Think Differently Education Trust
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Positive Behaviour Policy *(Including Restrictive Interventions)*

Approved By: Executive Leadership Team

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1. Introduction

The Positive Behaviour Policy has been written to help foster a growth mindset and works in line with our Vision, Mission and Core Values. Employees at TDET are expected to **THINK DIFFERENTLY** to create a positive environment that inspires all young people to overcome all barriers and achieve their dreams.

It is important to have high expectations for our young people while recognising some will have specific needs. Our Values cover all times of the school day and where young people are representing the Trust out of hours or off-site: Staff should ensure these values are embedded in routines within their classroom and for when young people are moving around their respective settings.

It is everyone's responsibility to challenge young people where these values are not met, but equally to comment positively when they are.

Think Differently Education Trust is committed to the principles of **ethical leadership** in implementing this policy, and this includes all employees respecting the rights of our young people as set out in the UNICEF Charter.

The Trust continues in its aim to have Trauma Informed Attachment Aware Schools, where resilience is promoted and where the most vulnerable children can recover from trauma, with the support of all professionals involved in their care.

TDET Core Values	**How this policy addresses these values**
THRIVE – We create a positive environment where we thrive and succeed	We support all pupils to demonstrate positive behaviour and, through our Pastoral systems and Personal Development Curriculum, we want our pupils to understand the impact of their actions on other people, developing their empathy and other associated traits. The policy also aims to guide our pupils and develop their social, emotional, and behavioural skills; providing opportunities for pupils to independently improve behaviour, whilst supporting them to learn from their mistakes.
HIGH ASPIRATIONS – We have high aspirations for ourselves and others	The policy aims to put strategies in place which help develop a positive culture of praise and reward within the Trust, where pupils feel empowered and are able to successfully manage their own behaviour, thereby raising levels of engagement and achievement. Our pupils were involved in creating this document, recognising their responsibilities in and around lessons to support positive learning environments where each person has the opportunity to make progress and be successful
INCLUSION – We are inclusive in all we do and celebrate our differences	As proud members of our Trust community, our pupils should; Show consideration for the needs and feelings of others... Show respect for each other as individuals regardless of race, religion, culture, gender, or disability. Equally important is that the policy is rooted in mutual respect - where staff speak and act courteously to pupils and thereby educate pupils to show similar respect towards staff and each other.
NURTURE – We educate our young people and staff to nurture their emotional health and wellbeing	Through our Keyworker system, we have developed a culture of trust where all young people are supported and have access to a member of staff who is there to champion their needs. We encourage all our community to report any bullying or negative behaviour.
KEEP SAFE – We ensure that	We are committed to creating a safe and secure environment where all young people are able to reach their full potential, academically and

keeping safe and the safety of others is paramount	socially, by feeling safe, happy and confident that an adult will listen and offer support when it is needed.

2. Link to Other Policies and UK Legislation

Safeguarding and Child Protection policy
Anti-bullying policy
Digital Citizens/E-safety Policy
Personal Development policy
RSE policy
Use of restrictive interventions and seclusion policy

The policy refers to, and complies with, the following legislation and guidance:

UN Convention on the Rights of the Child – Article 3
UN Convention on the Rights of the Child – Article 28

3. Purpose

Effective behaviour management is essential for the smooth running of all our settings. This is based on respect for the individual, the balance of fundamental rights and responsibilities together with the fostering of a sense of community for all of those involved. This philosophy is based on inclusive principles which recognise and respect diversity, promote equality and give both rights and responsibilities equal weight.

We seek to develop in young people an acceptance of responsibility for their own learning and behaviour and to exemplify ways in which the Trust endeavours to remove barriers to learning and support the individual to develop their full potential.

The Trust recognises the importance of teaching behaviour for learning and does this explicitly through the curriculum and implicitly through example.

We are committed to ensuring that our young people are well prepared for the journey into adult life and there are a number of factors which need to be in place to ensure that this is done well. It is our belief that for our young people to flourish and achieve well they must be supported by an ethos and culture which acknowledges and responds to their individual needs.

As a Trust with a UNICEF UK GOLD Rights Respecting School, we have adopted the UN Convention on the Rights of the Child. The following articles are especially relevant to this policy:

- Article 3 – The best interests of the child must be a top priority in all things that affect children
- Article 28 – Discipline in schools must respect children's dignity

Positive behaviour should be maintained, as far as possible, with the minimum of tension. Responsibility for maintaining high standards lies with each member of staff. All staff are expected to correct inappropriate behaviour whenever or wherever it occurs and not just in their own classrooms.

Strong relationships between staff and pupils are vital. Staff must be fair and consistent with pupils (taking into account individual needs) and pupils need to understand that the staff member is in control at all times, enabling pupils to feel safe.

The key aspect in pupils feeling valued, safe and secure, is the sense of connection they have with staff. For most young people this can be achieved by simple acknowledgement of the young person and the young person having the knowledge that you have them in mind.

Equally, staff must be approachable and there to help (not only to discipline) and pupils must understand this. If a member of staff is having difficulties with an individual or group of pupils, they are expected to seek support to make a positive change.

The Equality Act 2010 makes clear that schools must make reasonable adjustments to ensure disciplinary procedures do not discriminate against pupils who may have conditions such as ASC/ADHD that can impact on their behaviour. It also means ensuring that staff working with pupils with a specific diagnosis have appropriate training and support.

We always aim to draw a distinction between the behaviour of pupils who can behave but choose not to and behaviour which is driven by the specific needs of the pupil's condition. These behaviours often result from anxiety or frustrations arising from specific environmental factors. These factors may be current or from an earlier occasion which could still be affecting the young person.

Challenging behaviour can also arise from a lack of understanding of pupil needs or from a sanction being issued without a clear explanation or rationale.

In our settings, behaviour management strategies always need to be realistic and tailored to the individual(s) involved.

For these reasons, all our approaches to behaviour support and management start with the need to understand the pupil, being pro-active in planning and organising pupils' school day experiences and when problems do occur, looking first for the underlying reasons for the behaviour being presented and not making assumptions about the pupil's intentions.

All staff are required to teach pupils what 'socially appropriate' or 'expected' behaviour is or to interpret other people's intentions accurately. Staff are expected to follow systems and procedures which reflect this, ensuring that every day has a consistently positive and supportive ethos.

Parents/Carers

The academy recognises the demands and additional responsibilities that come with being a parent/carer of a child with additional needs. Our philosophy is grounded in working in partnership with parents, offering as much support and encouragement as possible.

Parents need to feel confident that the staff understand their child's specific needs and that measures are in place to meet those needs. Parents will be involved in personalised planning and target setting as well as agreeing strategies to support their child and which respond to challenges and situations if and as they occur. Good communication with parents means that they can support the work of the academy effectively and feel reassured that appropriate provision is in place.

Of particular importance is communication from parents about any change in home or family circumstances and, where relevant, any change to their child's medication. The Trust uses a Management Information System (Arbor) and other systems such as text and email to send messages about activities, behaviour, and achievement during the day.

Expectations of our pupils – in lessons

We expect all pupils to strive towards their best positive behaviour at all times and, through our Pastoral systems and Personal Development curriculum, we teach pupils to understand the impact of their actions on other people; developing their empathy and other associated traits.

4. Glossary of Terms

Term	Description
Sanctions	Measures taken to address misbehaviour such as loss of privileges, reflection time, suspensions or exclusions
Reflection Time	Time provided for pupils to engage in self-reflection and personal development after an incident
VIPs	Values In Practice points. Awarded to pupils to reflect the positive behaviours demonstrated in a session.
Restrictive Intervention Restraint	The use of restrictive interventions is to prevent or manage harmful behaviour and maintain safety. Restraints should be used as a last resort and only when all other types of intervention have failed.
Team Teach	Team Teach is a positive behaviour support framework with an emphasis on safety that teaches verbal and non-verbal strategies that should be used by staff when deescalating incidents of behavioural concern.

5. Roles and Responsibilities

As members of the TDET community, we all have a role to play in ensuring positive behaviour for learning.

5.1 Principal/Headteacher

- To ensure the academy's policy is in line with legal requirements and reflects the Trust's values
- To support and provide staff with the training to implement this policy

5.2 Staff

- Follow the guidance set out in this policy
- Role model the behaviour expected from pupils and promote respect, courtesy and good manners as the norm
- Take responsibility for managing behaviour and adopt a positive and solution focused approach to behaviour management
- Respond appropriately to behaviour; positive and negative
- Look beyond the behaviour to see the child
- Understand that the unique differences and circumstances of each pupil may influence their behaviour
- Listen to pupil's concerns and look for opportunities to reduce anxiety
- Understand that all behaviour is a method of communication and actively seek ways to respond in an empathic way
- De-personalise negative behaviours
- Demonstrate through their actions that they share an understanding that children cannot be taught to behave better by being made to feel worse
- Report and record behavioural incidents in a timely manner
- Communicate with and support others to ensure a consistent team approach
- Monitor progress and inform parents/carers about their children's achievements as well as any causes for concern regarding behaviour, attitude and effort.

- Always tackle the use of derogatory or aggressive language and challenge stereotyping and prejudice
- Be vigilant and monitor behaviour as pupils move around the school and enquire or intervene if they think a pupil may be the victim of bullying or harassment
- Can provide a clear rationale for their actions aligned to the whole school ethos, policies and procedures and will be able to explain this to pupils, parents and other staff or professionals and seek advice from others where appropriate
- Provide rewards and incentives to celebrate achievements and encourage positive behaviour for learning (see VIP Rewards)

5.3 Parents/Carers

- Understand our core values, and help to reinforce them at home and support your child to follow them at school
- Role model positive behaviours to your child
- Help staff at school to understand your child's unique differences, character and needs in order that school can support them in a positive way to keep to our values
- Work in partnership with staff at school to solve any problems that may occur
- Support good attendance and punctuality

5.4 Pupils

- Follow our "Values In Practice (VIP) system"
- Talk to staff at school about any worries or concerns you might have
- Allow staff and parents to help you solve problems at school

6.0 Professional Development for Staff

- Within each setting, leaders will be working with the VIP data provided for year groups on academic and attitudinal underachievement to inform staff in their respective areas and provide support where needed.
- The Leadership Teams will take an active role in supporting the development of effective behaviour management within and beyond the classroom.
- Child Protection / Safeguarding training will be kept up to date for all staff.
- Training needs for Teaching and Support staff will continue to be identified and addressed through our Continued Professional Development

7.0 Rewards and Sanctions

7.1 Rewards – Encouraging Positive Behaviour

At TDET every opportunity is taken to praise and reinforce good, expected behaviour and achievements. Reward, wherever possible, is immediate and explicitly linked to positive behavioural choices. This encourages the behaviour to be repeated. Consistent repetition of positive behaviours leads to the behaviour becoming an embedded part of the young person's behavioural repertoire.

We give pupils positive feedback, during lessons and around school, by:

- Using social mapping to develop social cognition
- Positive use of voice and facial expression
- Telling pupils when we are pleased with them and why
- Sharing good news and progress with home

- Celebrating success publicly (when the pupil agrees) via assemblies, social media, displays
- Encouraging them to take work to show other staff and/or their families
- Giving them VIP rewards (see below), certificates and other tangible recognition.

7.2 Rewards – Values in Practice System (VIP)

Pupils earn points out of four for every lesson/session in the school day. The points are for the behaviour choices during that lesson/session, and the impact it has on their learning. This is tracked daily using the Trust's management information system.

During the lesson staff explicitly link positive behavioural features with the VIP score in order that good choices are linked with reward in the minds of pupils (1 being the minimum point for a lesson, and 4 being the maximum). The final mark is discussed with each pupil at the end of the lesson if possible. Staff should avoid discussions that could be deemed as negative by the young person.

More details around the conversion of points into rewards for specific settings can be found in the appendices.

7.3 Sanctions

Sanctions are used within our framework of reinforcing good, expected behaviour and to develop pupil's social understanding with the focus being on the pupil's social development. They may also be required to ensure the health, safety, and well-being of others.

There is no set tariff of consequences. The individual circumstances are always reviewed before a decision is taken.

Possible sanctions include:

- Temporary loss of privilege/catch-up sessions/'reflection time'
- Verbal reprimand
- Restriction of leisure time activities
- Time out – as part of an agreed programme
- Letter home to parents
- Phone call to parents, recorded on Arbor/CPOMS and actioned appropriately
- Parents required to attend meeting with key worker, teacher, Leaders
- Exclusion – only to be used in extreme circumstances

7.4 Sanctions Rationale

Some young people respond to sanctions. There is evidence to support that the actual sanction is relatively unimportant; people respond to the feelings of discomfort they experience when faced with the disapproval of others. They learn to associate these feelings of discomfort with the negative behaviours that precipitated them. There is, however, a significant population of young people who do not respond well to this aversive conditioning and for whom sanction, or the fear of punishment is less effective in promoting behavioural change.

Some young people with social communication difficulties may find it hard to recognise how they or others feel and, therefore, are less likely to respond to punishment cues. Sanctions may well be less effective for this type of young person.

Some young people show callous unemotional traits (CU). Those displaying these traits are less likely to experience empathy or to care about the feelings of others and therefore will be less responsive to aversive conditioning. Restorative justice techniques are often inappropriate for these pupils.

Young people with a combination of SEMH and ADHD have been shown to have a supressed fear response to aversive stimuli. This lack of fear may make them less responsive to aversive conditioning.

As well as being ineffective for a sizable group of our young people, punishment may militate against positive behavioural modification. Evidence shows that young people are more responsive to work on modifying poor choices when they feel a sense of well-being and are emotionally resilient.

Punishment does not contribute to positive feelings of self. The anger that many young people feel when sanctioned is often transferred and used to 'justify' the original misdemeanour or fuels feelings of negativity about any victims of the behaviour. Such pupils are less likely to analyse their behavioural choices and develop new strategies to cope with challenging situations.

Young people with attachment difficulties also struggle to respond to a behaviourist approach because they are so easily triggered to shame and a flight or fight response. Evidence based therapeutic approaches such as PACE (Playfulness, Acceptance, Curiosity and Empathy) and Connection before Correction, are more likely to enable young people with attachment difficulties to reflect on their behaviours.

8.0 Exclusions

We strive to create a fully inclusive environment for all our young people but accept that sometimes exclusion may be necessary if the behaviour presented is considered a threat to the safety and wellbeing of others or when learning is compromised to an unacceptable level by persistent and extreme disruption.

The Principal/Headteacher may suspend a pupil for one or more occasions, for up to 45 days in one school year. In extreme and exceptional circumstances, the Principal/Headteacher may exclude a pupil permanently. This decision is not taken lightly, and much support will have been given to the young person. This may include involvement from a family support worker and/or social worker, Thrive interventions, working with mentors, support from our Lead Therapeutic Practitioner and Pastoral Managers alongside regular contact with home or a trial at another JTDET provision if appropriate.

Exclusion from activities, from particular locations or from trips: in these instances, is a reactive strategy available to staff, when all other de-escalation approaches have been exhausted. This will not, however, be used in a punitive way and the language used when exclusion is unavoidable will not be punitive in nature, e.g., a dynamic risk assessment might lead to exclusion from a pre-arranged activity on health and safety grounds.

The behaviours in question rather than the individual in question should be tackled when exclusion is applied. For example, a script may run:

"*It's great when you're involved with this activity because you bring a real sense of purpose to the group. The group can't function with these behaviours though. You are welcome to be involved as soon as I'm sure that the behaviours aren't going to come back".*

This type of script can be adapted to many different situations.

There are times when a member of staff may judge that a young person needs to leave a room or is not ready to join a group at the start of an activity. Teaching staff, in conjunction with Support staff are best placed to make a decision about this and pupils will not be allowed to join the group if their behaviours show that they are not ready to learn or to allow others to do so.

The pupil will be allowed to re-join as soon as they make appropriate choices. This does not constitute exclusion and the strategy can be used by any member of staff as the need arises.

9.0 Restorative Practice

TDET aims to foster restorative schools that take restorative approaches to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen. Following any Suspensions, the young person and parent/carer will meet with a member of the Leadership Team to conduct a return to school, restorative meeting and discuss strategies to move forward, alongside any specific reintegration plan.

10.0 School Guidance

The 'ethos and culture' set out in this policy is designed to promote good behaviour, self-discipline, and respect, prevent bullying, and ensure young people thrive. This applies equally across the whole Trust.

We recognise, however, that each setting and school may need additional guidance for staff and pupils to take account of their unique setting and to meet any specific social, emotional, mental health or learning needs.

11.0 Use of Restrictive Interventions including reasonable force and seclusion

The Trust recognises that there are times when the use of restrictive interventions, including reasonable force and seclusion is lawful and necessary to keep people safe. However, we understand that the use of restrictive interventions can have a significant impact on pupils, staff and parents/carers.

Young people will, from time to time, make choices that compromise the safety of others, their learning or cause unacceptable damage to the fabric or fixtures of the building. At such times it may be necessary to use 'Team Teach' positive handling techniques.

These are the only techniques that will be used and this will only occur when de-escalation techniques have been exhausted or a situation has developed rapidly which demands immediate physical intervention.

Staff members will judge when this is necessary, but each episode will have one of the following features:

- The young person concerned will be at risk of harm or of harming others.
- The young person is causing extreme disruption or making it impossible for the setting to operate effectively.
- Staff deem that the young person'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.

All classroom-based staff will use a range of de-escalation techniques to manage pupil behaviour positively and keep serious behavioural incidents to a minimum. De-escalation techniques may include:

- Verbal advice and support

- Patience
- Withdrawal offered
- Withdrawal directed
- Swap adult
- Reminders about consequences
- Success reminders
- Humour
- Firm, clear directions
- Negotiation
- Limited choices
- Distraction
- Diversion
- Reassurance
- Planned ignoring
- Calm talking
- Calm Stance

Further information regarding our use of restrictive interventions and seclusion can be found in our policy here.

12.0 Searches

Staff can search a pupil for any item if the pupil gives consent; however, the ability to give consent may be influenced by the child's age or other factors.

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

Under guidance of the Dfe, staff have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- Weapons, e.g. knives
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes
- Pornographic images
- Fireworks
- Anything that has been, or is likely to be, used to cause personal injury to, or damage to property, of any person or to commit an offence

The items listed above can be confiscated by Senior Leaders.

12.1 Process for searching pupils

There will be two members of staff present during the search – a member of the Leadership Team and another staff member. **Searches must be carried out by staff who are the same gender as the pupil.**

Staff can carry out a search of a pupil of the opposite sex without a witness present, but only where they reasonably believe that there is a risk of serious harm that will be caused to a person

if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

The pupil must not be asked to remove clothes, other than outer clothing like a coat.

The pupil will be asked to accompany a staff member to a room where they cannot be seen or watched by other pupils.

The staff member must explain to the pupil why they are intending to carry out the search.

The staff member should provide a tray or box and ask the pupil to empty their bag/pockets/belongings into the tray or box. The staff member should view but not touch the pupil's personal items. The staff member may ask a pupil to show them inside a pocket/case/bag or turn it inside out.

If a pupil refuses to take part in a search, the Senior Leader should explain calmly why they are being asked to do so and explain the rules relating to searches. They should explain calmly to the pupil what will happen if they do not participate (police will be called and asked to search the pupil if it is believed that they have brought illegal items to school) and then give them up to five minutes to quietly reflect on their decision before further action is taken.

If there is immediate risk to the safety of others and this risk cannot be contained, the police can be called straightaway.

If the search relates to a non-illegal item and the pupil refuses to allow the search, the parent or carer will be also be contacted.

Parents or carers will be informed the same day if their child has been asked to take part in a search. This will also be logged on the school's safeguarding incident reporting system.

In specialist provision settings and hospitals, staff will follow the guidance issued by the NHS trust or service provider.

Appendix 1: Rights of the Child



A SUMMARY OF THE UN CONVENTION ON THE RIGHTS OF THE CHILD

unicef
UNITED KINGDOM

ARTICLE 1 (definition of the child)
Everyone under the age of 18 has all the rights in the Convention.

ARTICLE 2 (non-discrimination)
The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

ARTICLE 3 (best interests of the child)
The best interests of the child must be a top priority in all decisions and actions that affect children.

ARTICLE 4 (implementation of the Convention)
Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

ARTICLE 5 (parental guidance and a child's evolving capacities)
Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

ARTICLE 6 (life, survival and development)
Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

ARTICLE 7 (birth registration, name, nationality, care)
Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.

ARTICLE 8 (protection and preservation of identity)
Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.

ARTICLE 9 (separation from parents)
Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.

ARTICLE 10 (family reunification)
Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both of them.

ARTICLE 11 (abduction and non-return of children)
Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives, or being prevented from returning home.

ARTICLE 12 (respect for the views of the child)
Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

ARTICLE 13 (freedom of expression)
Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

ARTICLE 14 (freedom of thought, belief and religion)
Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

ARTICLE 15 (freedom of association)
Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

ARTICLE 16 (right to privacy)
Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

ARTICLE 17 (access to information from the media)
Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

ARTICLE 18 (parental responsibilities and state assistance)
Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

ARTICLE 19 (protection from violence, abuse and neglect)
Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

ARTICLE 20 (children unable to live with their family)
If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.

ARTICLE 21 (adoption)
Governments must oversee the process of adoption to make sure it is safe, lawful and that it prioritises children's best interests. Children should only be adopted outside of their country if they cannot be placed with a family in their own country.

ARTICLE 22 (refugee children)
If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

ARTICLE 23 (children with a disability)
A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

ARTICLE 24 (health and health services)
Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

ARTICLE 25 (review of treatment in care)
If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.

ARTICLE 26 (social security)
Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.

ARTICLE 27 (adequate standard of living)
Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

ARTICLE 28 (right to education)
Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

ARTICLE 29 (goals of education)
Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

ARTICLE 30 (children from minority or indigenous groups)
Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

ARTICLE 31 (leisure, play and culture)
Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

ARTICLE 32 (child labour)
Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.

ARTICLE 33 (drug abuse)
Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

ARTICLE 34 (sexual exploitation)
Governments must protect children from all forms of sexual abuse and exploitation.

ARTICLE 35 (abduction, sale and trafficking)
Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.

ARTICLE 36 (other forms of exploitation)
Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.

ARTICLE 37 (inhumane treatment and detention)
Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.

ARTICLE 38 (war and armed conflicts)
Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts.

ARTICLE 39 (recovery from trauma and reintegration)
Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

ARTICLE 40 (juvenile justice)
A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.

ARTICLE 41 (respect for higher national standards)
If a country has laws and standards that go further than the present Convention, then the country must keep these laws.

ARTICLE 42 (knowledge of rights)
Governments must actively work to make sure children and adults know about the Convention.

The Convention has 54 articles in total. Articles 43–54 are about how adults and governments must work together to make sure all children can enjoy all their rights, including:

ARTICLE 45
Unicef can provide expert advice and assistance on children's rights.

OPTIONAL PROTOCOLS
There are three agreements, called Optional Protocols, that strengthen the Convention and add further unique rights for children. They are optional because governments that ratify the Convention can decide whether or not to sign up to these Optional Protocols. They are: the Optional Protocol on the sale of children, child prostitution and child pornography, the Optional Protocol on the involvement of children in armed conflict and the Optional Protocol on a complaints mechanism for children (called Communications Procedure).

For more information go to unicef.org.uk/crc#op

Appendix 2: General Responses to incidents

Children must have the opportunity to reflect on their actions and the impact this may have had on others.

Below are examples for some situations that may occur in school and the types of response that are appropriate.

Incident	**Type of response to address the incident**
Incident against another person	Show the person that has been affected by the child's action that they are sorry. This can be in the form of verbal, written, picture, or an action. **We do not force children to say sorry**
Incident relating to theft, damage to property etc.	Where possible – a natural reparation should be used e.g. clean graffiti off the door, clean up the mess, pay for replacement of item. Where this is not possible a close alternative should be used e.g. vandalism that could not be fixed by the child – the child should then give time to complete a site task which enables the site person to fix the problem. Where there is a cost for replacement of an item that has been damaged this cost may be sought from the child through "community service" following discussion with the family.
The particular activity has been causing issues e.g. football at break time	Work with staff needed in order to ensure subsequent participation can be successful. E.g. having reduced time / supervision / or not taking part in the activity
Child being disruptive in lessons	Child remains in for some or all of the break to catch up with the work that hasn't been completed. OR The need for a discussion with teacher regarding behaviour and how to improve this in the next session.

Behaviour that prevents learning e.g. lateness, truancy, refusal to complete work (despite support)

Behaviour not in line with VIPs e.g. inappropriate language, not following rules during football etc

Serious incidents (see positive behaviour policy) e.g. physical assault, vandalism, drugs etc

Verbal correction around the particular behaviour (using Emotion Coaching

Negative behaviour continues

Pupil to attend **catch up/reflection time**– staff member that has issued the catch up should inform the relevant form team via email and log on the system.

Appropriate and proportionate consequence is put in place by staff e.g. hand in phone to key worker or football ban etc

Catch up attended and discussion had around root of the behaviour. Intervention/strategy put in place to support the pupil and consequence discussed. Key Worker to be informed

Key Worker to inform parents of catch up reason and strategies identified

Negative behaviour continues or catch up not attended

Form Team to call parents and inform them that a further catch up will be arranged as appropriate with staff member on catch up duty.

Tier 1 Escalation: Key Worker Report (see Page 2)

Tier 2 Escalation: Centre Management Report

Tier 3 Escalation: Centre Leader Report

Serious incidents to be referred to Centre Leader who will determine with SLT next course of action. We strive to create a fully inclusive environment for all our young people but accept that sometimes exclusion may be necessary if the behaviour presented is considered a threat to the safety and wellbeing of others or when learning is compromised to an unacceptable level by persistent and extreme disruption.
***exclusions will sometimes be managed internally**

VIP Points Reminder

- All staff to ensure pupils receive VIP Points during the lesson
- All staff to ensure pupils are aware of the amount of VIP points received in the lesson
- Form Teams to distribute raffle tickets to all pupils that have received 4 VIP points for all 5 lessons during the day *(If a pupil has received 4 VIP points for all their lessons, but was given a catch up throughout the day, a raffle ticket will still apply if the pupil has completed their catch up. If the catch up is not successfully completed, pupils will not receive a raffle ticket for that day)*
- All staff members can give an extra raffle ticket which rewards positive behaviour, respectful behaviour, exceptional work in class, kind and helpful to others etc.

Appendix 4:

Keyworker Report (Tier 1)

Pupil is placed on monitoring report by their Key Worker. This will be in form of a Positive Comments Book/Report. They will be expected to

- Have daily meetings with the Key Worker to discuss their VIP Points earned
- Have Key Worker led interventions e.g. conversations with parents/carers, strategies shared with all staff via email, briefing etc.
- At the end of week 1 of report, if pupil has < 80 VIP Points, they stay on report for another week
- If a pupil is able to earn more than 80 VIP points for the week they are being monitored, they can come off report, if not after 2 weeks of monitoring, pupil moves on to Centre Management Report

Centre Management Report (Tier 2)

Pupil is placed on monitoring report by a member of the Centre Management Team (Assistant Centre Leader, SENCo, and Pastoral Managers). This process will

- Begin with a solution circle approach – all staff finding solution focused approaches to addressing the key presenting issues
- Followed up by a meeting with Parents/Carers
- A letter sent out to parents, home school and other professionals, identifying the reasons for the monitoring, and a maximum of 3 daily targets that the pupil should try to adhere to.
- Positive Behaviour Support Plan updated
- At the end of week 1 of report, if pupil has < 80 VIP Points, they stay on report for another week
- A 2nd meeting with parents/carers to discuss the monitoring period and next steps

Centre Leader Report (Tier 3)

- Centre Leader will call a meeting with parents/carers and all professionals involved in the care of the young person.
- A support strategy will be devised, incorporating feedback from all agencies involved.
- A follow up letter will be sent detailing the plans, monitoring period and date of review.
- A follow up meeting will highlight what the most appropriate next steps for the pupil will be

Appendix 5: Approaches to Positive recognition and Classroom strategies

The most important aspect in children feeling valued, safe and secure is the sense of connection with the member of staff.

For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing.

We can categorise positive recognition as either personal or public. We create an ethos of every child as an individual and that all children are at different stages with their learning and development and achievement is based on their own personal progress – not as a comparison with others.

For children with additional needs we look at the specific needs of these children to determine how we approach the use of personal and public recognition.

The use of public positive recognition (praise, awards and rewards etc.) can, in addition to the desired positive impact on the target children, often have negative impact on all children but especially children with additional needs.

At all School in TDET, we will always carefully think about all the types of public positive recognition that are used in order to maximise the positive impact for all pupils and minimise any potential negative associations.

We will ensure that systems are not based on control through bribery or overuse of rewards. Consequences are steered towards those that are natural e.g. graffiti is cleaned up

Blanket class sanctions – e.g. whole class staying in or being held behind are not used.

	Purpose	**What it looks like**	**Key notes**
		Individual	
Use of pupil's work as an example	To celebrate the child To help promote learning	Sharing of work on the board Reading out of child's work.	Be mindful of using the same child all the time.
Classroom praise - public/private	To give feedback/ celebrate the child To help promote learning / conduct	Specific feedback (see feedback policy) *"James, super clear reading – your use of intonation for the characters really helped me to understand how they were feeling at different points in the story."*	This can be public or private dependant on the circumstances and the individual needs of the pupil. Be mindful of using the same child all the time.
Notes home/ Dojo messages	Encourages home school link	Staff can write a note in pupils' planners, post a message on their dojo wall, or send a direct message to their parents/carers via Dojo	This is a quick and easy way to communicate positive news to parents. Use as and when appropriate (balance of not too many/ not enough) Useful method for when things haven't been going to well for a pupil as a way of re-connection for the home-school and child-parent relationship.
Phone call home	Encourages home school link Enables the sharing of successes	Phone call home	This is a very powerful way to give that special news or information and enables effective relationship building between school and home.
Celebration Assemblies		Termly assembly to share good work, effort and positive attitudes and behaviour	Be mindful of the same children always receiving the awards
VIP Postcards	Encourages home school link		

Appendix 6: Examples of classroom approaches when dealing with behaviour

Concern	Some minor support on more than one occasion	Needed support on a number of occasions *(Support plans need to be update so adequate support is put in lesson e.g. seating plan/TA etc.)*	Significant support required
Teacher response or actions	Re-focus child Quiet word • Offer of support – "*You okay, do you need anything?"* • Cue name – *"James – all okay?"* • Nip in the bud: *"James, you're talking, and we are working quietly this lesson"*	Direct an adult or give extra support (staff presence for the child/ containment) **Wondering question:** James, I am wondering if sitting too close to xxx is making it difficult for you to concentrate on your work. Come and sit here where I can help you." **Distraction/ Redirection:** James – please pop next door and ask and Miss if I can borrow a xxx – Thanks. **Name the need:** You are very cross because you wanted to go in the iPad group. I can see that is hard. Everyone will get a go this week. **What do you need options:** - Learning break - SEN Box - TA Support in class - go and see someone e.g. Pastoral Manager - work in a different place e.g. PM Room	

If a child is requiring significant support in the lesson and the teacher is unable to effectively continue the learning for the class another adult must be called for (usually Pastoral Manager or member of the Centre Management Team).

Appendix 7: Supporting children with Social Emotional Mental Health needs

It is a primary aim of our Trust that every member of the school community feels valued and respected, and that each person is treated fairly and well.

We are a caring community, whose values are built on mutual trust and respect for all. The positive behaviour policy is therefore designed to support the way in which all members of the academy can work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and able to learn.

We recognise that children may experience a range of social and emotional or medical difficulties which manifest themselves in many ways. These may include children displaying challenging, disruptive, or disturbing behaviour.

These behaviours may reflect underlying mental health difficulties, social interaction difficulties, or sensory disorders. Other children may have Attention Deficit Disorder, Attention Deficit Hyperactive Disorder, Foetal Alcohol Disorder or Attachment difficulties. These children will be supported using a variety of strategies and these will be developed with key adults within the child's life (staff, professionals, parents) in order to best meet their needs.

We recognise that children with SEMH may exhibit behaviours which reflect a hyper or hypo state and that the behaviour(s) comes from a place of fear, stress, low self-esteem, dysregulation or as a result of a school based barrier to learning e.g. pitch of task, classroom environment. We have a duty to strive to help children to return to a place of regulation as only then will the child be in a place to reflect on the behaviour and find ways to repair the situation.

We also recognise that children in states of stress and dysregulation are unable to learn as effectively as those who are in a state of regulation.

In order to effectively support children, it is vital that staff are well trained and understand the potential root causes of behaviour(s).

We also recognise the needs of children with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these children, including but not exhaustively, the SEND code of practice, Equal Opportunities, Disability Act.

For effective provision for SEMH needs, we have Lead Practitioners in the following areas that receive specialist training and ensure our whole staff body are supported in the following areas:

- ADHD
- Autism
- Attachment
- Dyslexia
- Mental Health First Aid
- LGBTQi
- SaLT (Speech & Language Therapy)

Key principles in supporting the universal needs of all pupils:

- All behaviour (positive or negative) is a reflection of a person's emotional state
- Understand brain development and impact of stress and fear on behaviour
- Children have different 'stress windows of tolerance'
- You cannot always see the 'trigger'
- Behaviours communicate a need
- Scared children can do scary things
- Do not take things personally
- Negative behaviour mostly comes from an unconscious place
- In times of stress children's thinking process is distorted and confused and short-term memory is suppressed
- Children who are dysregulated are unable to access the thinking part of their brain
- Children without the strategies and skills need to manage their emotions need to be supported

How we support the universal needs of all pupils:

- Use of natural consequences rather than 'punishments'
- High Structure (Strong routines and boundaries) High nurture
- The use of PACE (Playfulness, Acceptance, Curiosity, Empathy)
- Use wondering in order to explore the potential cause of the behaviour
- Giving children time, space and support when dysregulated BEFORE attempting to deal with the behaviour
- Engaging children at an emotional level
- Regulate our own emotions
- Time in not time out?
- Using staff presence to help regulate
- Naming need
- Empathetic Commentary
- Access to learning mentors
- Understand that any traumas in a child's life can impact on behaviour

Following this, support will be given in a range of ways:

Approach	**What it looks like**	**Purpose**
Regulation times	Access to: - A quiet area/member of staff - Outside area - Pastoral Managers Office - Physical / Sensory activities	Enable children to regulate before going into class before school/ after break/dinner etc.

Self-Elected withdrawal	Pupils can ask teacher to leave the room to go to a specific place e.g. PM Office, etc. NB: Child may be angry – use limited talk or discussion. This is a strategy that has been discussed and planned for.	Enable children to develop skills to recognise their own dysregulation and remove themselves from the situation. Enables an adult to be close by and support the child to regulate – where needed and when the child is ready.
Anger management groups	1 to 1 or small group work working with Pastoral Manager or other support staff trained in anger management. Looking at specific issues for children, identifying triggers and areas that cause stress/anger for the child.	Support child in developing approaches to managing these feelings.
Sensory Assessment	Use of sensory checklist	To identify sensory needs and triggers in order to develop provision for that child.
Pastoral Manager/Key Worker Support	- In class support - Transition support from activities/ break etc. - Small 1 to1 or focus groups - Daily / regular check ins - targeted support in the playground - Pastoral Managers Office	Provide overall support for children's mental health and emotional needs in order to reduce anxiety
Social and Emotional Support Plans	Formal written support plan written by Key Worker & parents	Identifies the emotional needs for the child and the actions needing to be taken by school in order to support their emotional needs.
Individual Targets	Short term targets for pupils to address a specific issue. Written with the pupil and usually reviewed at the end of each lesson/ break.	
In class amended provision	SEN boxes, stress balls, fidget toys, social stories, drawing pads, self-withdrawal, specific 'safe' places (e.g. tent) or other activities specific to the pupil e.g. Pupil working on floor rather than at a table	To help children remain regulated for them to access learning.
External Support and or assessments	A range of support: Malachi (Emotional Health Support) ADHD Nurse School Nurse Forward Thinking Birmingham (Previously CAMHS) Educational Psychologist Communication and Autism Team Child Development Centre	To provide a range of assessments and support for more complex needs – including individual assessment and family support.