



Policy for the Management of Behaviour

(R.E.A.L. Education, R.E.A.L Independent Schools, R.E.A.L Alternative Provision Schools)

Amended on: 03.09.2021

Review Date: 02.09.2022

Revision history:

02.09.21 - update regarding trauma informed approaches, theory of this approach and new SIRF form and follow up recording form. Also in line with changes to the Keeping Children Safe in Education 2021

27.07.20 - update regarding exclusions and changes to the Keeping Children Safe in Education 2020 (in line with the safeguarding policy)

31.07.19 - updates to the bullying section to reflect the changes to Keeping Children Safe in Education 2019 (in line with the safeguarding policy)

19.09.18 - updates to the changes in physical intervention, from MAPA to CRB (Coping with risky behaviours)

09.07.18 - updated to reflect the changes to Keeping Children Safe in Education 2018, and to reflect new significant incident reporting practices and responses to low, medium and high needs

07.09.16 - reviewed and updated to include new links to positive behaviour management.

09.09.2014: - Jon Glover, R.E.A.L. Training and Development Manager.

Update was made in regards to guidance surrounding use of reasonable force when making physical interventions with children and young people. The update includes legislation from the 'Education and Inspection Act (2006)', and also details of Nottinghamshire County Council's adoption of the MAPA approach which has been established with using guidance from the DfE in 2002.

01/03/2013: - No amendments made.

01/03/2012: - No amendments made. Policy duplicated for R.E.A.L. Independent Schools.

01/03/2011: - Policy written for R.E.A.L. Education Ltd



Ethos: Making a positive contribution through respect

R.E.A.L Education, R.E.A.L Independent School and R.E.A.L Alternative Provision School, seek to create an environment in which effective teaching and learning can take place. The crucial element of building and sustaining this learning climate is based on respect, and all of the principles of this policy are also based on respect.

1. Respect for self and others
2. Respect for the learning environment
3. Respect for the learning community
4. To strive to become an organisation that has a fully operational restorative practice model.

Respect for Self

Everybody should:

- Adopt a sensible and appropriate manner whilst participating in all activities
- Aim to achieve to the best of their ability
- Eat regularly and healthily
- Adopt safe practice and listen to the guidance of tutors
- Take any required medication as prescribed, in accordance with medical advice
- Plan carefully for their future wellbeing

Respect for Others

Everybody should:

- Allow others to learn to the best of their ability
- Treat everybody with careful consideration and listen to their views
- Respect the right of others to hold their beliefs and opinions; even though they may differ from their own
- Be aware of the safety and well-being of others
- Support others in trying to develop a healthy lifestyle

Respect for the learning environment and the learning community

Everybody should:

- Treat their own property and the property of others with care
- Treat buildings, equipment and grounds with care



- Be aware of the dangers the environment can pose and take appropriate action
- Strive to make a positive impact on their environment and community through learning and positive behaviours

Trauma Informed approaches to behaviour

R.E.A.L have been contributed to a working group with Nottinghamshire County Council in 2020 moving towards a more trauma informed approach to understanding and dealing with behaviour.. This works well with our relationship based, restorative and trauma aware approach rather than 'one size fits all.' Restoring relationships underpins our philosophy and this is supported by research by Bessel Van der Kolk M.D who stated that Restoring relationships and community is central to restoring our well - being.'

The strengths based approach offers 3 ideas:

1. Behaviour is an 'unmet' need so therefore to change the behaviour we need to meet this unmet need.
2. Individual influences - this looks at the influences of the environment when looking at a child's needs and behaviour.
3. Relationships - by developing a trusted relationship, children and young people can learn, accept their individual strengths and areas for development and explore difficult, strong emotions and experiences with a view to moving forward (Short, Case and McKenzie 2018)

Rules

R.E.A.L Education, R.E.A.L Independent School and R.E.A.L Alternative Provision School believe in high standards of behaviour, and these are achieved through:

1. A versatile and dynamic curriculum that is appropriately differentiated to meet individual need, identified on entry through baseline assessments
2. A well structured and organised environment where everyone feels safe, and all harms including individual needs, and those of the immediate environment, are minimised through robust risk assessments
3. Positive and consistent management of behaviour

There is a key focus on establishing positive role modelling and emphasis on the key value of building a quality professional, yet close, relationship with the learners in our care.

This enables the setting of clear and consistent expectations and positive reinforcement of good behaviour. Teaching staff affirm good conduct and learners are made aware of the impact of appropriate behaviours for themselves, their peer group and the wider community.



The positive management of behaviour is underpinned by the adoption of a number of key principles and simple rules, flexibly applied:

- A positive approach adopted by all
- Clear and consistently applied rewards and encouragements
- Clear expectations for behaviour
- Creating an organised, secure and well structured environment
- Meeting the specific needs of learners
- Modelling of appropriate behaviours
- Placing an emphasis on examples of good behaviours, and catching learners being good
- Using a practice model of early intervention and prevention through the use of appropriate and consistent strategies

Rewards

R.E.A.L Education, R.E.A.L Independent School and R.E.A.L Alternative Provision School believe appropriate behaviour is a result of positive self-esteem and a genuine feeling of value or self-worth. R.E.A.L strives to encourage the development of self-esteem by ensuring that students feel secure, safe and experience success. Success is acknowledged and built upon through a regular system of review and individual planning by the allocated Learning Manager, or Provision Manager. This is also reinforced in a number of ways including:

- A strong commitment to learner voice, listening to learners and understanding their needs and expectations
- Celebrating achievement publicly and privately
- Giving immediate feedback, verbal praise for individual achievement
- Adopting an approach of individual support and encouragement
- Student participation in evaluating their achievements and planning for their personal development
- Student engagement in the reviews of their progress
- Catch learners being good, and praise appropriate behaviour

All learner rewards are awarded dependent on the starting point of the learner, and based on their individual interests and needs. Rewards are often linked closely to outcomes within education, health and care plans, wellbeing targets or the daily log numerical score.



Level of intervention	Examples of intervention
Low	phone call home, postcard from Learning Manager, recognition on google+, EHC review, good end of term report
Medium	End of term presentations, certificates, bespoke individual reward linked to EHC or wellbeing targets, visit to agreed site/activity
High	End of term competitions, monetary vouchers linked to attendance/attainment, Headteacher award, end of year celebration event/award, bespoke individual reward linked to EHC or wellbeing targets.

Encouragements

R.E.A.L Education, R.E.A.L Independent School and R.E.A.L Alternative Provision School do not endorse the use of sanctions in terms of issuing some form of 'punishment'. Instead R.E.A.L use encouragements to try and reinforce positive behaviour rather than focussing on negative, or poor behaviour.

Where learners exhibit behaviours that may put the learning and safety of others at risk, R.E.A.L will use a range of encouragements to meet the specific issues raised. These can be focussed at individual or group level.

Encouragements should be considered when behaviour is:

- Below the standard expected by the programme
- Below the standard of the specific learner
- Of a consistently poor standard

In taking a positive and consistent approach to the management of behaviour it is essential that all professionals working with the learner should avoid:

- Negative personal comments
- The 'punishment' of the whole group/class for the behaviour of one individual
- The overuse of giving negative feedback
- Aggressive behaviour e.g. shouting
- Actions that will ridicule the learner, including sarcasm or causing intentional



- embarrassment
- Labelling the learner instead of confronting their action and behaviour
- Responding to the secondary behaviours that may come about through the mismanagement of the initial behaviour and therefore escalate the issue

The following day to day encouragements could be considered at an individual level by:

1. Making our disapproval clear - by a look, by quietly talking to the learner, by sharing a general disapproval of the identified behaviour to the class
2. Removal from the situation to individually counsel

Encouragements are often linked to significant incidents involving individual learners, and each significant incident is linked to a low, medium or high response. R.E.A.L acknowledge that we are not able to issue a 'one size fits all' encouragement and all are required to be bespoke to specific needs.

Level of intervention	Examples of intervention
Low	Use of de-escalation techniques, changes to immediate environment and/or activity, change of immediate teaching staff, phone call to parents/carers
Medium	Use of physical guiding and escorting (to a change of environment), change to permanent teaching staff, change of teaching venue, permanent changes to a learner timetable, home visit
High	Use of physical intervention, immediate curriculum planning meeting, multi-agency responses/referrals for external services, commissioner led decision making, home visit



Consequences

**“Too often we forget that discipline really means to teach, not punish.
A disciple is a student, not a recipient of behavioural consequence”**

Dr. Dan J. Siegal

R.E.A.L Education, R.E.A.L Independent School and R.E.A.L Alternative Provision School do not issue sanctions, however, consequences of behaviour following significant incidents may require agreed interventions. Again, these are often based on the low, medium, high response of the significant incident processes.

Level of intervention	Examples of intervention
Low	Review of the individual learner risk assessment, changes to teaching staff and/or venues, in-house interventions such as additional AIM based curriculum awards (e.g. online safety for e-safety matters), use of counselling sessions
Medium	Review of the individual learner risk assessment, use of external interventions/referrals (e.g. Early Help Unit for substance misuse, or crime prevention), safeguarding concerns forms shared with commissioners, increase staff ratio
High	Review of the individual learner risk assessment, multi-agency approaches to risk management, change of provision, police/criminal justice system involvement

Exclusions

R.E.A.L Education, R.E.A.L Independent School and R.E.A.L Alternative Provision School do not exclude learners. Instead they look to make changes to the learner timetable to prevent issues arising again. Such changes may include a change of tutor, change of topic or session focus, change of location for the session and other such adaptations that ensure learner success.



In the unlikely event that these changes do not support learners to achieve, the Head Teacher will recommend an early EHCP review meeting with the parents and local authority. At this meeting the LA and parents will be informed that R.E.A.L can no longer meet the needs of the learner and will recommend that an alternative provision should be found. The learner will stay on roll for as long as it takes the local authority to find a suitable alternative.

Consistency

To ensure a consistency of approach, R.E.A.L Education, R.E.A.L Independent School and R.E.A.L Alternative Provision School use the principles set out in Nottinghamshire County Council's approach, known as CRB* (Coping with Risky Behaviours) All teaching staff have access to training and regular updates in the positive approaches to managing behaviours. However, our emphasis is on de-escalation techniques with the use of any restraint being used in the last resort and being reserved for those learners who pose a high risk to themselves and to others.

Teaching staff will only use reasonable force and physical intervention techniques when the risks involved in doing so are outweighed by the risks involved in NOT using restraint. R.E.A.L will always put the safety of the learner above any issues relating to potential damage to property e.g. if a learner is causing damage to a site, and a physical restraint would cause further distress, the wellbeing of the learner takes precedence. Damage and property can be replaced.

Staff Authorised to use CRB restraint techniques

Under Section 93 of the Education and Inspection Act (2006) and subsequent guidance the Head teacher is empowered to authorise all members of his/her staff to use reasonable force.

The following R.E.A.L. Independent School, and R.E.A.L Alternative Provision School staff have been empowered to use reasonable force:

1. Teachers/tutors and any member of staff who has control or charge of a learner in a given lesson or circumstance have permanent authorisation
2. Other members of staff such as site staff and administrative teams also have the power to use reasonable force if a circumstance should arise in which immediate action should be taken

Deciding Whether to Use CRB restraint techniques

Under English law, members of staff are empowered to use reasonable force to prevent a pupil from, or stop them continuing:

- a. Committing any offence
- b. Causing personal injury to, or damage to, the property of any person (including



- the person himself)
- c. Prejudicing the maintenance of good order and discipline at the school, or among any students receiving education at the school, whether during a teaching session or otherwise

All members of staff will make decisions about when, how and why to use reasonable force. To help staff in making decisions about using reasonable force teaching staff can consult the R.E.A.L staff code of conduct, or use the following considerations :

1. Whether the consequences of NOT intervening would have seriously endangered the wellbeing of a person
2. Whether the consequences of NOT intervening would have caused serious and significant damage to property
3. Whether the chance of achieving the desired outcome in a non-physical way was low
4. The age, size, gender, developmental maturity of the persons involved

R.E.A.L consider any physical intervention outside of the criteria above to be deemed *unreasonable*, and any member of staff contravening these criteria would be made subject to an investigation and possible disciplinary procedures.

- CRB is the Nottinghamshire County Council approved approach to physical intervention

Significant Incident Reporting

All significant incidents are reported through an automated system, the significant incident reporting form (SIRF) which requires a clear low, medium or high response from the allocated Learning Manager. This links with the decisions surrounding whether a low, medium or high intervention will be used as a consequence and is monitored through the agreed automated systems and risk rated matrix. Follow up from these incidents is actioned by the learning manager, in line with the low, medium and high rating and recorded. Any safeguarding links as a result of a SIRF are highlighted and actioned in the usual way.

Responsibility for the application of this policy is with all teaching staff and is supported through the R.E.A.L staff code of conduct. Monitoring of applications of the policy across the organisation is the responsibility of the Head Teachers within the R.E.A.L Independent School and R.E.A.L Alternative Provision School, who will report regularly to the Senior Management Team through team meetings and personal supervisions.

This policy is also supported through the safeguarding policy, procedure and practice and the



application of the R.E.A.L complaints policy.

Bullying

R.E.A.L Education, R.E.A.L Independent School and R.E.A.L Alternative Provision School defines bullying as a wilful, conscious desire to hurt, threaten or frighten someone.

R.E.A.L adopt a preventative approach towards bullying and recognise the need to act as a vigilant and coordinated organisation to stop bullying occurring. We communicate a strong anti-bullying message to children and parents through the school ethos.

We provide children with strategies to address the issue of bullying and seek help from adults if necessary to prevent it. We will follow-up every incident of bullying through our SIRF processes and will include relevant parents/carers, caseworkers and agencies in our discussions based on low, medium or high intervention responses.

R.E.A.L. will seek to:

- Involve parents to ensure that they are clear that the school does not tolerate bullying and make them aware of procedures to follow if their child is being bullied
- Involve pupils to ensure that the school's approach to bullying is set out and also make them aware of procedures to follow in the event of bullying
- Regularly evaluate policies in line with technological advances, for example 'social networking, internet and email policy'
- Be consistent in implementing consequences around bullying
- Openly discuss potentially contentious issues such as race, religion, disability, sexuality in order to intervene before any bullying occurs
- Make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on
- Celebrate the success of pupils in order to create a positive school ethos regarding the issues of bullying
- R.E.A.L. will seek to use restorative practices to resolve peer on peer bullying. These practices will include consideration of the following points:



1. What is the nature, extent and context of the behaviour including verbal, physical, sexting and/or online abuse. Was there coercion, physical aggression, bullying, bribery or attempts to ensure secrecy? What was the duration and frequency? Were other children and /or adults involved?
 2. What is the child's age, development, capacity to understand and make decisions (including anything that might have had an impact on this i.e. coercion), and family and social circumstances?
 3. What are the relative chronological and developmental age of the two children and are there any differentials in power or authority?
 4. Is the behaviour age appropriate or not? Does it involve inappropriate sexual knowledge or motivation?
 5. Are there any risks to the child themselves and others i.e. other children in school/college, in the child's household, extended family, peer group or wider social network?
- R.E.A.L. will seek to involve outside agencies, eg police, social care where physical violence, sexual violence and/or gang related initiation violence is reported. This would require an immediate high level consequence, and processes as outlined in the safeguarding policy (child protection) relating to peer on peer abuse, and the DfE guidance *Sexual violence and sexual harassment between children in schools and colleges 2021* where relevant.
 - R.E.A.L will always follow the UK Council for Internet Safety guidelines - '*Responding to incidents and safeguarding young people*' when receiving disclosures relating to youth produced sexual imagery.