



# CELC

## Behaviour Policy

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Date of Policy: November 2023

Date Policy Due for Review: November 2024

Approval Date:

Person Responsible: Zoe Johal

## Introduction

### Behaviour Principles Written Statement

The promotion of positive, pro-social behaviour is the cornerstone of the work of Coventry Extended Learning Centre, not just an add-on to the curriculum. At CELC, we facilitate Restorative Practice; by enabling individual students to take responsibility for their own behaviour in terms of their relationships with others and their attitude and application to the learning process, they will become successful learners. Eventually, these skills will become a way of life and help them on the road to becoming successful adults. Coventry ELC's behaviour policy is built around respect - respect for self and others. (see Appendix 1).

We accept that all students referred to the CELC will have experienced significant difficulties in meeting the disciplinary demands of mainstream education. They will have been faced with sanctions and often faced rejection. As such, within a structured and consistent educational setting we will endeavour to concentrate on rewarding all positive behaviour, but will use sanctions where appropriate.

#### Our aims are:

- To enable all members of the CELC community to feel secure in an environment that fosters mutual respect, encouragement of each other to succeed, as well as a mutually caring and productive community.
- To facilitate and promote Restorative Practice within school.
- To encourage students to accept responsibility for their own behaviour and to understand the reasons for behaving in a socially acceptable way.
- To create an environment which encourages and reinforces good behaviour.
- To create a learning environment with appropriate routines and expectations of behaviour so that each student understands what is expected of them.
- To give clear and simple guidelines on expectations of behaviour which are consistently enforced.
- To encourage consistency of response to both positive and negative behaviour.
- To confront issues in a non-confrontational way.
- To promote self-esteem, self-discipline and positive relationships.
- To help students modify their behaviour by reinforcing positives and raising their own view of their achievements in all areas.
- To support success in learning.
- To outline the protocols, guidelines and procedures advocated by Team-Teach, to be adopted by staff (following mandatory training) when involved in incidents of challenging behaviour & crisis, presented by students of this school. (Appendix 2)
- To encourage students to be reflective of their behaviour, by understanding barriers and triggers, and developing strategies for the future.
- To encourage the involvement of both parents/carers and the CELC in the implementation of this policy.

## Shared Beliefs about Behaviour at CELC

- Forming relationships is crucial to positive student behaviour.
- Restorative Practice is vital for reflection and repairing relationships.
- Positive behaviour is necessary for effective teaching and learning to take place.
- A consistent approach is vital to effect positive behaviour change.
- Adults of the CELC set the standards and act as positive role models from whom the students take their examples and cues for behaviour change.
- Positive behaviour change involves the individual reflecting and taking responsibility for his/her actions.
- Experiences of poor relationships can result in negative behaviours.
- Positive reinforcement and reward can create a climate of achievement in which self-worth can be improved.
- Unacceptable behaviour will always be appropriately challenged.
- Staff are expected to be alert for signs of bullying, intimidation, racial or sexual harassment; bullying includes, but is not limited to cyber-bullying, prejudice, and discriminatory bullying. Any such behaviour will be dealt with swiftly and firmly on the basis of ensuring protection for the victim(s). At the same time, whilst the perpetrator(s) must be sanctioned (perhaps having broken the law), it is important to encourage and guide them towards adopting a more socially acceptable behaviour. All such incidents must be reported and appropriately recorded.

We recognise that many of our students use behaviour as a way of communicating. When negative behaviours arise, there are often pre-disposing, precipitating, perpetuating and protective factors. The CELC has a number of processes in place to support students in reflecting on their behaviour, and moving forward, e.g. Behaviour Support Plans, Target Cards, keyworder sessions, reflective 'time-out' of lessons.

## Factors That Influence Negative Behaviour

- Poor relationships between staff and students.
- A lack of mutual respect between staff and students.
- A lack of support and involvement of parents and carers.
- Poor role-modelling.
- Uninspiring lessons and curriculum, that fail to engage the students.
- A lack of stretch and challenge for more-able students, and poor support and differentiation for less able students.
- An inconsistent approach to the Behaviour Policy
- A lack of understanding of the factors underpinning the poor behaviour.

## Factors Influencing Positive Behaviour at CELC

- Good quality relationships, with a level of mutual respect, between adults and students.
- The interest, support and involvement of parents and carers in the development, welfare and progress of their child.
- Positive and empathetic adult role-modelling.
- The creation and presentation of a good quality curriculum, matched by imaginative and strong teaching, accounting for the differentiated needs of a wide range of challenging students.
- A positively consistent and fair attitude towards the frequently difficult and diffident behaviours of our students.
- Support and time for reflective thinking, enabling understanding of the factors influencing poor behaviour, and strategies to overcome barriers.
- Encouraging students, wherever possible, to make their own decisions and accept responsibility for the consequences of their own actions.

### Habits of adults who manage behaviour well:

- They meet and greet
- They persistently catch individuals doing the right thing
- They teach the behaviours that they want to see
- They teach learners how they would like to be treated
- They reinforce conduct/attitudes that are appropriate to context
- They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences
- They sustain a passion for their subject that breaks through the limiting self-belief of some learners
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up
- They keep their emotion for when it is most appreciated by the learners

### Restorative Practice

A restorative school is one which takes a restorative approach to resolving conflict and preventing harm. Restorative practice is a term used to describe behaviours, interactions and approaches which help to build and maintain positive, healthy relationships, resolve difficulties and repair harm where there has been conflict. As part of our restorative practice, we are committed to:

- Accepting that conflict will occur, and viewing it as an opportunity for learning, and building something better in place of what was there before.
- Putting people and relationships at the heart of everything we do.
- Seeing behaviour as something to be understood rather than 'dealt with' or 'managed'.

- Having very clear values that can be seen, heard and felt in every part of our school community.
- Doing things WITH people rather than TO them or FOR them.

### **Equal rights**

The CELC regards all people as valuable individuals with equal rights. This implies that at all times positive action will be undertaken to ensure that all people within our area of influence feel supported and valued. This allows their strengths to be enhanced even when individual actions are rejected as inappropriate.

### **Self-respect**

All people have the right to retain their self-respect at all times. No sanctions will be applied that harm or humiliate the student in any way. Positive relationships and role-modelling will be used by all staff.

### **The right to fail**

Each member of the CELC community has the right to fail. The only way to avoid failure is to avoid doing anything.

### **Decisions that affect you**

People have the right to be involved in decisions that affect them. Honest generous and kind communication is crucial to the integrity of all members. Care will be taken to ensure that personal space is not invaded, particularly at an emotional level, but staff will also be open to the needs of students to communicate their thoughts, feelings and experiences in an atmosphere of acceptance.

### **Readiness to learn**

Young people often arrive at the CELC disillusioned with education and learning. Many have a history of conflict with adults and those in authority. In order to engage them in learning it is important to develop positive, trusting relationships. Young people need to believe in staff advice and develop self-belief. This part of our initial work with young people can be very difficult. However, in the large majority of cases, adopting this approach leads to the young people achieving significantly better academic results than predicted and improved social skills and confidence in relating to adults.

### **Positive Behaviour begins before students enter the classroom**

- Start your lesson planned, prepared and well resourced
- Meet and greet your students at the classroom door
- Use positive language
- Smile!

## Expectations of Student Behaviour at CELC

Expectations at CELC are based on our RESPECT system. The RESPECT Rules are:

### RESPECT FOR OTHERS

- FOLLOW INSTRUCTIONS
- LISTEN TO THE PERSON WHO IS MEANT TO BE TALKING
- BE ON TIME, EVERY TIME
- RESPECT PEOPLE, PROPERTY AND THE CENTRE.

### SELF-RESPECT

- FULLY ENGAGE WITH YOUR LEARNING
- WEAR CORRECT UNIFORM

These rules are stressed at all induction meetings, and promoted around the school and in the classrooms.

Within these rules, the following applies:

- Students are expected to conduct themselves in an orderly manner in the CELC, whilst on trips, engaged in extra-curricular activities, or undertaking work related study or placements.
- Students are expected to respect and care for equipment, buildings and grounds.
- There will be respect for the views, beliefs and opinions of others.
- All members of the CELC community are expected and encouraged to keep the CELC a safe and welcoming place for all individuals, regardless of sexual orientation, creed, race, size, colour or physical ability. Any attempt to undermine this principal will be viewed as a critical incident.
- All cases of physical violence will be dealt with on the basis of preventing injury and damage to persons and property. All such incidents will be treated seriously. Anyone involved in such incidents will be removed, if absolutely necessary, against their will, and counselled about the matter. Subsequent action will depend on the circumstances. However, all incidents must be reported and recorded in accordance with school policy, practice and procedures.

## Expectations of Adult Behaviour at CELC

**We expect all STAFF to:**

- Meet and greet students.
- Use positive language related to CELC expectations.
- Maintain a calm and respectful approach with students.
- Model positive behaviour on a daily basis.
- Apply rewards and sanctions consistently, fairly and within the context of a structured system, designed to increase positive attitudes, values and behaviour.

- Be fair and consistent in applying sanctions for unacceptable behaviour, making a firm distinction between serious and minor transgressions and offences, and being sufficiently flexible to take account of individual needs and circumstances.

**Leaders understand their responsibility to create a positive climate. We expect all leaders to:**

- Meet and greet, walk around and be visible in the school.
- Go into lessons to observe positive behaviour.
- Carry out regular learning walks to support and coach and model expectations.

## **Arrival and departure**

We will note each day and reward/praise:

- Punctuality to CELC; arriving at and leaving the site in an appropriate manner.
- Attending all classes, on time.
- Remaining in class during lesson times.
- Behaving appropriately in the neighbourhood at the start and end of the day.

## **Around the building**

- Keep hands, feet and objects to yourself.
- Stay on site.
- Listen to staff and follow instructions.
- Be in class ready to start work on time.
- Be polite use acceptable language and behaviour.
- Smoking and spitting in and on CELC grounds will not be tolerated.
- Respect CELC and other people's property.
- Hand in mobile phones at the start of the day and after breaks.

## **Items of Value**

Valuable items such as mobile phones, electronic devices, and jewellery cannot be protected from theft or damage, whilst in the possession of students.

At the start of each day, students will be required to hand in their mobile phones and electronic devices, and are welcome to hand in other belongings for safekeeping. Students may be required to hand in additional items if they are causing a distraction. Mobile phones will be available for retrieval during breaks (in KS4 phones are only available at lunch time, in KS3 phones are handed in for the full day). The use of mobile phones during lessons will not be tolerated. If a student refuses to hand their phone in and/or uses their mobile phone during lesson time, then school sanctions will be followed, potentially resulting in a fixed-term exclusion. Parents may also be asked to ensure that their child does not bring a mobile phone into CELC in future.

## Rewards (Positive Reinforcement)

If young people are to progress towards becoming successful adults, then the people they come into contact with must give them appropriate guidance and praise. Praise is very important for all young people, as it provides feedback and recognition of their appropriate behaviour, helping them to see how well they are doing and what improvements they have made. During the early stages of learning new behaviour it is not easy for them to judge when they are getting it right. By providing feedback for the students, staff help them to see their behaviour and progress for themselves. Learning that things do not happen merely by chance or fate, that their actions have effects, will assist a student's progress towards monitoring and regulating their own behaviour.

At all times staff will actively seek opportunities to reward appropriate work and behaviour using verbal praise.

## Home Learning

Homework is not obligatory at CELC, but students are encouraged to extend their learning by completing 'Home Learning Reward Challenge' work, set by teachers. For each piece of work a student successfully completes, they earn 15 points.

## Rewards System

- Staff will enter achievement points onto student cards, for each lesson; these points are based on the RESPECT rules.
- The students will meet with their key workers twice daily, to celebrate successes, identify weak points, set individual targets, and total their points for the week.
- The target card is completed at the end of every lesson.
- Each point achieved is worth one penny (one point = one penny).
- Students bank their points until they have sufficient to purchase either small rewards or a gift card (usually 500 points). Students can decide which gift card they prefer to be awarded, or whether they wish to spend their money on an item specific to them, which has been previously agreed with their key worker.
  - Students can earn up to 20 points per lesson:
    - 3 Individual targets = Each individual target is worth up to a maximum of 3 points
    - General target (set across centre, e.g. correct uniform, no swearing, no eating or drinking (except water) in lesson) = 1 point
    - Additional Bonus Points, up to the value of 10, can be awarded by all staff.
- 'Home Learning Reward Challenge' work, is set by teachers in lieu of homework. For each piece of work a student successfully completes, they earn 15 points.
- Points are deducted when a sanction is given. Each level of sanction is worth a specified amount of points:
  - C1: 5 points lost



C2: 10 points lost

C3: 30 points lost

D1: 60 points lost

D2: 120 points lost

Should the student refuse to complete the **D2**, points should be reset to zero (unless already in negative).

- Sanctions may also be issued at break and lunch time with regards to behaviour and following the rules; e.g. if misbehaving around pool table, etc.
- Each key worker will use the information from the target cards to provide the basis of their communication with the students and their parents/carers each week.
- Points will be recorded electronically, for each student, on at least a weekly basis, to inform an overall picture.

## Sanctions

No matter how well planned the curriculum, or how well staff plan or prepare, individual instances of disruptive behaviour can occur at times. Controls and sanctions are necessary in order to maintain reasonable order in CELC. However, sanctions should be applied fairly and consistently without undermining students' sense of responsibility or self-respect. The aim is to create an environment which gives a firm and commonly understood structure and sense of order. Discipline is not an end in itself. It is, however, essential for effective individual and collective learning and for the positive development of schools as a whole.

There will be times when students choose not to follow the rules, choosing to prevent the staff from working and their peers from learning. When this occurs, staff will be prepared to deal with it in a planned, calm, quick and consistent way. By following a carefully planned structure and set of effective sanctions, and having determined in advance what they will do when students misbehave, staff have a course of action to follow.

Sanctions will be given for inappropriate behaviour in a way that informs the students that their behaviour is unacceptable. Sanctions are most effective if they are given as soon as possible after the inappropriate behaviour has occurred. For a sanction to be effective, it must be something that a student does not want, but under no circumstances must it be in any way physically or psychologically harmful. Sanctions should never embarrass or humiliate a student.

To further increase the effectiveness of the sanctions, the attention given to the student demonstrating inappropriate behaviour should be limited, while praising those around that are working and behaving appropriately.

Our aim is to always maintain students within the classroom. If inappropriate behaviour is displayed, the following hierarchy of behaviour support will be used in all lessons:

**1<sup>st</sup> Incident:** Highlight the issue with the student. No further action is taken. It may be considered that there are several '1<sup>st</sup> incidents' in a lesson, but if the student responds then no further action is necessary. Praise for following instructions.

**2<sup>nd</sup> Incident: C1 (behaviour entered onto Behaviour Log)** Highlight the issue with the student, and remind them that they could lose Reward Points. Begin sanction system and give student first sanction. Consider moving support staff to work alongside the student.

**3<sup>rd</sup> Incident: C2 (behaviour entered onto Behaviour Log)** Highlight the issue with the student. Give second sanction. Tell student this will be their final warning before further action is taken.

**4<sup>th</sup> Incident C3 (behaviour entered onto Behaviour Log) + Time out.** Direct the student to take time out, enabling them an opportunity to refocus and return to the lesson. Should the poor behaviour continue then then the student will be awarded a **D1 (behaviour entered onto Behaviour Log – admin staff advised of 30 minute detention)**

Failure to complete the **D1** will automatically result in the student **receiving a D2 (behaviour entered onto Behaviour Log – admin staff advised of 30 minute detention)**

Should the student continue to refuse to complete the detention the student points will be **set to zero and a meeting with parents/carers will be arranged.** If the student still refuses to complete the D2, or there is no resolution, a one day exclusion should be given.

Detentions should be meaningful, so either use the time to follow-up with the student, or allocate lesson work missed for the student to complete.

**Ideally, D1s and D2s will be served at the end of the school day. 15 minutes of a detention can be served at break, and a further 15 minutes can be served between 13:30 and 13:45, but only with a designated member of staff, with work given. It is always preferable that detentions are served on the day they are gained, as this enables the students to begin the next school day with a fresh start.**

#### **Dealing with 1<sup>st</sup>, 2<sup>nd</sup> & 3<sup>rd</sup> incidents:**

- No-one likes receiving warnings or sanctions, and the longer the interaction the more chance of a defensive reaction or escalation.
- Deliver messages and sanctions in a simple, clear and non-negotiable way; do not get caught up in a lengthy argument or confrontation.
- Focus on moving in, delivering your sanction as discreetly as possible and then moving out quickly.
- Choose a phrase that you will withdraw on, such as, 'I need to see you working as well as you were in yesterday's written task - thank you' or 'I will come back and give you feedback on your work in five minutes'.
- Avoid waiting around for the student to change their behaviour immediately; they may need some time and space to make a better choice. Engage another student in a

positive conversation or move across the room to answer a question and only check back once the dust has settled.

- Prefacing or closing requests with 'thank you' has a marked effect on how the request is received; 'Thank you for handing your phone in' or 'I need you to hand your phone in – thank you'. The trust in the student that this statement implies, combined with the clarity of the expectation, often results in immediate action without protest. It is almost a closed request which leaves no 'hook' to hold onto and argue with.

**3 minutes out – '30 Second Conversations' for support staff:**

- State the behaviour that was observed and which rule/expectation/routine it contravenes.
- Remind the learner of their previous good behaviour
- Challenge their negative internal monologue 'You can do this, you are intelligent and able'
- Thank the child for listening
- Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact
- Use a soft, disappointed tone
- Remind yourself that the sanction is a consequence not personal retribution
- Move away to allow reflection time as soon you have finished speaking.

**On Call:** If a student refuses to leave the lesson after the 4<sup>th</sup> incident, or continues to behave inappropriately, then assistance will be sought from the member of staff on call.

The on call staff has a number of actions they can take, including talking to the student to encourage reflection, offering a safe space, warning of further sanctions, making a phone call to parents/carers. The decision could be made for the student to work individually with support staff, depending on the severity of the incident and the student's willingness to work. The student may eventually return to the lesson, depending on calmness and remorse.

If the on call staff member is unable to resolve the issue, then the student moves to the **second stage of on call**, where they are referred to SLT, Pastoral Manager, or other appropriate staff member.

**Consistent follow up:** Staff should always take responsibility for behaviour interventions, seeking support but never delegating. It's vital that incidents are followed up by staff, in order to move forward. A restorative approach leads each party to a point where they can take responsibility for their own behaviour and its consequences. It must not be, however, a prelude to a forced apology; don't demand an apology. Show them your humility and give them yours. Ask for nothing in return.

A restorative meeting with the student can be brief and cannot be delegated to a colleague. It isn't a prelude to the learner apologising. It should be a genuine conversation that re-chalks the lines of acceptable behaviour and repairs damage.

The meeting is to discuss the poor behaviour or incident: not the child's character. The discussion is structured to address what happened, reinforce expectations and reset

behaviours for the next lesson. Reparation will give you a platform to build relationships that change and improve behaviour for the long term.

**A good Restorative Meeting is often structured in 5 steps:**

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. Who do you think has been affected? how?
5. What needs to happen to put this right?

**All students begin each subject lesson with a fresh start**, unless they have consistently and continually chosen in previous lessons to behave inappropriately. A decision may then be made by staff to adjust their daily timetable accordingly.

**Critical Incidents**

In cases of severe classroom behaviour, such as incidents of violence, bullying or vandalism, a student will not receive a warning and will lose the right to proceed through the hierarchy of sanctions. Such severe behaviour requires an immediate sanction, which removes them from the classroom to be dealt with by on call/SLT. In the case of extreme violent, threatening or aggressive behaviour, including violence, threats or aggression towards staff, students, or other persons, it may be necessary to contact the police.

During certain periods, SLT may choose to ‘spotlight’ certain behaviours that are causing an ongoing issue. Sanctions may vary, but will be immediate and consistent until this behaviour is moderated.

Ongoing records of a student’s inappropriate behaviour are maintained by transferring the information regarding incidents, sanctions and actions to the Incident folder.

If a student’s behaviour becomes so severe that they are unable to benefit from receiving their education in a class group, then they may be placed on an individual learning programme. This will be fully discussed with the student and their parents/carers and the student’s progress reviewed on a regular basis. The aim would be to gradually reintegrate them back into a class group.

A full staff de-briefing takes place at the end of each school day. During the de-briefing, staff and SLT (senior leadership team) will discuss the student’s school day and whether further action is required (e.g. a further phone call home made by the key worker or member of SLT, a meeting with the student the following day).

If poor behaviour continues, it is the responsibility of key workers to request a meeting with parents/carers. During the behaviour meeting, staff will discuss the barriers, triggers and behaviours of the student, and discuss strategies to overcome them. Targets will be set, in liaison with the student, and support will be offered in helping the student to achieve them.

If the additional support offered at behaviour meetings does not have a positive effect on the student's behaviour, SLT may eventually offer an alternative programme. The course of action will depend on a number of factors, e.g. is it safe for the student to be on site with other students, and are there health and safety concerns. A risk assessment will be completed to determine whether the student can remain on site but not at the same time as other students, or whether the student must be educated away from the centre.

## Managing extreme situations

When a student's challenging behaviour can no longer be managed using the above strategies, then it may be necessary to take further action. Such intervention should still be part of a planned process and include distraction, timely physical presence and various methods of diffusion, using the Team Teach approach. Only when it is clear that no alternative strategies will have the effect of creating a safe environment for all concerned should physical intervention be considered.

There are few situations in which physical intervention would be considered appropriate. Examples of such situations may include the following:

- When a student attacks a member of staff
- When a student attacks another student
- When students are fighting
- When a student is hurting him/herself or is in danger of hurting him/herself

Physical intervention, if required regarding the above situations, may take several forms. It might involve staff:

- Physically interposing between students, with the use of Team Teach approaches (Appendix 2)
- Guiding (Caring Cs)
- In very extreme circumstances, the use of Team Teach holds, for which staff would have received appropriate and approved training

The aim of Intervention is 95% de-escalation through the use of Verbal Intervention and Safe Space. 5% Physical intervention should then only be used for as short a period of time as possible to enable a safe environment to be re-established for all concerned. Before intervening physically, a member of staff should, wherever practicable, tell the student who is behaving inappropriately to stop and what will happen if he or she does not. It is also advisable, where possible, to summon assistance from other colleagues. At all times it is important to remain calm and to continue to communicate verbally with the student, making it clear that physical contact will stop as soon as it ceases to be necessary.

The Education Act 1996 allows staff at school to use reasonable force to control or restrain students, provided they have been authorised by the Head of Centre. Within Coventry ELC,

physical intervention will only be considered necessary when all other possible strategies have been exhausted. All trained staff will have authorisation to use physical intervention in line with this policy.

Up-to-date records of all incidents where physical intervention has been used will be formally recorded and stored in a bound and numbered book. Immediately following any such incident, members of staff concerned will inform the Head of Centre and provide a written report. Such incidents will always be reported to parents/carers.

## **Sexual Abuse**

Please refer to the 'Behaviour Policy Sexual Abuse Addendum'.

## **Drugs**

If a member of staff suspects that a student has participated in illegal drug use either before school or during school hours, or is in possession of illegal drugs, the student will not receive a warning and will lose the right to proceed through the hierarchy of sanctions. Such severe behaviour requires an immediate sanction, which removes them from the teaching area. This procedure is known as the severe clause and the student will be required to move immediately. Medical assistance will be called for a student believed to be under the influence of illegal drugs. Following staff discussion of the incident, the SLT member, or, in the absence of SLT, a designated staff member, will send the student home for the remainder of the day, with a possible further suspension. Parents/carers will be contacted to inform them of the incident, and an Incident Report will be written. In the absence of parents/carers, the SLT member will decide as to the best way forward. In the case of extreme circumstances, such as drug taking resulting in violent, threatening, or aggressive behaviour, it may be necessary to contact the police.

## **Searching, Screening & Confiscation**

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

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in the DfE's Searching, Screening & Confiscation guidance, or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items at CELC is:

- knives and weapons
- alcohol

- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the pupil).
- Cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images
- Vapes/e-cigarettes
- Lighters

**Items found as a result of a search:**

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

- poses a risk to staff or pupils
- is prohibited, or identified in the school rules for which a search can be made; or
- is evidence in relation to an offence.

Illegal items will not be returned to the student, and the police will be notified. In the case of cigarettes, tobacco, and vapes/e-cigarettes, they will be disposed of at key stage 3 (years 7, 8 & 9); at key stage 4 (years 10 & 11) we may make the decision to return the item at the end of the school day, but will communicate with parents/carers in all instances.

**Exclusions/Suspensions**

Please refer to the separate Exclusions Policy.

# **RULES**

## **RESPECT FOR OTHERS**

- **FOLLOW INSTRUCTIONS**
- **LISTEN TO THE PERSON WHO IS MEANT TO BE TALKING**
- **BE ON TIME, EVERY TIME**
- **RESPECT PEOPLE, PROPERTY AND THE CENTRE.**

## **SELF-RESPECT**

- **FULLY ENGAGE WITH YOUR LEARNING**
- **WEAR CORRECT UNIFORM**



# **RESPECT**

# **REWARDS**

## **Target Cards:**

**MAX. 10 POINTS + 10 BONUS  
POINTS per LESSON  
(1 POINT = 1p):**

- **RESPECT TARGETS**
- **BONUS POINTS**

# **RESPECT**

# **SANCTIONS**

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- C1**      **VERBAL WARNING 1**  
**- 5 POINTS LOST**
- C2**      **VERBAL WARNING 2**  
**+ INTERVENTION**  
**- 10 POINTS LOST**
- C3**      **FINAL WARNING 3**  
**+ TIME OUT**  
**- 30 POINTS LOST**
- D1**      **DETENTION (30 MINS)**  
**- 60 POINTS LOST**  
**(REFUSAL = D2 DETENTION)**
- D2**      **DETENTION (45 MINS)**  
**- 120 POINTS LOST**  
**(REFUSAL = RESET POINTS TO ZERO)**  
**PARENT/CARER MEETING**

Appendix 2

## **Positive Handling (Team Teach)**

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**18**

Date of Policy: November 2023

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Approval Date:

Person Responsible: Zoe Johal

Staff at CELC are trained to look after students in their care. Staff have a duty to intervene in order to prevent students from hurting themselves or others. If a member of staff ever needs to intervene physically they will follow the school's Positive Handling Policy.

Only staff trained in the pre-emptive and responsive positive handling strategy techniques of TEAM TEACH will use physical intervention techniques with children when necessary. Further details of the TEAM TEACH approach can be found on the TEAM TEACH website. The website address is [www.team-teach.co.uk](http://www.team-teach.co.uk)

The term positive handling includes a wide range of supportive strategies for managing challenging behaviour. The term 'physical restraint' is used when force is used to overcome active resistance. A clear and consistent positive handling policy supports students who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

The TEAM TEACH system is recognised by the Local Authority and accredited through BILD – British Institute of Learning Disabilities. All of our staff undergo Team Teach training and, although any member of staff may be required to physically intervene with a student who is endangering themselves or others, we would expect accredited staff to take over as soon as possible. Before using physical controls we take effective action to reduce risk by:

- Showing care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiating and reasoning
- Giving clear directions for students to stop
- Reminding them about rules and likely outcomes
- Removing an audience or taking vulnerable students to a safe place
- Making the environment safer by moving furniture and removing objects which could be used as weapons
- Using positive guidance to escort students to somewhere less pressured
- Ensuring that colleagues know what is happening and call for help

### **Restraint**

At CELC we only use physical restraint when there is no realistic alternative. We expect staff to conduct a risk assessment and choose the safest alternative. It also means that we expect staff to experiment and think creatively about alternatives to physical intervention which may be effective. The paramount consideration is that the action is taken in the interest of the child and that it reduces rather than increases risk. Any response to extreme behaviour should be reasonable and proportionate. Physical restraint must only be in accordance with the following:

- The child should be in immediate danger of harming itself or another person or in danger of seriously damaging property
- The member of staff should have good grounds for believing this
- Only the minimum force necessary to prevent injury or damage should be applied

- Every effort should be made to secure the presence of other staff before applying restraint. These staff can act as assistants or witnesses.
- Once safe, restraint should be relaxed to allow the child to regain self-control
- Restraint should be an act of care and control, not punishment
- Physical restraint should not usually be used purely to force compliance with staff instructions when there is no immediate danger present to people and property
- The restraint should be discussed with the child, if appropriate, and the parents at the earliest opportunity

Following a serious incident, it is the policy of the school to offer support to all involved. This is an opportunity for learning and time needs to be given for following up incidents so that students have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other peoples' perspective.

A member of senior staff would expect to talk to staff and children involved (if appropriate) in any incidents involving violence. If members of staff need time to rest or compose themselves, then the head of centre will make arrangements for the class group to be supported. All incidents of unacceptable behaviour should be recorded and all serious incidents or incidents involving restraint will be recorded on the appropriate form. Any physical interventions must be recorded in the Bound & Numbered Book and reported to the senior leadership team.