



## Behaviour for Learning Strategy



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## **OUR VISION AND ETHOS**

Here at The Raise Academy we offer a life line to children who suffer from Social, Emotional and Mental Health difficulties that prevent them from accessing mainstream education. We do this through dedication and whole school approach to emotional well-being and positive mental health.

We have fostered a nurturing approach to education where children feel safe and supported. Their needs and obstacles in life are understood and addressed by empathetic, patient members of staff who show compassion and appreciate the needs and requirements of all students. Our commitment will be for children to feel safe and secure, with staff that motivate and drive them to go to school every day.

By adopting a holistic approach to supporting children with both their education and their emotional well-being we can empower students to recognise and manage their own needs. With targeted support and guidance, they feel a sense of worth to become confident, contributing members of society who go on to become successful adults, leading happy lives. We value all learning in and out of the classroom. We are an Attachment Aware school which means we focus on building positive relationships between children and staff and children with their peers. We recognise that understanding emotions is a key aspect of understanding and managing behaviour. Through Emotion Coaching and being attachment aware, both children and adults are able to both manage their behaviour and to create an environment that is conducive to learning. We understand that part of our role, in partnership with home, is to help students to understand what is right and wrong.

Underpinning the behaviour policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and conduct. Through this we encourage reflection and do not accept prejudice in any form. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the “real” world.

## **PURPOSE**

The purpose of the policy is to provide a simple, practical code-of-conduct for staff, students and parents/carers which:

- Recognises behavioural norms
- Positively reinforces behavioural norms
- Promotes self-esteem and self-discipline
- Teaches appropriate behaviour through positive interventions

### ClassDojo

#### HOW?

The Raise Academy will use ClassDojo to support behaviour regulation and promote a positive learning environment.

The Dojo system is monitored closely by members of the Senior Leadership Team (SLT). Additionally, all The Raise Academy staff utilise ClassDojo to implement the school reward system along communicating with parents and celebrating success via class story.

Raise staff also use ClassDojo to support each other and discuss students that may need support. This is often done during morning briefings and daily debriefs. Form tutors will discuss cumulative ClassDojo points with individual students. This will allow students the opportunity to reflect and celebrate the positives and receive advice to support improvement. Form tutors continually communicate with parents via the ClassDojo messaging service. Effective communication is shared with all staff when necessary. Every week, form tutors are committed to telephoning or messaging parents/carers to update them of progress. Dojo reports, Arbor behaviour incidents and communication logs are used to support discussions and provide an accurate reflection of a student's week.

#### WHY?

The Raise Academy chooses to use ClassDojo for the following reasons:

- To celebrate success in the moment
- To ensure immediate access to support and intervention
- To maintain open lines of communication with parents
- To reinforce positive behaviour

We use ClassDojo to maintain the good order of the school, and create an environment conducive to learning. We strongly believe that all our students deserve, and are entitled to a calm, nurturing and safe environment. ClassDojo shows a true reflection of student engagement. If students are requiring additional support and/or are not coping in class, teachers can alert other members of staff to assist and provide instant support for students, allowing other students in the class to continue with their learning. Staff use the brief messaging note when a student receives a 'needs work' via Dojo.

## CELEBRATING SUCCESS

### **Prizes**

- Raise students will have the opportunity to win vouchers on a weekly basis
- The vouchers will be 'Amazon Vouchers'
- During the weekly praise assembly on a Friday, 5 vouchers will be awarded for behaviour related achievements
- The 5 prizes will be drawn from an electronic raffle
- Student names will enter the draw for various achievements throughout the week
- The following achievements will receive 1 entry into the draw:
  - Worker of the week nomination
  - Any student attaining a top ten points total on any particular weekday
  - Any Raise student attaining a 100% positive week (receiving no needs work on dojo)
  - 100% attendance or a notable improved attendee
- A student may have a number of entries in the draw and thus improving their chance of winning a voucher
- However, students can only be awarded a maximum of £10 per week, if the same name was selected twice

### **Reward Trips**

- Students will have the additional incentive of a reward trip each half term
- To be selected for the reward trip, students will have to meet the following criteria:
  - An average of 100 points per week must be met
  - This will be reviewed each half term
  - The number of points will depend on the extent of the trip
  - Trips will be announced so that students know what they are striving for
  - However, if a student exceeds an average of 2 needs work per week, they will not be able to attend the trip

### **Enrichment**

- The weekly target for an individual will be to attain an average of 25 points per day of attendance
- If successful their first-choice enrichment will be agreed
- Students with an average of less 25 points per day will complete a minimum of 15 minutes reflection time with the SLT team
- Additional time will depend on the number of points and attitude during the initial reflection time
- Anyone with more than 3 negatives during the week will also enter reflection time

- Reflection will mean that a student will not be able to attend an off-site enrichment activity
- They will however have the opportunity to respond the Raise way and enjoy the remainder of the weekly enrichment following reflection

### **Headteacher reward**

- One student from each group will be selected by Mr Eager for exceptional attitude
- They will enjoy a hot chocolate and a sit down with the headteacher

### **Additional information**

- Points will run from Friday morning until the close of day Thursday
- A list for reflection will then be produced
- Enrichment choices can also be made during form on Thursday morning
- This will allow enrichment to be staffed appropriately and transport be arranged for offsite activities
- Its' recommended that all staff have a points buddy to maximise points awarded across the school
- This will help ensure that all students are rewarded for their efforts

## **The Positives**

A reflection time at the end of each session (up to 5 minutes) should be used to celebrate success of individuals as well as allowing restorative conversations. Staff can work as a team to complete this task efficiently. Staff can also award dojos throughout lessons to recognise achievements.

Positive Dojos will be awarded each session (including form and interventions) to highlight the positive behaviours that we want to see.

If a student has gone above and beyond expectations they can be awarded extra Dojos. As a team we want to celebrate when students demonstrate any of our 5 core values. There is no minimum or maximum number of Dojos per lesson.

Positive Dojos reflecting our 5 core values will now be awarded during social times such as break time and lunchtime by staff when they see wonderful things happening!

When staff see positive things happening in lessons and around school, they celebrate it with students and make it explicit that they have earned a Dojo. Staff can add comments to keep parents well informed on how their child's day is going.



### Needs work

Notes can be added where appropriate to the 'Needs Work' points to explain behaviour incidents. Notes can also be added for positives for special recognition etc. This enhances communication with parents as well as other staff in school who will be working with the student during the day.

The 5-minute reflection time at the end of each lesson should be used to reflect on Needs Work points in order to start the next lesson with a 'fresh start'.



### INTERVENTIONS

Students will be offered various opportunities to access interventions. These interventions will take the form of, restorative conversations, weekly reflections, school counsellor support and WISPAS team intervention. This includes behaviour lead, safeguard lead, school counsellor and pastoral officer and SENCO. Students also have key staff as a form of intervention should they need it.

Intervention and progress are recorded, monitored and discussed through a weekly WISPAS meeting. Weekly reflections will now be recorded on the staff

area. Dojo report will be looked at and strategies will be discussed with students to help them to be their best in the following week.

Following the assess, plan, do, review framework to ensure the student has tailored and bespoke support in order to positively access the school curriculum, vision and values. The Pastoral Team will be responsible for producing, monitoring and evaluating Personal and Social Development (PSD). Staff will use the Boxall tool and Strength and Difficulty Questionnaires, Parent, Student and Teacher versions to assess success and identify the need for further support.

### DETENTIONS

Consequences are an important part of behaviour regulation, allowing students to understand that their behaviour choices have outcomes, this also develops resilience. If a student displays behaviour that is deemed unacceptable by a member of staff, such as:

- Use of bad language (continued after warnings)
- Physical assault on a member of staff or a peer
- Damage to school property
- Non-compliance

Then a staff member may issue a detention. This will be issued in the first instance at break-time, if this is not completed or refused by the student then a lunch-time detention will be issued. If this detention is not successfully completed, then the staff member may issue an after-school detention. In such cases parent/carers will be informed and transport will be reorganised as necessary.

### SCOPE

This policy is for all staff, students, parents and carers, associates of the board, visitors and other agencies working within the Academy and provides guidelines and procedures as to how our school supports and responds to behaviour. To be read in conjunction with The Raise Academy's Mental Health and Wellbeing Policy.

### POLICY LINKS

This Behaviour Regulation Policy links to the following other policies we hold in school:

- [Mental Health and Wellbeing Policy](#)
- [Anti-bullying Policy](#)
- [Equality Policy \(The YES Trust\)](#)



- SEN Policy
- Health and Safety Policy (The YES Trust)
- Child Protection and Safeguarding Policy
- Safe Touch Policy
- Social Media Policy
- E-Safety Policy

### **AIMS AND OBJECTIVES**

Our school is committed to the emotional mental health and well-being of its staff, students and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.

It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of our Attachment Aware Behaviour Regulation Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

The Raise Academy treats all our students with unconditional respect and has high expectations for both adult and student learning and social behaviours. Our school is calm and purposeful. It prides itself on excellent relationships and high level of care. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations.

### **AIMS**

- To promote and celebrate our Dojo/Raise values which include Independence, kindness, resilience, self-regulation, and team work
- To maintain a caring, nurturing, orderly community in which effective learning can take place and where there is mutual respect between members
- To help students develop a sense of worth, identity and achievement
- To help students develop a sense of awe and wonder
- To help our students become independent and confident learners
- To help all students to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- To develop in all students the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving



We hope to achieve these aims through a school behaviour policy based on rights, responsibilities and respect. Praise, rewards, privileges, and positive role-modelling support the development of self-discipline and the capacity to make positive choices.

This Behaviour Regulation Policy is a statement of good practice that contributes to the positive ethos at our school, in line with the school's mission statement. The policy promotes high quality learning relationships for all. At The Raise Academy we have clear systems and structures to support staff in knowing their students well (see our Mental Health and Wellbeing Policy for further information). We have an approach to learning that builds security through recognising strengths in learning and celebrates success leading to good classroom relationships. Our systems and structures make our provision personal, providing the scaffolding for good learning and for independence and character building. Our ethos builds relationships by recognising every child, building self-esteem and self-awareness. Our curriculum allows each individual to follow a pathway of learning that builds on their interests and strengths and supports their academic aspiration. Our curriculum also focuses on subjects that are proven to support emotional health and wellbeing, such as Physical Education, Outdoor Education as creative lessons such as lessons in Art and Drama and Design Technology. We have recently introduced animal therapy and have a therapy dog that visits on a weekly basis. Our approach to learning supports recognition and inclusion for all within the local, national and international community. Our work with the community builds sustainability in relationships and connects our students with relevant learning opportunities as well as supporting the maxim "it takes a village to raise a child".

### **BEHAVIOUR PRINCIPALS AND EXPECTATIONS**

At The Raise Academy we believe all of our students can do well. We encourage success by supporting them to meet the following expectations:

Be ready to learn by:

- Being on time for lessons with a positive attitude
- Take pride in wearing our school uniform
- Eat and drink in appropriate places
- Follow instructions and guidance of the teaching staff

Respect shown for all:

- Use appropriate language
- Listen to others and expect to be listened to

- Keep hands, feet, objects and personal comments to yourself
- Use self-regulation to maximise learning and manage emotions
- Look after the school building, displays and equipment

Be safe:

- Follow the rules for health and safety
- Be in the right place at the right time

## **POSITIVE BEHAVIOUR**

One of the most effective behaviour management strategies in schools has been shown to be careful planning that prevents difficulties from arising. Preventative strategies create a context where acceptable behaviour is positively encouraged and misbehaviour is reduced. An ethos is developed which emphasises co-operation, responsibility, concern for others and self-respect.

Students know what kind of atmosphere they prefer in school and what they expect of a 'good teacher'. Our trust is experienced in challenging education environments and has shown that over a range of ages young people produce a very similar list of characteristics that they look for in adults who work with them.

Young people want adults to:

- Treat them as a person
- Help them learn and feel confident
- Make the day a pleasant one
- Be just and fair
- Have a sense of humour and not to get upset or angry in the face of negative behaviour choices

Although they want this for themselves, they also want it for other young people because it makes the learning situation more comfortable. It is evident that young people prefer to learn in a relaxed yet purposeful atmosphere and where the adults are safely in control; where they can progress their learning with success and be acknowledged as 'people who matter'. We believe that where students feel they are valued they respect adults and accept their authority. Similarly, we recognise the implicit need for young people to develop the skills that make positive relationship with adults possible.

It is critically important that staff working in The Raise Academy build strong **Relationships**, develop high levels of personal **Resilience** and have high

expectations where the **Quality** of learning behaviours are concerned. Staff should never ignore or attempt to excuse poor behaviour. Rather, they should attempt to understand its communicative intent and promote/ model positive behaviour. We aim to ensure that students have clear boundaries reflected in a behaviour expectation framework that is underpinned by a clear system of rewards, sanctions and individual support. A common language is used across our school communities, providing consistent responses where behaviour is unreasonable. Restorative justice and informal mediation approaches are adopted to enable young people to repair and maintain any relationships that they have damaged.

Positive behaviour expectations form the basis of our reward system. Class DoJo will be used as a positive behaviour tool throughout the school. Students have the opportunity to earn five points per lesson, which are cumulatively added up at the end of the week with the highest scoring student receiving a reward. Other high scoring students are acknowledged and praised.

Students with an average of less than 25 per day in school, will spend some of their enrichment time on a Friday, reflecting upon their behaviour choices that week, and discussing behaviour regulation strategies with a member of the pastoral team.

Behaviour points are an excellent way for parents and carers see their child's progress in real time, throughout the school day. Parents and Carers can then talk to their children about their behaviour choices each day, this also allows opportunity for parents/carers to reward and praise their children at home. Behaviour points will also be used by the school to inform decisions regarding half termly reward trips.

### **ROLES AND RESPONSIBILITIES**

The Raise Academy recognises that it is not just the role or responsibility of a few key staff for dealing with behaviour in the school; it is a shared responsibility. Maintaining good behaviour is the responsibility of all staff, associates and parents/carers. We expect our staff and parents/carers to be a good role models for our students as we develop their attitudes and outlook for all aspects of life”.

### **STUDENT SUPPORT**

A skilled team, in particular the school counsellor, deliver counselling sessions and provide space for students to deal with ambivalent feelings or personal crises. Similarly, our learning support professionals provide pastoral and academic interventions that are underpinned by positive relationships and the

careful management of anger or frustration in a safe setting. Structured “Time Out” spaces are available to allow students to articulate concerns whilst simultaneously giving staff the opportunity to ‘reset’ boundaries. Where possible it is always our aim to put young people back into their classes where we know our personalised curriculum pathways give them the greatest chance of success.

Key Attachment Aware principles such as attunement and empathic listening are tools used by all our staff to support co-regulation. We support our students to identify and recognise their own triggers to enable them to seek a safe space to self-regulate.

### **THE RAISE ACADEMY EXPECTS PARENTS AND CARERS TO:**

- Support The Raise Academy policy on attendance and punctuality by notifying the school of any absences or lateness
- Notify The Raise Academy of any factors which may affect the behaviour choices of their child
- Support their child by attending regular reviews, open days, parent consultations, coffee mornings, and other meetings
- Follow and be involved with class story
- Be aware of and support The Raise Academy Behaviour Policy
- To mirror successful strategies within the home to support continuity.

### **SEARCH AND SEIZURE**

In the interests of the health and safety of students, staff, other members of the school community and visitors to the school, the school asks parents and students to ensure that any inappropriate and dangerous items, or harmful substances, are not brought in to school. In the majority of cases the application of common sense will easily determine what should not be brought in to school. As outlined in the DfE guidance, Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

Prohibited items include:

- Knives, including craft knives, pen knives, razors guns of any kind, including replicas and BB guns
- Alcohol
- Illegal drugs and 'legal highs' stolen items
- Tobacco and cigarette papers including e-cigarettes
- Fire lighting equipment or inflammable liquids
- Fireworks or explosives of any kind

- Offensive material such as pornographic, racist or violent images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Laser pens or LED torches
- Energy drinks containing high amounts of caffeine (Red Bull, Relentless, etc.)
- Sweets and high sugar foods
- Any item deemed to be inappropriate or unsafe by a member of staff

The full DfE guidance [Searching, screening and confiscation. Advice for headteachers, school staff and governing bodies \(January 2018\)](#) can be accessed here.

Weapons and knives, illegal drugs/'legal highs', and extreme or child pornography must always be handed over to the police, otherwise it is for the Headteacher to decide if and when to return a confiscated item.

The school reserves the right to confiscate cameras or mobile phones and to delete any unauthorised pictures or video recordings of students or staff.

The school reserves the right to seize, confiscate or destroy any of the banned items, or any item that the school deems to be unsuitable and dangerous. Sanctions may be applied to any student found in possession of any banned item or any item that the school deems to be unsuitable and dangerous. Students may be excluded in extreme cases, or when students have received previous warnings about banned items.

### **EXCLUSION**

As we are and aim to be an inclusive provision, the vast majority of behaviour is managed in school however; on occasion a student might be required to leave school premises due to a student exclusion. In cases where a student refuses to leave, an appropriate staff member will contact parents and, if necessary, the police.

There are a number of more serious behaviours that stop students doing well and could result in exclusion or a review of placement. These include, but are not limited to:

- Verbal or physical abuse of staff
- Bullying – physical, verbal, emotional
- Sexual harassment of any kind
- Prejudice on grounds of race, age, gender, sexuality, disability and others
- Carrying an offensive weapon

- Use or sale of alcohol or other mood-changing drugs
- Deliberate damage or theft of property
- Smoking in or around the building
- Refusing to leave the premises when asked
- Gambling

The Raise Academy is founded on the principle that all students have the right to an education that meets their needs, and strives to support students as they work through issues in school. However, there are occasions when students breach the behaviour policy and need to be separated from their peer group. To this end, designated areas of the school have been established to provide a sanction that isolates students whilst maintaining the learning opportunities ordinarily removed by Suspensions. These areas are isolated from the main learning areas, but remain within the school building. Use of these areas for internal exclusions will be minimal, and always with the goal of successful reintegration of the student into the general cohort. Further information and clarification about exclusions used within The Raise Academy can be found in the Exclusions Policy.

### **MALICIOUS ALLEGATIONS AGAINST STAFF**

We aim to build strong and positive relationships with students. However, there may arise an exceptional circumstance where a student makes an allegation against a member of staff. If, after investigation, the accusation is deemed to be malicious, i.e. a deliberate act to deceive, then serious sanctions are likely to be applied to the student, up to and including exclusion.

Timely and clear communication between staff and families supports the management of positive behaviour and support students to make positive behaviour choices. Routine attendance at briefings and meetings allows the staff team to make expert use of the information management system to record and analyse behaviour. Informal conversations during the school day are also critical. Without the timely sharing of information, detailing personal events outside of school for example, staff members are forced to react to behaviour that might otherwise prevented or prepared for.

We believe that it is not always possible to respond to negative behaviour in the same way for every student but it is useful to have a guiding framework of responses to good and poor behaviour. This ensures that students at The Raise Academy can be *certain* that every behaviour, positive or negative, will elicit some form of adult intervention. The tables that follow are intended to provide such a framework.



## Responses to Positive Behaviour

Meeting Behaviour Expectations

Verbal praise  
ClassDojo Points leading to rewards  
Extra-curricular activity  
Parents informed for consistent good behaviour and or class story post  
Referral to reintegration group

Helping other students or staff  
Responding appropriately to requests to change behaviour

Verbal praise  
ClassDojo points leading to rewards  
Extra-Curricular Activity  
Parents informed for consistent good behaviour

Excellent work  
Meeting personal targets  
Working as an ambassador for the Academy

Verbal praise  
ClassDojo point leading to rewards  
Headteacher's Award for Excellence  
Award nomination for 'Special Mention' at praise assemblies  
Worker of the week in praise assembly  
Parents informed about excellent work  
Display of work around school and online  
Residential experiences

## Responses to Negative Behaviour

Failing to observe The Raise Academy Behaviour Expectations

Classroom management by the teacher as stated in the behaviour expectations  
Class DoJo points not earned  
Passed Form tutor and behaviour lead

Persistent failure to observe The Raise Academy Behaviour Expectations

Verbal warning from staff  
Phone call to parents by teaching staff, pastoral lead or Form Tutor. Intervention by behaviour lead

Persistent lateness  
Unauthorised absence from lessons  
Smoking  
Students deemed to have used mood-altering substances  
Vandalism  
Bullying, Racism, Sexism, Homophobia, Ageism

WISPAS panel to discuss strategies  
Automatic home text or call  
Referral to Halton Support Services and/or Youth Offending Service (YOS)  
Letter home  
Possible suspension  
Parental meeting  
At this level incidents are dealt with by a Senior Leader

Refusal to leave a class or a building  
Physical or verbal abuse of staff  
Theft

Verbal warning (SLT, police, YOT) where appropriate



Possession of an offensive weapon  
Selling or using illegal substances

Internal, suspension or permanent  
exclusion  
Parents invited in by SLT to meet  
appropriate parties

**The Raise Academy has a policy of 'Safe Touch' and 'Restraint' where students present a danger to the building, themselves or other members of the school community. We will not hesitate to physically control students who refuse to meet school expectations, thus putting other students and staff in potential danger. For further information, please refer to The Raise Academy's [Safe Touch Policy](#).**

The Raise Academy puts great emphasis on staff wellbeing, engagement and training (See Mental Health and Wellbeing Policy). Staff will be supported by SLT and other colleagues. Regular supervision will also take place so that any issues can be dealt with and supported at the earliest opportunity. The importance of providing emotional support for staff in order to help manage stress and secondary trauma, and to reduce the likelihood of staff burnout is recognised by The Raise Academy.

**Negative behaviour** will always be dealt with swiftly and appropriately by The Raise Academy. Occasionally it may be deemed necessary for students to lose privileges so that they fully understand the concept of rewards and consequences. A member of staff will always debrief students so that they understand the situation and what is going to happen and will mediate between students and peers or students and staff if required.

### **BULLYING**

The Raise Academy has a zero tolerance for bullying or harassment on any level. We will ensure all our students are supervised at all times throughout the day and any form of bullying will be dealt with in a timely and serious manner. For further information, please refer to The Raise Academy's [Anti-Bullying policy](#).

### **PREVENT**

Inappropriate behaviour is more likely to occur when students lack a sense of purpose and/or structure, are presented with opportunities to make poor behaviour choices or are struggling to deal with external factors unrelated to school. It is preferable to prevent unwanted behaviour from occurring as dealing with unacceptable behaviour wastes time, can lead to confrontation and is stressful for everyone involved.

This principle is relevant to all aspects of our behavioural work, both academic and social. Measures can and should be employed to prevent potentially damaging situations from arising. The Raise Academy learning entitlement makes explicit those things that young people at our school can expect staff to do, to maintain a calm and productive atmosphere that is conducive to learning.

### **THE RAISE ACADEMY LEARNING ENTITLEMENT.**

#### **Communication:**

- Expect your teacher to meet you at the beginning of each lesson, ready with something interesting to do.
- Expect to be told how to be successful during the lesson.
- Expect your teacher to share with you what level you are currently working at, and how to move on from that.

#### **Investigate:**

- Expect to be regularly assessed, and for this to be shared with you, so that you and others can see the progress you are making.
- Expect the classroom you work in to have a positive atmosphere for learning, for both staff and students.
- Expect your teacher to work with you to help you to achieve your potential.

#### **Achieve:**

- Expect your lessons to have a variety of activities, both familiar and more challenging.
- Expect your teacher to guide you in developing skills for independent learning that you will take with you from The Raise Academy into your future
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### **RECORD AND RESPOND**

The Raise Academy uses the ClassDojo system for recording individual and whole school behaviour. All parents/carers have access to the free ClassDojo app, allowing them to observe their child's behaviour on an ongoing basis. ClassDojo is used to monitor and identify patterns of behaviour over time, resulting in interventions, rewards and sanctions. 5-minute reflection is built in to lessons to celebrate achievement. Tablets are used by staff to praise and acknowledge in the moment.

At The Raise Academy any behaviour deemed by staff to be of a more serious nature will be recorded on the school's CPOMS platform, the following will be recorded:

A – Antecedents (what happened immediately beforehand)

B – Behaviour (or description of incident or event)

C – Consequence (for all concerned, both long and short term if applicable)

When completing the record staff members are expected to:

- Record the information in full, including date and time of day for example as this can reveal patterns of 'Monday morning-itis' or similar!
- Avoid personal or emotional responses and sarcasm and stick to the facts.
- Ensure that all those present during an incident are listed - this can be useful as it is not always those most closely involved who trigger or exacerbate an event.
- Make decisions (where possible) about outcomes (e.g. discussed with student or telephoned home) and mark the incident as resolved. Where members of staff feel unable to resolve an incident they should first refer to the appropriate Learning Support Mentor or SLT member,

Staff use Arbor and CPOMS and part of their recording and safeguarding procedure.

### **REMOVE AND DETAIN**

When a student's behaviour makes it necessary to remove them so that others young people can exercise their right to learn, staff members will call the school office to alert an SLT member, to have the student collected and escorted to a 'reflection' space. Students can self-regulate use the support to then attempt work. If students do not complete set work or fully engage in time out procedures, staff members can arrange a detention at lunchtime or after school.

### **MEDIATE**

Occasionally, following an incident where a student has presented particularly challenging behaviour, the relationship with the adult concerned may suffer. Mediation should take place at the earliest convenient time (e.g. break or lunchtime), after the student has had sufficient time to 'cool off' and is able to talk about what happened.

During reflection time, the member of staff should encourage students to consider what they could do to manage their behaviour differently in future whilst suggesting ways in which the student might be helped to manage their behaviour.

Adults and students have the right to defer mediation to a later time to give the process a greater chance of success. However, in cases like this, the student must be made aware that the mediation process is compulsory and cannot be delayed indefinitely.

### **MONITORING AND EVALUATION**

This policy will be monitored and reviewed annually or sooner if changes to legislation are issued or if it is deemed necessary to do so by The Raise Academy (or The YES Trust).

Policies are reviewed by our Senior Leadership Team, Staff and Associates in order to evaluate and shape practice accordingly.