SEND section at Greenwich; for other students at Newhaven, this process will be in conjunction with the Inclusion team and FAP.

5. Liaison with parents and other agencies

Working with parents/carers is an important part of supporting students with their behaviour. At Newhaven we make sure that parents/carers are informed of incidents involving their children, especially where this behaviour is of a serious or of a continuous low-level nature.

Parents/carers are actively encouraged to be involved in their children’s education at all times. They will have an influence on their child’s behaviour. The school acknowledges the importance of home school partnerships. This is strongly promoted through the school’s Home/School Agreement where parents/carers are encouraged and expected to sign a commitment to the ethos and work of the school.

The school will provide opportunities for parents through parent partnership groups, meetings and referral to other agencies to develop their skills in managing their children’s behaviour.

6. Physical Intervention and the reasonable use of force: (see Appendix 5)

Physical Intervention must never be used unless it is to prevent harm to the child or others. Wherever possible, physical intervention will be carried out by staff trained in the Approach method.

7. Equality and prejudice based Incidents

Newhaven will not tolerate any equality or prejudice based incidents (including homophobia, sexism, racism, and prejudice due to ability, gender reassignment, religion or any other protected characteristic). We do recognise that there is a difference between hate based incidents and those born out of ignorance. We also recognise that the first step in addressing these is to educate the person doing the prejudice based behaviour. To this, our response takes a stepped approach:

Step 1: if it appears based in ignorance or as a response to anxiety triggers (i.e. phobic language not directed at anyone). Staff will explain why this is not acceptable using the law and the Equality Act 2010 as a framework. If the incident is more serious (ie directed at an individual) then consequences will be more serious and include the options outlined above but will still include education.

Step 2: a repeat of the issue will lead to parental contact and their involvement in the situation. Plus repeated education and possible internal seclusion.

Step 3: A further repeat will lead to a parental meeting with senior staff and internal seclusion.

Step 4: a meeting with senior staff and the school police officer and internal seclusion.

Step 5: If the issue continues then the headteacher/head of campus will consider placement off site alongside long term teaching in isolation.

All incidents of phobic and prejudice behaviour must be clearly recorded on SIMS.

Appendices

1. **Strategies and outcomes for behaviour developmental support**
2. **Tutor/Mentor Responsibilities**
3. **Trauma Informed Approaches**
4. **Routines**
5. **Positive Handling and the use of reasonable force**
6. **Agreed protocols**

Appendix One: Strategies and outcomes for behaviour support development

King's Park

Social Communication: students will develop spontaneous, functional communication, emotional expression and secure and trusting relationships with other children and adults. Development will focus on these aims:

- To be able to initiate and take turns with others in conversation, with resources and in activities.
- To be able to monitor the response of others and recognise when they are bored or distracted.
- To communicate appropriately in different social contexts (such as formal and informal)
- To be able to negotiate including appropriate refusal and justification.
- To be able to appropriately communicate own emotions.
- To accept that others are different.
- To understand how to work with others with respect.
- To accept the success of others, develop complimenting skills and accept the answers of others.
- To be able to join others through skills such as asking, negotiating, waiting, inviting, turn taking, seeking clarification and working in a team.
- To be able to wait in a range of contexts.
- To be able to repair situations and communication that has broken down through seeking clarification, acceptance of fault and reparation.
- To be able to understand and use non-verbal communication such as body language, prosody, volume and eye contact.
- To understand appropriate social distance and physical contact.
- To be able to tell appropriate jokes taking account of audience.

Emotional Regulation: students will develop the ability to maintain a well-regulated emotional state, to cope with everyday stressors and to be available emotionally for learning and communication with others.

- To be able to identify and modify emotional state using zones of regulation (or individualised strategies guided by CAMHs and SALT).
- To develop and engage in an acceptable range of sensory-motor strategies to support engagement and attention (i.e. dimpled cushions, fidget toys, movement breaks).
- To develop vocabulary to express emotions and share experiences with others.
- To increase self-regulation of emotions and independence through use of social stories, schedules, timetables etc.
- To be able to prepare independently for transitions through use of language and increased knowledge of time.
- To use social stories and language to understand social expectations.
- To identify and discuss potentially dysregulating situations.
- To use visual tools and language to request assistance and comfort.

Adult Led Support: In order for our students to be able to make rapid progress in the areas of social communication and emotional regulation, the school must provide the necessary support by adapting language use, the nature of activities and the behaviours and approaches of social partners such as families, peers and professionals. This will include:

Language Adaptation:

- Allowing increased processing time when speaking with students.
- Offer simple choices (“do you want to or”).
- Limit unnecessary verbal language.
- Simplify sentences to focus on the underlying message trying to be communicated (e.g. “lunchtime now” rather than, “it’s nearly time for lunch, let’s get ready to pack up our stuff and have a good breaktime”).
- Avoiding using rhetorical questions (e.g. “Do you think it was a good idea to do that?”).
- Making instructions as clear as possible and positive in nature (e.g. “hands to yourself please” rather than “stop hitting right now, you are already in trouble today”) Avoiding metaphorical language (e.g. “It looks like we’re hitting a brick wall today”).
- Using the concepts of trauma informed practise to help a student to Protect, Relate, Regulate and Reflect (see Appendix 3).

Adaptation of Activities:

- A low arousal environment with minimal displays, controlled lighting and sound.
- Minimal movements around the building.
- No entering of classrooms unless absolutely necessary while learning is taking place (no going back for a forgotten pen!).
- Classroom routines are planned and well ordered to reduce surprises using visual timetables for the week, day and lesson structure (see Classroom Expectation handout).
- Use of the sensory room and calm spaces are also used as a strategy as identified for each student. Where necessary build in sensory circuits and movement breaks within lessons.
- Differentiation takes account of ability, interests and serves to appropriately stretch students. This can include TEACCH tasks and high levels of structure.
- Visual supports including zones of regulation, timetables, social stories and comic strip conversations are routinely used to support regulation Support amongst partners.
- Sharing of strategies and resources with parents/carers on a regular basis through telephone calls, meetings, TACs, email contact and Parent Partnership coffee mornings
 - Referral to other agencies and the offer of emotional support where appropriate.
 - Informal and planned opportunities for staff to receive emotional support through debriefs, one to one sessions with managers and space to think sessions with CAMHS and the school’s clinical psychologist, Educational Psychologists and other therapist.

Gardens

Resilient; “I will remain focused and positive.” Students who are Resilient:

- remain focused and on task
- set themselves challenging targets
- have a positive attitude
- find interest in what they are doing

Resourceful; “I will use my imagination and try new ways of learning.” Students who are Resourceful:

- learn in different ways
- use their imagination
- take risks
- use their initiative

Responsible; “I will show that I know right from wrong. I will work well in a group.” Students who are Responsible:

- work effectively as part of a team
- plan ahead
- get on with it
- know right from wrong

Reflective; “I will treat others how I would expect to be treated.” Students who are Reflective:

- learn from mistakes
- improve through practice
- ask good questions
- put themselves in other people’s shoes

Respectful; “I will improve through practice and feedback.” Students who are Respectful:

- treat others as they expect to be treated themselves
- show kindness and courtesy
- are prepared to compromise
- respect differences

Appendix 2 Tutor/Mentor Responsibilities

- Daily contact with students.
- Weekly (at least) phone calls/emails to parents and carers to discuss progress and a summary of the positives and negatives of the week. Always discuss attendance. These calls MUST be recorded on SIMS.
- Make students aware of changes to routine as soon as possible.
- Be available outside lesson time for catch up if necessary with tutees.
- Communicate any issues/concerns/worries with other staff through briefing/ emails/ SIMS/ safeguarding forms.
- Monitor attendance.
- Check uniforms.
- Carry out review meetings in September.
- Follow up re-entries/ restart
- Support tutees/mentees with resets.
- Write tutor reports.
- Feed back to safeguarding/readmission/professionals’ meetings and attend when required.
- Collect and manage students’ belongings in tutor time.
- Liaise with Safeguarding Team and Social Worker over any safeguarding issues.

Appendix 3: Trauma Informed Approaches

Newhaven is invested in supporting the very best possible relational health between;

- Parent and child
- Child and child
- Child and school staff
- Parent and school staff
- School staff
- School staff and senior leaders
- School staff and external agencies

To this end our school is committed to educational practices which Protect, Relate, Regulate and Reflect;

Protect

- Ensure that all students are greeted warmly in all areas of the school; 'meet and greet' at the classroom door and open door policy for informal discussions with parents/carers.
- Staff will use a 'PACE' approach (playfulness, acceptance, curiosity where modes of interaction: warm, empathetic, playful and curious (proven to shift children out of flight/fright/freeze positions).
- Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze).
- A whole school commitment to cease all use of harsh voices, shouting, put downs, criticism and shaming (proven to be damaging psychologically and neurologically).
- Staff 'interactively repair' occasions when they themselves move into defensiveness.
- Pedagogic interventions that help staff to get to know children better on an individual basis e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). Also a concerted focus on getting to know students and their aspirations through Person Centred Planning. This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.
- Vulnerable children have easy and daily access to at least one named, emotionally available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative adult is found.
- School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground can access a calmer, smaller areas with emotionally regulating adults).
- Provision of a clear, confidential and non-shaming system of self-referral for children's help/talk time. The nurturing of staff in such a way that they feel truly valued and emotionally-regulated and in so doing to support them to interact throughout the school day with positive social engagement rather than defensiveness.

Relate

- A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.
- Vulnerable children provided with repeated relational opportunities (with emotionally-available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'. (Staff share break and lunch with students to support a culture of warmth and social engagement in staff-pupil interactions).
- Staff trained in empathic and playful modes of interaction.
- Every child has at least one specific and emotionally available 'safe adult' that they have nominated, and also access to pastoral staff at all times.

Regulate

- Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.
- Evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions.
- The emotional well-being and regulating of staff is treated as a priority to prevent burnt-out, stress related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

Reflect

- Staff training and development and training in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/giving lectures).

- Provision of skills and resources to support parents and staff in meaning empathetic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their home situations and life in general.
- PSHE (Personal, Social and Health Education) and psycho education as preventative input, informed by current research psychological and neuroscience) on mental health, mental ill health (full range of specific conditions), relationships (including parenting) emotions, social media and tools for how to 'do life well'. Curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.
- Staff development and training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences, to reflecting on those experiences. Staff learn to do this through emphatic conversation, addressing children's negative self-referencing and helping them develop positive, coherent narratives about their lives.
- A behaviour and relationships policy based not on punishment and sanctions, but resolution and interactive repair (e.g. restorative conversations and resets).

CHECK LIST: EMPATHY AND CONNECTION

Task	What does it mean?	How to do it? / Examples
Empathising	Help the young person feel heard / thought about / as a human being. Affirm and empathise with the emotion	I am sorry that happened to you, you must feel very sad/upset/angry/hurt/worried I can see that you get angry when that happens / when I do this / when I ask you to do this I would feel sad/angry/hurt/worried too if that happened to me That would make me feel sad/angry/hurt I understand why you are hurt/angry/sad It's ok / normal / understandable to feel sad/angry/worried about that
Connecting	Develop a relationship with / join with	Eye contact, emotionally available / present / body language / authentic communication
Labelling feelings	Helping to put words to feelings, rather than behaving their feelings (name the pain). Separate the emotion from the behaviour	You seem angry to me I can see you're feeling angry I can tell something doesn't look right You're angry about... You look kind of angry.....
Soothing	Help the young person to regulate, calm down. Have you regulated yourself? Model regulation of emotions to the young person. You support the young person to regulate them but help them to learn to regulate themselves. Co-regulate – if you are calm and not shouting then this will help them calm	'shushing' in a slow soothing way Slow pacing of your words Acknowledge what is being felt
Limit setting	Defining and being clear what is acceptable and what is unacceptable in a school setting.it's not ok to behave like thatthat behaviour is not acceptable.the rules are that we do not do...doing that is not ok.....behaviour like that is not helpfulbehaviour like that is not safe

Problem solving	<p>Identify alternative, more appropriate and more productive ways of expressing and /or managing feelings and behaviour/actions.</p> <p>Empower the young person to recognise feelings/ behaviours/and take ownership/responsibility of actions and finding ways to self-regulate in future</p>	<p>Try and do this next time you feel like this....</p> <p>Let's decide what you will do next time you feel like this....</p> <p>Do you think doing that would be more helpful for you or others?</p> <p>Let's think of what you could have done instead</p> <p>Can we think of a different way to cope?</p> <p>Have you thought about doing this instead?</p> <p>Can you think of a different way of dealing with your feelings?</p>
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Appendix 4 Routines:

4.1 Classroom Management:

Consistent and structured classroom management is central in promoting good behaviour and giving our students the best chance to achieve their potential. Expectations of student behaviour should not diminish around the school building, on trips or during break and lunchtimes. At Newhaven school we expect all classrooms to have:

- A routine of meeting students at the classroom door to ensure they are ready to learn
- An "If you are late, knock and wait" poster displayed on the classroom door
- A "My Lesson Today" poster detailing the potential scores for that lesson; 1, 2, 3 or 4
- A "Newhaven Student Dress Code" poster
- A "Newhaven Mobile Phone Policy" poster
- A King's Park social contract at King's Park
- A predominantly positive tone; emphasis on rewards rather than sanctions.

4.2 "Are you ready to learn?"

At the start of each lesson students should be met by their teacher in the corridor. This allows for a smooth transition between lessons and gives an opportunity to reinforce behaviour expectations. Expectations concerning uniform, phones and drinks can also be reinforced before students are allowed to enter the classroom. In **exceptional** cases for individual students, it may be better to get them into the class and settled in their seats first.

4.3 Drinks

Hydration is essential for optimum brain function. Students are permitted to carry drinks with them as long as they are 500 millilitres or less, do not have a high sugar content or contain caffeine or taurine. If you are not sure, SLT will make the final decision on acceptability; drinks that are not permitted will be confiscated.

4.4 My Lesson Today. Outlines the possible scores for each lesson.

1. – Expectations Exceeded (3 achievement points)
2. – Expectations Met (1 achievement point)
3. – Expectations Not Met (recorded on SIMS)
4. – Unacceptable Conduct (action is required).

The students should be made aware of their score throughout the lesson and on leaving the lesson unless this is a trigger point for them. The scores should be recorded on SIMS. A score of 1 or a 4 must have a comment. Staff must ensure that they discuss in debrief any 1's or 4's that they have awarded/issued to students. The majority of staff must be in agreement that the behaviour/achievement displayed for the 1 to be awarded must have exceeded expectations.

4.5. Newhaven Student Dress Code

We are proud of our students and we expect them to take pride in their appearance – first impressions count. The uniform must be worn at all times when on the school premises. The uniform consists of:

Gardens:

- appropriate footwear- trainers or school shoes.
- black trousers, leggings or skirt.
- a white shirt or polo shirt with a Newhaven crest. Shirts must tucked into trousers or skirt (shirts do not need to be tucked into leggings).
- a school tie of acceptable length in Gardens. This is not necessary where a risk assessment or previous trauma makes it unviable.
- a Newhaven jumper or black cardigan supplied by school.
- a Newhaven blazer for Year 11 students.

King's Park:

- appropriate footwear, trainers or school shoes.
- black trousers, leggings or skirt.
- a white shirt or polo shirt.
- a Newhaven jumper, black sweat shirt or black cardigan.
- blazer is available if a student would like one.

The KS5 uniform consists of:

- smart casual wear which is appropriate to the context the student is working in.
- Hoods on hooded sweat shirts are to be worn with the hood down.

The following items must not be worn inside lessons:

- hats, caps, scarves or gloves.
- coats or jackets.

The following items must not be worn inside school:

- hats, caps, scarves or gloves.
- non-religious head wraps/scarfs; bandannas are not to be worn.
- non-Newhaven jumpers, cardigans or hooded sweatshirts at Gardens.
- coats or jackets.

4.6. Use of Mobile Phones

- Mobile phones or devices are allowed in school except for KS3 King's Park students who must hand them in) but can only be used at break times and lunchtimes.
- Music must not be played aloud through speakers at any time.
- Mobile phones must be on silent and in bags/pockets during lesson time.
 - If a phone is taken out during a lesson, or if a phone in any way disrupts the lesson, the teacher will give a warning and ask for it to be put away.
 - If it is taken out again, or if it disrupts the lesson again, the teacher will follow these steps: § Remind the student that they've had a warning, ask for the phone and put it in a safe place for the rest of the lesson. If the student refuses, HOD/PM/SLT will be called and the student will have one more chance to hand it to the teacher. If they still refuse then the phone will be confiscated for the rest of the day.
- Following these steps, if the student refuses to hand in the phone to any member of staff, they will be sent to the Restart room.
- On the next school day, the student must hand their phone in to the office and it will be returned to them at the end of the day.

- Portable speakers are not to be brought into school, students found with portable speakers will be expected to hand them in for the remainder of the school day.
- Headphones are not to be worn or used in lessons, unless, students are instructed by the class teacher and the use of them is connected to the topic and learning taking place within that classroom environment.
- Headphones should not be on display.

4.7. Toilet Policy

- There are no times that a pupil cannot go to the toilet, however, it is at the teachers discretion and preferably, pupils should start in the classroom and be allowed to go, one at a time, once the corridors are clear and the class is settled. If no support is available, pupils may need to wait until another staff member can oversee the pupil using the toilet.
- Students can only go to the toilet one at a time.
- At some times, SLT may decide that certain groups or individuals need to hand in their phones before they go to the toilet.
- Toilets should be checked after students have used them for the smell of cigarette or vape smoke.
- Staff should always ensure that toilets are locked after use.

4.8 Break and Lunchtime

- Behaviour during morning and afternoon break times is monitored by the staff on duty.
- Staff are expected to report promptly for duty and be in their identified key positions across the school. Staff sharing duty locations will arrange breaks with each other making sure that someone is present at all times.
- Issues should be referred to the tutor, mentor, pastoral manager or SLT as appropriate.
- To promote positive lunchtimes staff will explicitly teach the students in their areas how to take part in activities such as board games, table tennis, football and other reciprocal interaction while recognising that some students will need down time to help them get ready for the next lesson.
- The environment includes visual prompts for behaviour eg posters around respect, appropriate language and bullying.

4.9: Punctuality

Where students are late, the school will intervene to improve the situation:

Gardens:

If students are late between 9 and 9.20, they will have catch up at break time. They will be informed of this at the door and asked what food they want at break. They should then do straight to the catch up room.

In the catch up room, student should complete work they have missed, provided by the lesson 1 teacher, read or sit in silence.

If students arrive after 9.20, they will attend catch up after school with the teacher whose lesson they have missed lesson 1. This will last up to 45 minutes. Parents will be informed by door staff.

In after school catch up, students will complete the work they missed in lesson 1.

If students fail to attend catch up parents will be informed and the matter discussed with the student with the reasons why punctuality is important.

If students miss catch up 3 times in a half term, they will have to hand in a phone or other important item if they do not have a phone.

If they still do not complete catch up adequately, parents/carers will be called in to discuss the matter and develop strategies and routines to ensure good punctuality.

King's Park

Punctuality will be closely monitored. Where a student is late, this will be discussed with them by tutors and a reason identified. Tutors will then phone parents/carers and guidance be given on how to improve the situation.

If the situation does not improve, parents will be called in for a meeting.

Appendix 5: Positive Handling/Reasonable Use of Force

Introduction

The legal framework allows staff and the headteacher considerable powers to use reasonable force on students. However, at Newhaven these powers are limited by the positive handling policy to circumstances when harm is being or likely to be caused to themselves or others. Damage to property or disruption of learning is not a reason to use force. Reasonable force must only be used to prevent harm to self or others.

Legal Framework

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

The legal framework allows the headteacher and delegated staff to use reasonable force to conduct a search for prohibited items. At Newhaven this is not the case unless there is an imminent risk of harm to self or others. If students refuse a search then parents/carers will be contacted to provide support and if necessary the police.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. At Newhaven, blocking a student's path should only happen if it is believed that they are about to attack someone physically not, for example, to stop them leaving a lesson.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil

The legal framework says you can use force to remove a student when they are disrupting and refusing to leave. This is not the case at Newhaven. In these circumstances, the rest of the class will be asked to move rooms.

It is always illegal to use force as a punishment.

Positive Handling at Newhaven

Physical Intervention must never be used unless it is to prevent physical harm to the student concerned or others. It is this philosophical stance that links the legal framework with good practice. In the event of a legal challenge the school would be expected to provide evidence to show how the behaviour procedures promoted the avoidance of harm being caused.

Staff must make all attempts to de-escalate a situation by for example using trauma informed soothing techniques, minimising language input, calling for support or removing others before using physical intervention. This may not be possible if an incident develops very quickly.

Staff involved in physical restraint will ideally have been trained in the Approach system. This is essential at King's Park. However, it may be necessary at times for staff not trained to restrain, in which case the protocols in this policy must be followed.

At Gardens, restraint will mainly be a member of the senior staff but this may apply to you in circumstances where a student is a danger to themselves or others. In such circumstances use your whistle at the first available opportunity to raise the alarm and seek assistance. DO NOT place yourself in a vulnerable position; if possible; await assistance before tackling a difficult incident alone. *Any physical intervention strategies must comply with guidance detailed in the Reasonable Use of Force Policy found within the behaviour policy.* Please note: Your whistle should ONLY be used in circumstances where a student / staff member may be physically harmed.

Staff must ensure that all incidents are clearly, comprehensively and promptly recorded on a restraint form with a note kept on SIMS

All incidents of physical intervention must be reported to parents that day.

Plans

A positive handling plan must be developed when the student's record indicates that this is necessary due to a number or series of violent incidents requiring restraints recently or where there has been one occasion of restraint within the school. This decision is made by the head of campus in conjunction with the pastoral manager, the safeguarding lead and any relevant and involved outside agencies.

The Positive Handling Plan is based upon five main criteria:

- That the child is involved, as much as possible, from the outset.
- That the plan promotes and on occasion, improves curriculum access.
- That a specific target is set which aims to reduce physical intervention.
- That the plan is based upon changing conditions and approaches toward the child from one of control to one of co-operation.
- That it affords the individual pupil with opportunities to own and subsequently change their behaviour It is acknowledged that even with the best planning there may occur situations where the pupil may participate in aggressive behaviour. As professionals our response should be aimed at being proactive and attempting to anticipate the possibility of challenging behaviour and taking action to reduce the likelihood that they may occur.

Key Principles

When developing, implementing and evaluating Positive Handling Plans the following key principles should always be taken into consideration:

- Any member of staff carrying out positive handling as part of a plan must have completed the Approach induction training and refresher unless waiting for such a person to arrive at a situation increases the risk of harm to anyone.
- Procedures for assessing risk and in particular risk assessment for pupils should be undertaken to ensure all aspects of Health and Safety are considered for both pupil and staff.
- Positive Handling Plans must always have the interests of the child as the primary consideration and must pay due consideration to the child's special needs.
- At all times a 'Duty of Care' for and to the child should be of primary concern.
- Any planned physical intervention should be justified in respect of what is known about the child's special needs based upon multi-disciplinary assessment, alternative approaches/behaviour support which have been tried, an evaluation of the potential risks involved, and reference to Approach techniques and methodology.
- Pupils and their parents/carers should be actively involved in the process.

- Physical interventions should only be employed using 'the minimum degree of force for the shortest possible period'.
- Pupils who experience physical intervention should be assessed for signs of injury, pain or psychological distress and these should be recorded on an Incident Form.
- Plans should have built in intrinsic experiences for the pupil that promote learning opportunities for them to own their own behaviour and the ability to develop coping strategies.
- The techniques to be used during physical intervention should be clearly recorded on the plan and shared with all relevant staff, and parents/carers. A copy of the plan should be kept in the pupils' file.
- A Positive Handling Plan should be part of an overall strategy for the pupil.
- All Positive Handling Plans should be reviewed at least annually or after any incident.

When is it ok to touch a student?

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary included:

- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

Complaints re use of force:

All complaints about the use of force should be thoroughly, speedily and appropriately investigated by the headteacher or a delegated member of staff. This investigation will include interviewing any person present and reviewing available CCTV.

- Where a member of staff has acted within the law and the school's policy – that is, they have used reasonable force in order to prevent injury – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools will refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive
- The headteacher must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

Appendix 6: Agreed Protocols and expectations of each other

1. At Newhaven we recognise that pupils may need extra pastoral time in the morning to enable them to share their worries and concerns from the day before with key members of staff. Each pupil is met at the door by staff and are welcomed into school. At 'Breakfast club in Gardens, members of staff will sit with the students sharing breakfast and using the time to ensure the pupils are ready to learn. If a pupil needs support there is flexibility for them to speak to a member of staff 'on the door' or to speak to a key member of staff, pastoral manager or other trusted adult. After this time they will be taken to their first class, their lateness explained and learning will start. From this point on all uniform/learning expectations are applied. At King's Park, students go straight to registration and use the time to get ready for the day.

2. To ensure continuity, professionalism and consistency when a teacher calls for support from the classroom-the protocol is:

1. The responder knocks on the door.
2. He/she addresses the teacher-how can I help?
3. Teacher states issue and can request what they feel needs to be done.
4. Resolution agreed-(discussion and resolution with student-agreed re-entry to class/dept parking/Restart etc..)
5. Action followed through. Follow up may be needed later.

The teacher is in control of their space and this protocol acknowledges this. When a teacher is dealing with a student in a public place-the protocol is:

1. All staff members have a responsibility to challenge a student if they are not following school rules-uniform/wandering the corridor/poor language etc.
2. The pupil is asked to stop and put their uniform right/show the note for being on the corridor during class time etc.
3. Other staff members have a responsibility to support their colleague. They can ask them 'Can I help? 'are you ok?', standing close by and being a reassuring physical presence. Follow the lead of the member of staff engaging with the student as an additional voice may help or hinder.
4. If the student does not respond-get HOD/Pastoral-don't let it go.
5. Pastoral staff will address the Teacher/Teacher will state issue and will agree resolution with pastoral staff.

Follow up may be required

At Newhaven we recognise that some students at certain times in their lives need more support than others to manage a working day at Newhaven. All staff are involved in identifying these students and with external agencies creating a plan which offers the support a child needs. These will vary enormously according to the needs of the child. The support plan will be shared with all staff/parents/the pupil and regularly reviewed to ensure continuity of approach from staff and success for the pupil.