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TIME
Behaviour, Discipline & Anti Bullying Policy

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1. Introduction

At This Is My Education (TIME), it is our aim that our students achieve their academic potential and strive towards achieving their career aspirations within their adult life. We enable this by building mutual respectful relationships with them modelling how to have respectful relationships with each other and other people. This helps them to reflect and take responsibility for themselves and is a form of coaching that is consistent, immediate and consistent.

This document explains our restorative approach. The warmth, humour and pleasant firmness with which staff engage with students from the moment they arrive in the centre each day demonstrates the way in which we set safe boundaries on behaviour and is reflected throughout the school.

Students will have a 'key worker' in the form of a form tutor, who will greet them at the start of each day. The form tutor sessions will be used to settle learners, who need consistent approaches and support to start their day positively. During form tutor sessions, any reminders of expectations regarding behaviour will be set out. These may be individual expectations, regarding individual learner behaviour, but can also be a wider 'whole school' approach- if the school is seeing collective patterns of behaviour which require further support.

At TIME we embody a model of 'high support, low threat'. This approach is modelled through our teaching practices but underpins our approach to behaviour support. Whilst implementing all practices and ways of working, outlined in the following, the learner remains at the centre of all decision making. The practices laid out below are designed to ensure appropriate and reasonable adjustments are made for our learners' needs. This way of working ensures that all of our learners 'behaviours of concern' are seen alongside their individual needs (laid out in their EHCP's). At TIME we understand that all behaviour is communication- we aim to look past the 'behaviour' to see the underlying message that the learner is trying to communicate. As we work with a wider range of neurodiverse students- we understand (and keep in the forefront of our mind) that 'behaviours of concern' that can seem like 'choice, deliberate behaviour' are often a neurodiverse response to:

- Sensory input/overload
- Unforeseen changes
- Difficulties identifying and labelling emotions
- Difficulties understanding the 'why' behind the emotional responses
- Trauma based responses
- Attachment based difficulties when working with adults
- Emotional regulation difficulties
- A lack of coping strategies and regulation strategies
- A fear of academic failure
- A low self esteem
- High anxiety
- Unmet mental health needs

At TIME we understand the circumstances (outlined above) are not 'choices' for our students and therefore try to avoid responding to any 'behaviours of concern' with a punitive response. Where 'punitive response' is required, we ensure that we work on a 'natural consequence model'.

To ensure that our responses to 'behavioural presentation' are well catered to the learner's individual needs, each learner has an individualised Strategy Plan, which outlines their presentation at different periods of their dysregulation. It also outlines key strategies to use and avoid when working with the learners.

2. Our Ethos

Our ethos revolves around awareness, understanding of trauma and attachment, consideration of others including SEND, compassion, equality, tolerance and inclusion. Acceptable standards of behaviour are those which reflect these principles.

Every member of staff is responsible for creating this environment, which enables students to engage

with effective learning and feel safe within our schooling community.

We believe that by treating our students as individuals and providing them with comprehensive support they will be able to fulfil their potential. We also believe that education can be and should be fun, and that our students benefit from the sense of playfulness that permeates the school, and the creative opportunities we offer.

We adopt multiple strategies, depending on the presentation and individual needs of the students.

At TIME we work, where appropriate, to the PACE approach to behaviour.

P- Playfulness- Being playful creates a fun, positive and calm atmosphere when communicating with a child

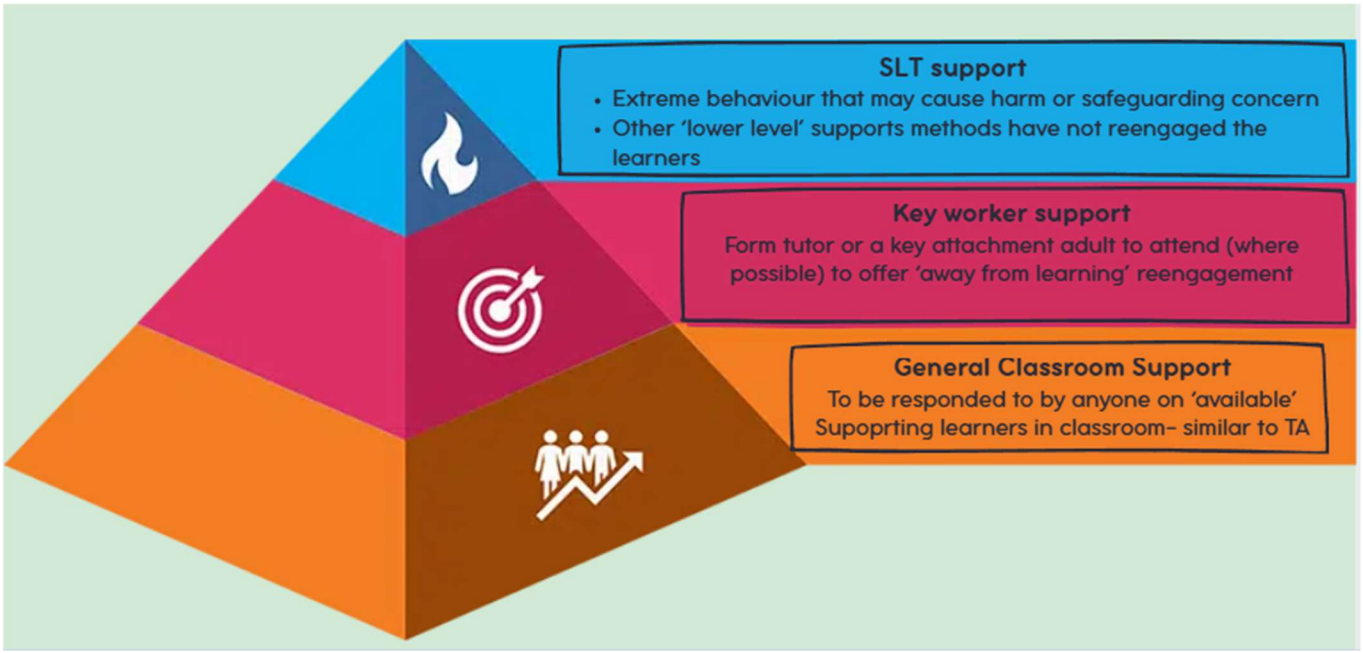
A- Acceptance- Accepting a child as a person without judgment, shows a child you can see beyond their behaviour

C- Curiosity- Being open to discovering why a child is behaving the way they are, will help with developing a better understanding.

E- Empathy- Put yourself in a child's situation and try to show them that their experiences are important to you.

It is important to highlight, that the PACE response is not appropriate and is not used when a child is discussing any safeguarding concerns. Nor is it a strategy that should be used with all learners, but it is a highly impactful strategy with a large portion of our general cohort.

At TIME we have a three-tiered radio response system, which helps maintain the focus of the child's needs during any 'behavioural incidents.'



This 3 tiered approach has been designed to ensure that attachment awareness is built into our behaviour management system. Behaviours and presentations for each tier of the structure are (but not limited to) the following:

General classroom support:

- Numerous students are present in the classroom, who are struggling to engage positively with each other. This causes the learning environment to be unfunctional
- Numerous students are timetabled in the classroom, but one or more are unable to stay in the classroom
- Numerous students are present when 'early warning signs' of dysregulation for one or more learners are being seen

- Numerous students are present in the classroom, but due to cover needs there is an unusual combination of students who may be struggling with the changes or struggling to maintain emotional regulation.
- Radio calls for general classroom support should be as follows: 'Can someone provide general classroom support to *classroom name*.
- General classroom support should be attended by any staff member who is not timetabled to be teaching during this time and is not on PPA.
- General classroom support staff members will be guided by the lead teacher in the classroom. They will effectively work (during this time period) as a 'second' in the room- taking on the role of TA.

Key Worker support (Targeted support)

- Generally speaking (but not always) the 'Key worker support' should be offered after a 'General classroom support'. This gives the learners the opportunity to work with a wider range of the staff. If a more specific staff member is required due to attachment or personalised approach, a 'Key worker support' is then called.
- Numerous students are present in the classroom. One student in the room is showing a heightened state of disengagement or emotional dysregulation. General classroom support has been offered/provided to the wider learning environment, but this has not aided the specific learner.
- A student has named a staff member that they wish to speak to or work with. In this instance a call for the staff member by name is to be put through the radio system.
- In this instance the radio support should be as follows: "Is *staff name here* available for key worker support for *student name* in classroom *classroom name*.
- In a case in which the student names a staff member who is not available, a wider call for 'Key worker support for *student name*' is to be placed.
- It may be the case that a learner's key worker is a member of SLT. In this instance the same protocol for using the radio.
- A student is refusing to move from one of their safe spaces around the building.
- A student and their timetabled teacher do not have a secure working relationship. A key worker call can be made in this instance (even if the learner is 1:1) so help transfer that attachment and help build the attachment to their timetabled teacher.
- Key worker support can involve the learner being taken away from the classroom and their timetabled teacher to a safe space for them around the school. During this time the key worker will look to unpick the disengagement/behaviours/presentation of the learner. And where possible make plans to support them back into their timetabled classroom. Key work support can also be done within the classroom. This decision should be made based on knowledge of what the learner needs when they are presenting in this manner, and that decision should be made alongside student voice.
- Where key workers are spending multiple sessions working with a learner outside of the classroom, a wider meeting with SLT and other key professionals should be held to discuss patterns of behaviour and strategies to support the child moving forward. This information will inform key documentation, such as individual learners' strategy plans. All staff should be aware of the strategy plans- and refer to them when students are presenting with heightened emotional responses. It is important to remember that 'heightened emotional responses' can involve 'outwardly destructive/volatile behaviours' but can also present as verbal and emotional shut down.

SLT support

- Typically, SLT support is only called for when the first two tiers have been attempted but have not had the desired effect.
- SLT support can also be used if there is no appropriate key worker support available for the learner.
- SLT support can also be called for straight away in the following instances:
    - Safeguarding concerns
    - Behaviour which is endangering the safety of the learners, other learners or the wider school community
    - Damage to the school property is taking place (please note this should be done with a 'common sense' approach, SLT response would not be appropriate is a learner is snapping

pencils for example, but would be required if the learner was then causing wider harm to the learning environment or themselves/others)

- 'Hate' or discriminatory language is being used which may include, but is not limited to:
    - Racist language
    - Homophobic language
    - Language which discriminates based on gender orientation
    - Transphobic language
    - Language which is being used to deliberately 'harm' another learner in the school community.
    - If language has been used that 'harms' another learner in the space without intent, but the language continues to be used after 'harm' has been explained. (In this instance a 'key worker' support call may also be required for the learner who has been 'harmed' by the language used)
- The learner is presenting as 'stage four' in their Strategy Plan

If at any point language is being used 'colloquially' rather than being used directly at another member of the community, teachers should take this as an opportunity to remodel language and educate learners on the original meaning of terminology they are using and the possible impact on the wider community. If this issue persists, the teacher should conduct a dynamic risk assessment of the situation and judge what level of extra support (if any) the learner would benefit from. It may be the case that this type of language could be further addressed in form tutor sessions (and would be more beneficial for the learner or an 'appropriate language intervention') rather than having a radioed response. However, if the language is causing direct harm a radio response should be placed.

Upon arrival to all radio calls, the staff member attending should be given a handover to explain the need for the call. If the call has been for general classroom support the handover may be appropriately done in front of the class. If the radio call has been placed for a specific learner's needs, best practice is to complete a short handover outside of the classroom, with the door open (in accordance with the 'eyes on' practice, outlined in section 5.1 'Preventative strategies'). Handover should be short and factual.

It may also be appropriate to complete a handover when/if the student is bought back to the timetabled lesson. Ensuring that any agreements that have been made with the learner to reengage are handed over to the teacher. Staff should hand over practical information about how the learner needs to be supported moving forward in their lesson (for example phase 1 learning or the key worker sitting in the lesson for a period of time), rather than a discussion around emotional dysregulation. This is to avoid the learner feeling triggered by these conversations and becoming heightened again. A further handover conversation, which is focused on the wider emotional context of the situation or any further information around the incident that the learner has disclosed, should take place when the staff members involved are 1:1. Any updates or best ways of working for the learner, including but not limited to; triggers, regulation and phase 1 strategies should be shared with the wider team in briefing the following day.

Character 120 Education aims are used within the school, both as stand-alone objectives and woven into the curriculum to allow for constant opportunities to develop personally as well as. These aims are broken down into the following groupings:

- Intellectual Aims
- Performance Aims
- Moral/Ethical Aims
- Civic Aims
- Digital Age Character

Within each of the categories, there are clearly outlined objectives which would link to choices and 'behaviours of concern' we would want to see, which fit into our generalised school ethos (outlined below).

Each student has a Character 120 progress tracker which can be filled in as an ongoing working document. This can be used to outline progress based around 'behavioural' responses for each learner.

These trackers will also be filled in half termly to ensure continuous tracking of personal development.

At TIME we understand the key role that a form tutor can play in supporting students to reflect on their behaviour and how it can impact others. Students have a 'check in & check out'. During morning form (check in) the system ensures that they have time to prepare for (with a key attachment adult) any known barriers or moments of difficulties in their upcoming day. During form time at the end of the day, students and form tutors have time to talk through any difficulties they faced and reflect on how they can work towards a better outcoming moving forward. These conversations should then inform updates to the Strategy plans for each learner. Form tutors should also spend time focusing on celebrating positive moments throughout the day, positive changes in a learner's ability to regulate and any moments in which the learner has been able to recovery from dysregulated response.

In addition to the form tutor sessions, students also have access to 'key worker' sessions during their academic timetable. These sessions will be aimed to provide general support for learners to continue to make positive relationships with their tutors, alongside making forward thinking plans to support their individual learning and social and emotional needs.

Our Ethos Aims to:

- Encourage mutual respect throughout the school.
- Help each other to develop a sense of responsibility for their behaviour.
- Foster each student's emotional wellbeing, including their ability to express their feelings and emotions.
- Develop each student's social and communication skills. Develop a sense of social and moral responsibility within the school and wider community.

3. Purpose and Aims

- To Provide a structure that supports and enables effective teaching and learning throughout the school.
- To maintain clear expectations and a code of conduct that revolves around mutual respect and that is adhered to consistently by everyone in the school.
- To create a safe and caring environment where all students are valued equally.
- To encourage students to reflect on their own behaviours.
- Celebrate achievements, promoting self-esteem and positive relationships.
- Physical intervention to be used only when there is an immediate, significant risk of harm to the person or others around them and as a last resort.

4. Definitions

Positive behaviour is behaviour that does not have a detrimental effect upon the individual concerned or the others around them.

Behaviours of concern (otherwise known as behaviours that challenge) are behaviours that are perceived as being challenging for the individual and/or those around them.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

Serious misbehaviour is defined as (but not limited to):

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as but not limited to:
    - Rape
    - Assault by penetration
- Sexual assault- intentional touching without consent

Sexual harassment, including but not limited to:

- Unwanted conduct of a sexual nature
- Sexual commentary
- Sexual jokes or taunting
- Up-skirting
- Unwanted physical touch

Online sexual harassment, including but not limited to:
- Unwanted sexual comments and/or messages
- Revenge porn
- Sharing unwanted pornographic imagery
- Vandalism
- Theft

Fighting
- Smoking/vaping (during school hours/on school premises/whilst underage)
- Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited/banned items, such as but not limited to
- Knives
- Weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers (for any learner under the age of 18**)
- E-Cigarettes or vapes (for any learner under the age of 18)
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

Misogyny: Hatred, dislike, or prejudice against women or girls. This includes:
- Derogatory language about women/girls
- Sexist jokes or commentary
- Objectification of women/girls
- Beliefs that women/girls are inferior

Misandry: Hatred, dislike, or prejudice against men or boys. This includes:
- Derogatory language about men/boys
- Sexist jokes or commentary targeting males
- Stereotyping of men/boys
- Beliefs that men/boys are inferior

Both misogyny and misandry are forms of discrimination and will be challenged immediately. Staff will:
- Interrupt the language/behaviour
- Educate the student on why it is harmful
- Report to DSL if serious or repeated
- Implement consequences as per behaviour policy

For any learners over the age of 18, all smoking and vaping products must be kept in their lockers throughout the school day.

For any students under the age of 18 who are seen with a vape or smoking during school time, the vape or cigarettes should be removed from the student and kept in SLT office until the parent or carers is able to come and collect. The parents and carers will be contacted to be informed. The

smoking paraphernalia or vape will not be handed back to the student. If the student refuses to hand the vape to a member of staff the parents or carers of the student will be called and asked to come and collect the student- with a suspension for the remainder of the school day issued.

5. Anti Bullying

Definition
At TIME we recognise the following definition of bullying:

"*Bully is the repetitive, intentional hurting of one person or group by another, in which the relationships involved (can sometimes) have an imbalance of power.*"

Due to the complex nature of the cohort at TIME and their often vastly different SEND and SEMH needs. We also understand the need to expand the traditional definition of bullying (outlined above) to possibly also include the repetition of:

- Miss interpreted social interactions
- Unintentionally inappropriate seeking of peer-to-peer connection

In instances in which repeated harm is being caused to a member of our community due to a lack of understanding of social communication and interaction norms, by a learner, the first response from the TIME staff will be to speak to the learner to ensure that they have a deeper and wider understanding of why their communication or actions are causing harm. At TIME we understand that learners with complex SEND and SEMH profiles may take an elongated period to be able to change their behaviours, however we also understand that continued exposure to harm for other learners involved is unacceptable. In these instances, we will provide learners with clear 'cut and dry' instructions of things that can and cannot do when interacting with learners. These instructions will be given in a way to support their understanding and consider their SEND processing needs. During this time, it will be explained to the learner (who has been causing unintentional harm) that the behaviour/language that has been outlined as a 'don't' behaviour must stop immediately. To protect any learner from exposure to continuous harm, timetables and classes may be changed for learners to ensure the mental health, physical health and general wellbeing is protected as an immediate.

Where appropriate, TIME will support students to restore their relationships with each other. This will be done with both learner's explicit consent and will be overseen by key workers and attachments.

Within the school we actively promote a culture of awareness, tolerance, and inclusion. We encourage students to welcome difference, embrace diversity and strive to provide them with a safe and supportive environment that is free from intimidation.

We regard all forms of bullying as unacceptable and always challenge them. Bullying can involve ageism, racism, sexism, homophobia, gender, disability. gender, gender identity, religion, lack of faith and other issuers relating to identity or difference. It can happen at the school, at offsite provisions or online.

Staff are vigilant and ensure that students feel both physically safe and comfortable to report and discuss any bullying issues, including cyber bullying. We work with both perpetrators and victims to use conflict resolution when appropriate.

We recognise that students' attitudes and aggression can also be rooted in cultural influences, such as computer games or music videos. We challenge gender-based stereotypes and encourage students to build relationships based on mutual respect.

We discourage play-fighting and other physical games that can be a route for bullying.

At TIME we recognise that there are different forms of bullying that all staff need to be aware of to ensure that they respond appropriately to. These include, but are not limited to:

- Emotional: Being unfriendly, excluding, tormenting
- Physical: Threats of or the completion of; kicking, hitting, pushing, taking other belongings, any use of

violence of physical intimidation.
- Homophobic abuse: targeted abuse based on a person's actual or perceived sexual orientation.
- Transphobic abuse: targeted abuse based on a person's actual, or perceived gender identity, gender expression, or because they are transgender or non-binary.
- Prejudice-based and discriminatory bully, which include but may not be limited to; racial, faith based, gendered, disability based, abuse related to the 9 protected characteristics.

At TIME we recognise the complex nature of teenage social structure and deem it to be important that this policy outlines the difference between 'banter' and 'bullying'. The term 'banter' is frequently used to excuse seemingly inappropriate social interactions but can often mask or escalate to a situation of bullying. We are also aware that due to the complex SEND/SEMH needs of the students at TIME, it is even more crucial that we support our learners' understanding of the term and its appropriate usage. Banter is playful and mutual. Banter is never one sided and always includes all parties involved. Banter can never be used as a term which allows unacceptable harmful language or behaviour to be seen as a joke. Due to the social and emotional diversities our learners face, banter can lead to dysregulation and conflict between learners. When responding to incidents of 'banter' the team at TIME will take into account their knowledge of the individual/s involved and provide them with a personal and appropriate response.

When dealing with inappropriate or negative language that is seemingly being mislabelled as banter. Staff will follow the following steps to support all learners involved:

1. **Interrupt:** Stop the language immediately (relying on the three-tiered radio response system if needed, outlined above) and name the behaviour appropriately.

2. **Educate:** Explain the impact of the language or behaviour to the learner/s involved. Ensure that these explanations are clear and literal to support learners' SEND/SEMH needs. Refer to any information on the pupil's wider information regarding preferred ways of communicating. For example: "You are laughing and they are laughing but their hands are clenched and last time this happened they were unable to go into their next class. This tells us that although they are outwardly laughing, this is not a genuine response, and they are actually feeling uncomfortable. Sometimes people respond to these situations differently to how they are really feeling because they want to make friendships or appear 'normal'.

3. **Repair:** re-establish boundaries and, where appropriate, use restorative approaches to support learner relationships.

In instances in which the learner who is causing harm is seemingly doing so knowing, TIME take a no tolerance approach. Learners will be given clear instructions which outline, with clear examples to support processing and understanding. If the instructions are not followed or the harm they have caused is deemed to have caused other students significant harm, a suspension will be issued. In this instance, a planning meeting to ensure all students are appropriately supported, will take place prior to the learner returning to site. Ideally the learner's parents/carers should be involved in the process, but if this is not possible the meeting will be held by an appropriate member of SLT, the behaviour lead and any key adults working within the school. All decisions and support which has been put in place should be communicated with both the victim of the bullying and the victim's parents/carers and the perpetrator and their parents/carers.

5.1 Preventative Strategies

At TIME we:

- Have an inclusive ethos. We aim for welcoming but teach young people that if they are unable to welcome and accept that they need to tolerate as a minimum.
- Ensure that students are supervised at all time
- Give students opportunities to talk about bullying in all forums including keywork sessions. Educate students on bullying both formally in the curriculum and informally at lunch and break times including one to one session.
- Liaise with parents.
- Promote anti oppressive practice at all times.

- Ensure staff are purposeful at all times, listening and always noticing even when not engaging with the students.
- Challenge bullying immediately. (Refer to the interrupt, educate, repair model outlined on the previous page)
- Ensure staff always take responsibility for what they see, not disclosing sources by saying it was the victim who said it.

We respond to incidents immediately. - as outlined in the three-tiered radio response system. We ask students whether they understand what they are saying and support them to understand why their language/action constitutes bullying and how it may have an impact on other people. We talk about bullying consistently, which means that it is easy for our students to discuss it and that acts of bullying can be contained.

In accordance with the updated Children's Wellbeing and School Bill, TIME operates a strict mobile phone-free environment. TIME operates under a 'never seen, never heard' policy regarding phones. Students will be given the option and encouraged to put their phones in personal lockers upon arrival- however students who elect not to do this will be reminded of expectations and consequences (outlined below) if they do not follow the 'never seen, never heard approach.'

- Students will keep their phones either in their lockers or in their bags
- If the student elects to keep their mobile phones on their person (in their bags), the phones must be switched off at all times and never seen
- Student phones are not allowed to be visible at any time during the school day, including during transition times, lunch and breaks or lesson time

If students are seen with their phones, the followed tiered response will be adopted (which mirrors the 3-tiered radio response system):

1. In the first instance, the learner should be reminded, by the staff member, of the 'never seen, never heard' policy and asked to turn their phone off and put it in their bag.
2. If the incident repeats, and the phone is seen or heard again the teacher/staff members (where possible, for example if they are working in a 1:1 situation) should tell students they need to go and put the phone in the lockers provided. The staff member should accompany them to the locker to witness the phone being placed securely in the locker.
3. If the student is happy to put their phone in their locker but is not working in a 1:1 situation with a staff member, a general classroom support radio call should be placed- with additional information explaining that it is required for a phone to be placed into a locker. At which point the attending staff member should accompany the learner to their locker to witness the phone being placed.
4. If a learner refuses to put their phone in their locker a radio call for a key worker should be placed. Upon arrival a short and factual handover, avoiding potentially emotional trigger words, should be handed over to the person attending the call. The learner, in the first instance, will be asked to step out of the room to have a 'conversation'. At which point the key worker will continue to address the need for the phone to be put in the locker.
5. If the learner then places the phone in the locker they will be returned to class
6. If the learner continued to refuse to put their phone in the locker, a radio call for SLT support should be placed.
7. SLT will then make a phone call to parents/carers to come and pick up the child's phone or if the child refuses to give the phone to the parent/carer- the student will be suspended for the remainder of the day, unless the learner is able to put their phone in their locker.

At TIME we are aware of the complex and individual needs of the students, so although the process outlined above is the typical way of working within the school, there may be occasions in which nuance is applied. For example, some students going through personal disruption may feel the need to have more regular contact with their parents and carers, it may also be the case that a student has 'being allowed their phone on them' named within their EHCP as a coping strategy for anxiety. In these situations, SLT will put in place a short-term plan to support the learner whilst ensuring that the school remains in line with the statutory guidance set out by the Children's Wellbeing and Schools Bill.

TIME Behaviour Support provides a restorative approach. The warmth, humour and pleasant firmness with which staff engage with students from the moment they arrive in the school each day demonstrates the way in which we set safe boundaries on behaviour and is reflected throughout the school.

When working to restore relationships with our learners, we keep the following restorative principles in mind:

- **Relationship**: Building and maintain strong relationships to ensure that the ethos's of the school are maintained and respected
- **Respect:** Understanding that other people may have a different view of the world, but being able to empathise and respect how others choose to live their lives
- **Responsibility:** Taking ownership of someone's part in a situation that has taken place. Taking accountability for the impact (regardless of intention) that those actions had on themselves and others
- **Repair:** (when all parties are ready) addressing the root causes of the conflict/actions and addressing those issues with staff members and/or other learners in the community
- **Reintegration:** Making steps to work with staff members or learners that have been involved in previous conflicts. Making clear plans on how the learners will manage their emotions and what they will do if they start to feel that they cannot manage their emotions in a positive manner.

As a school that works with and is trained by Team Teach, we look to their script around restorative conversations for guidance. It is, however, a guidance document and (depending on learners needs) may be altered to suit the situation:

5.2 Child-on-Child Abuse

At TIME, we recognise that children can abuse other children (child-on-child abuse). This can happen both inside and outside of school and online.

Forms of child-on-child abuse include:

- Bullying (including cyberbullying, prejudice-based bullying)
- Physical abuse (hitting, kicking, shaking, biting, hair pulling)
- Sexual violence and sexual harassment
- Harmful sexual behaviour (HSB)
- Consensual and non-consensual sharing of nudes and semi-nudes
- Causing someone to engage in sexual activity without consent
- Upskirting
- Initiation/hazing type violence and rituals
- Abuse in intimate personal relationships between peers
- Online abuse (including image and video sharing, sexualised online bullying, coercion and threats)

Our response:

- All child-on-child abuse is taken seriously and never dismissed as "banter" or "part of growing up"
- All incidents reported to DSL
- Safeguarding procedures followed for both victim and alleged perpetrator
- Risk assessments completed
- Support provided to all students involved
- Parents/carers informed
- Multi-agency working where appropriate (police, social care, CAMHS)
- Education provided on healthy relationships, consent, respect

Staff training:

All staff trained to recognise and respond to child-on-child abuse, including understanding that:

- It can happen to any child
- Students with SEND are at higher risk
- LGBTQ+ students are at higher risk
- Both victims and perpetrators need support

6. Roles and responsibilities

6.1 The governing board

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

6.2 The headteacher

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

6.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging students to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

6.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them

informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school

6.5 Students

Students will be made aware of the following during their induction into the behaviour culture:
- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
Students will be supported to develop an understanding of the school's behaviour policy and wider culture.
Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy. Extra support and induction will be provided for students who are mid-phase arrivals.

7. Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND/SEMH, although we recognise that not every incident of misbehaviour will be connected to their SEND/SEMH. Decisions on whether a student's SEND/SEMH had an impact on an incident of misbehaviour will be made on a case-by-case basis.

At TIME we are also aware that students within our cohort often struggle to identify their own emotions, alongside the emotions of others, and therefore cannot pinpoint why they might be feeling a certain way. This difficulty causes some students to struggle to recognise patterns in their behaviours and how it links to wider emotions they are experiencing. When working with students to help regulate their emotions and reengage back into their learning, we will often start by trying to name the emotion they are feeling, before trying to unpick what has triggered that emotion. This often leads to the learner being able to make connections between what they have experienced and how they are feeling- which then allows them to understand why they have behaved in a certain way. At TIME we understand that all behaviour is communication, and we believe that to address a behaviour and make long term progress regarding behavioural responses, we need to find the underlying causation and patterns.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers which may have caused behavioural responses, and put in place support to prevent these from occurring. These strategies will be outlined in the students Strategy documentation.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

At TIME we work to 'plan out' areas of the school day which may result in misbehaviours from students. We work towards preventing students being placed in situations that they may feel uncomfortable with, rather than reacting to them. In situations in which students are required to be in situations in which they are currently struggling, we will work towards remodelling those ways of working to support the learners positive engagement in those areas. We work with a 'why not how' model of thinking. This line of thinking requires staff to think about why an intervention or way of working was successful, rather than the actual physical 'thing' that was put in place. This allows for the 'why' to drive forward other support systems from the student. For example: if a student is struggling to engage in a lesson, and the teacher allows them to reorganise their learning file or a space within the room as a way of keeping them emotionally regulated and in the classroom's space. We would look into why that worked. In that case a student clearly finds organising physical objects to be something that helps maintain their emotional regulation. We would then take this information and try and implement it into a wider range of activities provided for the learner. The following lessons key learner tasks would involve organising their work (match up cards, reordering texts etc). This allows the learners and staff to gain further success and understanding of the learners 'why'.

Our approach to anticipating and removing triggers of misbehaviour include, but are not limited to, the below:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Avoid the use of 'restrictive measures', such as seating plans, to allow for the learners to feel comfortable within their learning environment.
- Ensuring that staff are well trained on ACES and the impact they can have on students' ability to make choices
- Ensuring that staff are well trained in understanding the difference between emotive response and 'choice behaviour' so they can respond appropriately for each learner.
- Ensuring that staff are well trained and practice on 'meeting learners where they are' whilst building strategies to improve their academic resilience and output.
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where students can regulate their emotions during a moment of sensory overload
- Understanding the 'why' interventions and behaviours happen rather than focusing on the 'how'.

7.1 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will consider whether:

The student was unable to understand the rule of instruction - through ensuring that students are reminded of the school's expectations and boundaries in a range of ways:

- Written communication
- Verbal communication
- Continuous prompts and modelling through general staff interactions
- The usage of the three-tiered radio system to provide appropriately levelled support during the build-up of misbehaviours to avoid an escalation

The student was unable to act differently at the time as a result of their SEND

- Student SEND profiles are known to staff, with key workers (form tutors) having a deep knowledge of SEND presentations
- Staff members to be aware of key SEND related triggers to ensure that, where possible, planning is put in place to avoid escalated responses
- Where planning cannot be put in place to avoid possible triggers, a strategy plan is in place for each learner, which supports them when they are faced with difficult situations

The student was likely to behave aggressively due to their particular SEND needs

- If students are likely to behave aggressively due to their SEND needs, staff refer and have knowledge of the strategy plans that are put in place for each learner.
- Any instances of heightened aggressive behaviour are analysed and discussed using the following model outlined by Team Teach (See appendix 2)

Environmental triggers (the setting)

- Physical factors: High noise levels, extreme temperatures, or crowded spaces
- Internal factors: hungry, fatigued, illness, or changes in medication
- Social factors: unpredictable schedule changes, transitions, or specific peer interactions

Escalation Signs (The build-up)

- Verbal cues: Changes in voice pitch, pacing, muttering, or questioning authority
- Non-verbal cues: Clenches fists, heavy breathing, pacing, or avoiding eye contact
- Defensive behaviours: power struggles, refusal to comply, or running away
- Crisis behaviours (The peak)
- Explosive actions: Physical aggression, self-harm, property damage, or screaming
- Safety assessment: Evaluate immediate risks to individual, peers, and staff
- Intervention level: Use the dynamic risk assessment to choose the least restrictive practice

Recovery Markers (The de-escalation)

- Physical changes: dropping shoulder, crying, deep sighs, or quietness
- Communication: Willingness to listen, moving to a safe place, or seeking comfort
- Caution: The individual remains highly vulnerable to re-triggering during this phase
- Post incident Action Steps- the team will follow the following three steps after any major incidents:

Documentations: Records are clear, objective facts immediately recorded using ABC

- Antecedent- the build up
- Behaviour
- Consequence

Staff debrief reflect on what worked well and identify gaps in the current support plan, Listening and re-learning: work with the individual when they are calm to explore their perspective

At TIME we understand that many of our student struggle to regulate their emotional responses. When responding to or working with students at a heightened state of emotional response, staff follow Dr Bruce Perry's 3 R strategy.

What are the 3 R's?

Our school uses Dr Bruce Perry's 3 R's approach: Regulate, Relate and Reason. This provides a consistent, trauma-informed approach to supporting students when they are experiencing heightened emotions or dysregulation. Regulate means calming the body first, recognising that when a student is in a fight-or-flight state, their survival brain is activated, and they may not be able to access logic, reasoning or problem-solving. Staff should support students to become regulated through approaches such as a calm voice, reduced demands, quiet surroundings, breathing, movement or other individualised regulation

strategies. Relate means connecting before correcting. Once a student begins to regulate, staff should build emotional safety through empathy, active listening and validation, helping the student to feel understood rather than judged. Reason means reflecting and teaching. Once the student is calm and connected, staff can support them to understand what happened, explore their choices, discuss expectations and identify more appropriate strategies for the future.

Why do we use the 3 R's?

The 3 R's are used to ensure that behaviour is understood and responded to through a trauma-informed and relational approach, rather than viewing behaviour solely as non-compliance or deliberate defiance. Within an SEMH setting, students may experience difficulties with emotional regulation, communication, relationships and responding appropriately when they feel overwhelmed. Attempting to reason, challenge or teach a student while they are highly dysregulated is unlikely to be effective and may further escalate the situation. By following Regulate → Relate → Reason, staff prioritise emotional and physical safety, reduce escalation and maintain positive relationships while still maintaining appropriate boundaries and expectations. The approach provides staff with a consistent framework for responding to behaviour and supports students to develop the skills they need to manage difficult situations successfully.

What are the intended outcomes?

The intended outcome of using the 3 R's is to help students move from dysregulation towards regulation, connection and learning. In the immediate situation, the approach aims to reduce distress, prevent further escalation and enable the student to feel safe, understood and supported. Once regulated, students are better able to reflect on their behaviour, understand the impact of their actions, accept support and engage in problem-solving. Over time, consistent use of the 3 R's aims to develop students' emotional regulation, self-awareness, resilience, communication and ability to repair relationships following difficulties. The overall aim is not simply to stop unwanted behaviour, but to teach and develop the skills that enable students to manage their emotions, make positive choices and engage successfully in learning and relationships.

If the student was deemed unable to understand the rules or instructions given to them, was unable to act differently due to their SEMH/SEND needs or the student was likely to behave aggressively due to their SEND/SEMH needs', it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

At TIME we incorporate 'sanctions and staged approach to behaviour management through the three-tiered radio system. If a student has been seen by SLT (through an SLT radio call) three times within a day, SLT members (on the third call) will have a conversation to discuss the outcome for the learner if another call is placed. The potential outcomes are as follows:

- Continuous 1:1 support throughout the rest of the school day. This will be done through TA support or a staff member who is on DT during the day.
- This will be applied for learners who are facing difficult new/ongoing personal/wider circumstances which are likely to impact their ability to make choices within school.
- This support can be done within the classroom, or work can be taken away from the classroom and completed in other appropriate areas of the school. However, if a learner is working outside of their timetabled classroom, they should not be taken into another learner's classroom.
- Specific learner engagement activities can also be used during this time for example if a learner is regulated by organising concrete objects, walking within the community or completing PE like exercise to help maintain regulation. Staff should be guided by wider student paperwork when

looking at which strategy to use for engagement; the key documentation to be used during this time-period are the students individualise strategy plans.

If this strategy is used and a further need for SLT radio support is then called- one of the other following sanctions will be discussed by SLT and implemented.

- Phone call home to parents with the option of speaking directly to their learner.
- If a student presents in a way in which they need or benefit from direct communication with their parent/carer to help them regulate a phone call can be offered to the student to communicate directly with the care givers at home
- A phone call home can also be made to seek potential other ways we can help regulate the learner from the carer givers at home
- In certain situations, taking into account the other learners' needs and the timetables, students may be offered to work with their key worker for the rest of the school day. This would involve the student working in the timetabled room of the key worker. During this time work from the learners timetabled subjects would be provided and regular or consistent TA/general classroom support can be provided.
- If none of the above options are appropriate or workable for the student or the functionality of the school the student may be suspended for the remainder of the school day. At this point SLT will meet, with the addition of key adults (such as key workers) to discuss a plan moving forward to help the learner. Strategy plans and wider learner documentation will also be updated and passed on to the wider team in briefing the next morning. Suspensions are always used as a last resort at TIME and wider work around restorative approaches and planning moving forward become a high priority when suspensions are issued.
- At TIME we also recognise that there may be a need for a suspension to take place due to behaviour that would be deemed as an immediate risk to a learner or the wider community's safety. This is outlined in the Suspension section of the Policy.
- At TIME we also recognise the potential safeguarding concerns involved in issuing a suspension for a learner. Any ongoing or historic safeguarding concerns will be taken into account when issuing suspensions, to ensure the safety of the learner remains at the forefront of all decision making.

At TIME we believe that suspension should only be used as a last resort. We recognise that suspensions do not support emotional regulation, attachment and positive interaction with school in the long term, so when they are issued it is key that restorative work and reintegration work is completed to support the learner have a success landing back into school.

When a suspension is issued TIME are responsible for communicating to the parents/carers, staff and learners the expectations and support that has been put in place for the learners when they return.

Suspensions can be issued for the following reasons:

- In response to persistent and serious breaches of the behaviour policy
- If TIME believe that we are unable to keep the learner, the widening learning community or the staff community at TIME safe

Examples of behaviour that would potentially result in a suspension are as follows, please note the list provided is not exhaustive the bullet points below will be the guidelines for all suspensions:

- Physical assault against:
    - Another learner
    - An adult
- Repeated verbal abuse towards
    - Another learner
    - An adult
- Repeated or serious threats of violence towards
    - Another learner
    - An adult
- The use of an offensive weapon
- The threat of usage of an offensive weapon
- Possession/use of prohibited items

- Bully and cyber bullying
- Hate speech
- Sexual misconduct
- Theft
- Vandalism that cannot be 'put right' by the learner
- Refusal to follow 'Never seen, never heard' phone policy

At TIME only the headteacher can suspend students. In incident in which the Headteacher is not directly involved in they will:

- Gather all relevant information through discussion from appropriate staff members such as the SLT team and the behaviour lead.
- Consider all relevant build up factors which may have impacted the learner's ability to make regulated choices, including if they were provoked.
- Allow, where possible and practical, all learners involved to give their version of events, to ensure that the learners voice is considered
- Consider the learners SEND needs which should be considered in this case
- Consider external safeguarding factors which may put the learner at a heightened risk, such as being a LAC student, a student with a social worker or who is under the support of other external agencies
    - If a student who has a social worker is suspended the social worker will be informed as early as possible
    - If a student who is a LAC learner is suspended the school will inform VSH as early as possible

The parents/carers will be provided with the following information in writing as soon as is reasonably possible:

- The reason for the suspension
- The length of the suspension
- Information to support parents/carers contacting the governing body if needed/wanted

The headteacher will notify the LA of all suspensions without delay, regardless of the length of the suspension. The notification should include:

- The reason for the suspension
- The length of the suspension

The following outlines the guidance that the Headteacher will look to when allocating a time to a suspension, however there may be multiple factors to take into account, so all suspensions are looked at individually, with Headteacher discretion. The examples provided are not an exhaustive list but is used to provide guidance.

- 0.5 days - persistent disruption to the day to day running of the school
    - Inability to go into classrooms or complete work in reasonable spaces
    - Inability to accept a range of supportive strategies that have been offered
    - Presenting with behaviours that prevent other learners access their education
    - Persistent swearing to cause offence (we at TIME understand the casual swearing can be very ingrained the habitual language of our students, this is not seen as cause for suspension, but is persistently remodelled and addressed within the school)
    - Refusal to follow the school's 'Never seen, never heard' phone policy
    - Persistent playfighting which may dysregulate other learners

- 1 day- danger which puts themselves or others at risk or causes damage to the building that cannot be 'put right' be the learner
    - Kicking through doors which may cause injury to others
    - Using equipment in an uncontrolled or dangerous manner which may cause injury to others or themselves
    - Playfighting which may cause harm to themselves or others
    - Behaving recklessly around the building which may negative impact other or cause them

physical harm
    - The use of hate speech such as language that targets a person due to a protected characteristic, such as:
    - Homophobic language
    - Sexist language
    - Racist language
    - Transphobic language
    - Religious discrimination

- 1.5 days- repeated incident that has caused harm or minor injury to others, or complex behaviours which require a specific strategy response (if a specific strategy response is required, which results in a change in the day to the day expectations for the student, such as identifying specific areas or staff which they can access to support them) the learners voice should be taken into account through a meeting with parent or carer

    - Refer to the listed examples above

- 2 days - referred to above listed examples with the addition amendments of
    - Meaningful injury to others
    - Repeated and targeted hate speech. A log of hate speech should be kept and referred to. If incidents of hate speech are targeted and repeated the suspension should carry a longer period. Targeted intervention work should take place with the learner when they arrive back at school. Where appropriate the learner should also take part in a restorative process

- 2.5 & 3 day - Refer to the listed examples above with the additional amendments

7.2 Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Strategies to manage these responses and any escalating behaviour that may present will be outlined on the Strategy Plan for the individual student.

TIME will also refer to the personalised targets and potential barriers to learning outlined in the student's EHCP. Staff will be provided training on individualised strategies for learners, based on the information provided in their EHCP. This training will be led by the school SENCO. This training will predominantly be done prior to a new learner attending school but will also be completed when learners are presenting with challenging behaviours which could be supported by creative and specific ways of working.

At TIME we work towards a 'curious not judgmental' mindset. When we see behaviours being presented that might present a significant challenge for the learner's engagement, our first point of call will always be to try and unpick and understand what is causing these behaviours. Key information that may come out of these conversations will be shared with the team in briefing meetings alongside key documentation being updated and shared.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

7.3 Students with an education, health and care (EHC) plan

All learners at TIME have an EHCP's. The EHCP's are shared with the team, who have consistent access to them. The needs and presentations for the learners are considered and used when interacting with, planning lessons for and generally supporting the learner. The school CPD calendar outlines that EHCP training will be completed at least once a month. This is generally done when a new learner is due to join the school or to reflect on a learner's presentations and how we can best support them. This training will

be led by the SENCO, but for students who have been with TIME for a longer period, can also be supported by/delivered by key workers or staff members with additional specialist knowledge in an appropriate area.

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will contact local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

8. Responding to school behaviour

Students are expected to:

- Use individual strategy plans to help manage their behaviour during difficult times
- During their day-to-day interactions, when they are regulated, to speak in an aware and respectful manner. Taking into consideration the needs of those around them
- To show respect, when regulated, to staff through their day-to-day interactions
- Use individual strategies, based in preferred ways of working, so they can engage to the best of their ability during lesson and learning times
- When regulated, show respect to the school and its property.
- If respectful behaviour expectations around interactions with staff, other learners or the building have not been managed, engage in conversation with key workers around natural consequence and restorative approaches
- When in the community or when on offsite trips, behave in a way that positively reflects the school as a whole and its ethos.
- When in the community or when on offsite trips, if students become dysregulated and cannot control their behavioural choices, to follow the guidance of key workers and staff in general to ensure they remain safe.
- Be involved and, where possible, take the lead on implementing and discussing appropriate accommodations that could be made within the school day to lower incidents of dysregulated behaviours.

8.1 Mobile phones

In accordance with the updated Children's Wellbeing and School Bill, TIME operates a strict mobile phone-free environment. TIME operates under a 'never seen, never heard' policy regarding phones. Students will be given the option and encouraged to put their phones in personal lockers upon arrival- however students who elect not to do this will be reminded of expectations and consequences (outlined below) if they do not follow the 'never seen, never heard approach'.

- Students will keep their phones either in their lockers or in their bags
- If the student elect to keep their mobile phones on their person (in their bags), the phones must be switched off at all times and never seen
- Student phones are not allowed to be visible at any time during the school day, including during transition times, lunch and breaks or lesson time
- If students are seen with their phones, the followed tiered response will be adopted (which mirror the 3-tiered radio response system):

1.In the first instance, the learner should be reminded, by the staff member, of the 'never seen, never heard' policy and asked to turn their phone off and put it in their bag.

2.If the incident repeats, and the phone is seen or heard again the teacher/staff members (where possible, for example if they are working in a 1:1 situation) should tell students they need to go and put the phone in the lockers provided. The staff member should accompany them to the locker to witness the phone being placed securely in the locker.

3.If the student is happy to put their phone in their locker but is not working in a 1:1 situation with a staff member, a general classroom support radio call should be placed- with additional information explaining that it is required for a phone to be placed into a locker. At which point the attending staff member

should accompany the learner to their locker to witness the phone being placed.

4.If a learner refuses to put their phone in their locker a radio called for a key worker should be placed. Upon arrival a short and factual handover, avoiding potentially emotional trigger words, should be handed over to the person attending the call. The learner, in the first instance, will be asked to step out of the room to have a 'conversation'. At which point the key worker will continue to address the need for the phone to be put in the locker.

5.If the learner then places the phone in the locker they will be returned to class

6.If the learner continued to refuse to put their phone in the locker, a radio call for SLT support should be placed.

7. SLT will then make a phone call to parents/carers to come and pick up the child's phone or if the child refuses to give the phone to the parent/carer- the student will be suspended for the remainder of the day.

8.2 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with students, which may include greeting students in the morning/at the start of lessons
- Establish clear routines
- Communicate expectations of behaviour in ways other than verbally and non-verbally
- Highlight and promote good behaviour
- Conclude the day positively and starting the next day afresh
- Have a plan for dealing with low-level disruption
- Use positive reinforcement
- Understand and implement strategies outlined in the individual student strategy plans
- Have a wide range of teaching methods and approaches to ensure all students learning styles and needs are met within the classroom
- Appropriately and consistently use the three-tiered radio system to gain access to support when required.

8.3 Safeguarding

At our school, safeguarding is at the heart of everything we do. We are committed to providing a safe, nurturing, and inclusive environment where every young person is valued, respected, and supported to thrive.

At TIME we recognise that many of our learners may have experienced adversity, trauma, disrupted education, or additional vulnerabilities. We take a trauma-informed and relationship-centred approach, ensuring that each student receives the care, understanding, and support they need to feel safe, develop resilience, and achieve their full potential. When tackling and addressing any behaviours of concern, staff are expected to ensure this approach stays at the forefront of their mind.

Staff are expected to ensure that all behaviours that have the potential to or have caused harm, both physical and mental, are reported onto the appropriate safeguarding system. If they have further concerns around patterns of behaviour or wish to seek further advice, they must speak to the DDSL or DSL as a point of urgency.

If a suspension has to be issued, SLT will take into consideration the potential impact on risk to the child if they are out of school for any period of time. If that risk is deemed significantly high, alternative ways of working will be looked at- to ensure the safety of the other learners, staff and the learner directly involved.

We work closely with parents, carers, local authorities, health professionals, social care, and other partner

agencies to ensure that students receive coordinated and effective support. Our safeguarding practices are underpinned by clear policies, robust recruitment procedures, effective information sharing, and a culture of vigilance.

The safeguarding team will share appropriate information during briefing meetings, daily, and update relevant paperwork- when appropriate; such as risk assessments. External safeguarding concerns, which are happening outside of the school setting, may impact decisions making regarding behaviour strategies and possible ways of working.

At TIME we know that providing consistent and firm boundaries, with continuous wrap around support, is an essential way to safeguard the students within our care. Staff are expected to be consistent and kind with their approach.

8.4 Responding to good behaviour

At TIME, everything we do is based on building mutually respectful relationships with our students. We explain that practices to students, offer them reasons to work with us and encourage reflective dialogue and self-regulation. We always use a trauma informed approach within our practice.

We treat each and every student as an individual, ensure that the curriculum is appropriate and that each teaching setting is appropriate and varied to ensure we meet the individual needs of all students.

Staff encourage all students to reach their potential within their behaviours and are equally quick to challenge behaviour that does not work.

Staff consistently reinforce the boundaries that differentiate this from behaviour that does not work.

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

8.5 Teaching

Teaching is delivered through a range of structured classroom, workshop and practical lessons that enable learners to learn through a range of practical, physical, creative and dynamic ways. Our students have long histories of education failing to meet their needs, so teaching at TIME provides the following approaches to help repair some of the previous 'damage' that may have come with negative experiences with adults and school as a whole:

- Soft landing plans- so students who are just joining TIME or have become disengaged with their learning, TIME will provide a 'soft landing' package to support the learning becoming comfortable with the environment and the team prior to curriculum-based learning taking place.
    - Soft landing plans are bespoke to each learner and are centred around the learners' interests and SEMH/SEND needs.
    - Learners are part of the process of building and developing soft landing plans, to ensure that their voice is continuously heard and responded to
    - Soft landing plans are put in place as a starting point for the learner's day and can be maintained for as long as is deemed necessary
    - Soft landing plans are built around the concept of 'connection first' and 'success first'

- Success first learning- many of the students at TIME have low academic confidence combined with

large gaps in knowledge and a low resilience to learning new topics and concepts. This can lead to a fear response from our learners when they enter a classroom and are faced with topics that they find overwhelming. This fear response can often lead to 'shut down' behaviours, escalated behaviours, flight response or avoidance behaviours. To avoid this, success first teaching strategies are put in place by the teaching team at TIME. Phase 1 learning activities are provided to ensure that the confidence of the student is secure and built upon from the moment they set through the classroom door. Phase 1 learner activities are individualised and catered to the learners' areas of strength within the subject. Where possible Phase 1 learning activities should be directly linked to the overall LO of the lesson, but in the case that the student cannot complete, with confidence, anything linked to that topic, activities that are subject specific but not topic specific will be provided.

- Once students have found confidence in themselves through Phase 1 activities, they will be moved onto Phase 2 learning, however Phase 1 learning activities can be accessed and revisited at any point during the lesson to ensure positive engagement within the subject.

    - Phase 1 learning activities are tasks/topics in which we know a student has secureand confident knowledge in. This type of learning practices skills that learners already have embedded, as a way of boosting confidence and attaching positive feelings to the subject.
    - Phase 2 learning is the introduction and application of new topics and tasks- which directly follow the curriculum.

- The curriculum at TIME is built around the idea of 'stage not age' to ensure that all learners are 'met where they are' rather than 'where they should be'. This approach is designed to push learners academically without making them feel overwhelmed or unsuccessful. Teachers are consistently reminded and expected to remind students that their educational journey has not been straightforward therefore any gaps within their knowledge should not be seen as a surprise or something that the students should be ashamed of.

The complex emotional needs, and the inability to focus on formal learning for long periods of time, mean that it would be inappropriate and unhelpful to expect all our students to reach the National Curriculum Framework by engaging with many hours of formal learning. Our flexible curriculum is designed to meet their needs and includes a strong element of learning through practical and vocational learning throughout the day.

8.6 Conflict Resolution

See appendix 3 for step by step break down and types of restorative meetings which can be offered.

In situations where conflict has arisen between two learners at TIME, students will be supported independently by an appropriate adult in the first instance. At TIME we recognise and understand that adrenalin can take up to one hour to come down within the body. During this time, learners will be supported to their identified safe spaces in the building and have priority access (where possible) to their key adults. During this time learners will be limited to wider staff exposure, to ensure that communication is clear and does not become overwhelming. We recognise that most of the learners at TIME have neurodivergent processing, to accommodate this we ensure that communication is catered to their needs, which may involve repeating information and/or allowing for periods of silence. Although we work towards a model of natural consequences at TIME, during this time, students will not be faced with any direct consequences to their actions, as we know that this may invoke a fear response- which could escalate the behaviour further.

Once the learner is showing signs that they are regulated, and the adrenaline in their system has returned to 'normal' levels, students will be given the natural consequences to their actions. This could be a directly punitive response, in order to keep the TIME community safe (such as suspension) or could be linked to how they need to recover the situation (such as fixing/cleaning any damage) that may have been caused.

After direct natural consequences have been discussed TIME staff will support the learner to understand the wider emotional impact of the incident (such as the impact on the emotions of the other learner involved and how this may impact their relationship moving forward). At this point a restorative conversation will be offered to all learners involved. It is very important that restorative conversations do not take place unless all learners are ready and have agreed to the process. If they do not agree to the process, this does not come with judgement or pressure to change their mind, a wider strategy meeting will be held with key adults to ensure the continued functionality and safeguarding of all students at TIME. This could result in separation of students through timetable movement, however, at TIME we do not believe that separation addresses issues but avoids them, so if this action is taken it will be done so with the mind set of reviewing this decision and putting support in place for learners to be able to function within the same lessons as students who they may have ill-feeling for.

Where conflict has occurred between a staff member and a learner, the first instance step for the learner remains the same as outlined above. SLT/line managers will speak to the staff member involved to ensure that their wellbeing is kept in mind throughout the resolution process. We understand that staff members may also need time to process a heightened incident, to support this a staff member may be given some time out of the classroom if it is required or some time away from the learner if it is required. The staff member will also be given guidance on ways of working with the learner, if it is needed, to support them building positive relationships moving forward.

After the initial process has taken place a restorative between the learner and the staff member will be offered, but (as above) this will only be completed if all parties agree.

If there is repeated incidents between a staff member and a learner, further support and a 'deeper dive' into ways of working may be required. At that point a key attachment adult for the learner may be asked to go into the lesson which is affected to provide opportunity for transferred attachment. During this time the key attachment adult will be asked to make observations regarding interactions, both for the learner and the staff member, and make alternative ways of working recommendations. It is crucial during this stage that all feedback and recommendations are made with curiosity in mind rather than judgment. The situation will continue to be monitored through behaviour logs and general positive engagement with the staff member and work provided within the lesson.

Our aim is not to punish but to help students understand why they acted as they did, and encourage accountability and self – responsibility, we regard conflict resolution as a learning strategy. Whilst we believe that punishment merely reinforces authority and does nothing to encourage students to reflect on their behaviour, we teach that students will experience consequences to every decision that they make and we support them through whatever those may be. We are also clear that the consequence can be both positive and negative; consequences are merely" things" that happen following action or decisions. We want to empower our students, not to reduce and humiliate them. When students have successfully recovered a situation, in whatever format this takes, they will be praised on the recovery rather than reminded of the heightened behaviour.

8.7 Keyworker Interventions

Key workers will conduct 'form' sessions with their learners at the start and end of each school day- with the expectation of Friday as students will go straight home after rewards. In addition to this Keyworkers will spend a minimum of one extra lesson with their key group through the week. These sessions are timetabled, however Keyworkers are an integral part of the day-to-day support for our students. Keyworkers, where possible, are expected to respond to radio tier 2 'Key worker support', to help regulate and support their learners within lesson time.

Key workers at TIME are the one of the key links between school and home for the learners. Keyworkers will contact parents/carers regularly to pass on positive feedback and feedback which may require further support from parents. Keyworkers will also take a leading role in writing and implementing key documentation, such as risk assessments and strategy plans.

At TIME we have a team of staff who take the lead on specific interventions based on student needs, but where appropriate, Keyworkers can also take the lead on specific interventions for students.

At TIME we recognise the huge importance of Keyworkers but also recognise the need for students to have a broad support network of adults to lean on during difficult moments in their lives. We also note that being a Keyworker to a student who is currently presenting with a 'high level of need' can cause Keyworker burn out. To combat these things, appropriate staff will regularly check in with Keyworkers to discuss how to broaden the support network accessible to the student, this may involve going into some classes to provide opportunities for transferring attachment but also may include holding clear and kind boundaries around time given to a student and alternatives that they have available to them.

When students arrive at TIME we are aware that, due to previous difficulties, it may be crucial for a positive start for the learner that they have a lot of time with the Keyworker, without steps being taken to broaden the scope of the support network. We also recognise that, for some students with considerable attachment difficulties or ongoing difficult situations within their home lives, the period that they require a lot of Keyworker support may be extended. If this is the case, SLT/line managers will continue to monitor the situation to ensure that the Keyworker involved in appropriately safeguarding from burnout.

The Keyworkers will support conflict resolution and will work with individuals to devise strategies that will serve them within the contact of the learning community. During these conversations there will be underlying issues that are disclosed. Staff will be there to determine a personalised course of action for each student, which may be about personal issues, needs and circumstances. This could include referring to local or external agencies to support the students, this will always be discussed with the student before any referral is made.

8.8 Rewarding Students

This policy acknowledges that good behaviour hinges on secure attachment and the belief that encouraging and rewarding students have a strong association with positive outcomes and relationships. The intention is to focus on rewarding the positives. SchoolPod is used to inform the rewards system. The aim of the rewards system is to provide a structured system in which different types of achievement can be recognised, and to foster a culture in which praise and rewards become more widely used. This ensures that the rewards are accessible for all students. The school rewards system is designed to encourage a consistent and wider use of rewards throughout the school. All staff will participate in recognising and celebrating the diverse achievements of students throughout the school. Rewards can take various forms, including verbal praise, entries in our MIS system for positive behaviour, written feedback on work, certificates, commendatory emails and letters, phone calls to parents and reward trips.

9.Responding to misbehaviour

When a learner is unable to make good choices, which results in a negative impact on the day to day running of the school community, themselves or the people within the school community, staff will act quickly and with clear communication to support the learner involved. If this involves conflict between themselves and another, please refer to section 8.6 Conflict resolution.

If a learner's behaviour is impacting the wider community but is not due to a direct conflict with a staff member or another learner, students will be supported in line with their individual strategy plan and the three-tiered radio system.

As a generalised rule, dysregulated behaviour that needs to be addressed will be done so calmly and kindly whilst giving firm boundaries and 'do now' instructions, where appropriate. Longer questions and conversations can be had in heightened moments, if that is appropriate for the learners needs, but is generally unusual. Tactical ignoring of secondary behaviours is often used during these moments, so that staff and the learners can focus on identifying, understanding and addressing the cause of the dysregulation. Secondary behaviours will only be discussed, alongside any natural consequences or 'recovery' work that may need to take place, when the learner is showing that they are able to discuss the incident calmly and then are able to listen to feedback without having a further emotionally dysregulated response.

Staff will endeavour to create a predictable environment by always challenging behaviour, and by

responding in a consistent, fair and proportionate manner, so students know with certainty that dysregulated behaviour will always be addressed.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. To understand student needs and patterns of response in detail, 'build up' will be discussed to see if there are any tracker triggers to emotive responses. If this is the case, plans will be put in place to provide reasonable accommodations to support the learners in the future.

In the case of a 'near miss' (an incident that is deemed close to a physical situation) a de-brief with all staff involved will take place. This process will follow the following steps:

Written report to be provided by all staff involved or witness to the situation within 24 hours of the situation. These written reports should be completed as soon as possible to avoid misremembering or external commentary/viewpoints affecting the write up. The written reports need to follow the following guidance as a minimum:

- Names of pupil and staff directly involved
- Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status
- Time, date, location and approximation duration of the incident
- A brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used
- Any post incident support, such as details of any medical treatment for injury or other adverse impacts, plus strategies that were used to support they learner after the incident took place, such as use of key worker and safe spaces
- All write up will be complete on Escalated Behaviour Debrief paperwork and save onto the central hold for future reference if required.

An appropriate member of SLT or a behaviour lead will then read through these reports and follow the following steps:

- Make initial judgements of positive responses
- Make a note of potential weakness in response and look at how these can be addressed, this may take the form of staff training or structural response
- Make note of any discrepancies in reporting, provided by the written reports
- Reflect on outcome for the learner and ensure that it was fair and appropriate in accordance with policy. If it is deemed to be unfair in response, ensure that the approach steps are taken to recover this/revoke this for the learner.
- Hold a team meeting to discuss the outcomes of the above with the members of staff who completed the write ups
- Share all relevant information with the wider team at the next briefing. If the information is complex in nature a separate full staff meeting can be held
- Ensure all relevant student paperwork is updated to reflect positive and negative ways of working when a student is in a heightened state of dysregulation.

All response to behaviour will take into account the individual student needs and the communication preferences and barriers for the learner. This will be balanced with a trauma informed response throughout.

- Safety: Ensuring physical and emotional environments are safe and free from threat (understanding that threat can be differently perceived due to different lived experiences)
- Trust and Transparency: Building and maintain trust through honest, transparent and organisational operations
- Choice: Providing individual with realistic options and a sense of control over their care or interactions
- Collaboration: Levelling power dynamics to encourage shared decision-making
- Empowerment: recognising, validating and building upon an individual's personal strength and resilience
- Cultural Consideration: Addressing biases, stereotypes, and respecting diverse cultural background

When managing dysregulated behaviours, the team at TIME may use one of the following strategies, however more specific learner strategies are found in strategy plans:

- PACE based response
    - **P- Playfulness-** Being playful creates a fun, positive and calm atmosphere when communicating with a child
    - **A- Acceptance-** Accepting a child as a person without judgment, shows a child you can see beyond their behaviour
    - **C- Curiosity-** Being open to discovering why a child is behaving the way they are, will help with developing a better understanding.
    - **E- Empathy-** Put yourself in a child's situation and try to show them that their experiences are important to you.

- Verbal instruction and reminder of expectations. When providing verbal reminders, the staff at TIME will give clear instructions through directing the learners to what is expected of them, not pointing out what is not expected of them.
- Using the three-tiered radio system to provide appropriate levels of support, if support beyond what the teacher can provide in the moment is required
- Encouraging student to name their emotions during this time. For learners who are unable to name their emotion key language such as "I can see you damaging the wall, that makes me think you are angry, when we are angry, we go to the Regulation room or the Sensory room. I will take you there now/I will radio for support to take you there'.
- Interventions based on repeated patterns of behaviour and woven into the learners' timetables
- A phone call home to parents/carers to hand over key information but to also ensure that, where possible, school and home are provided a consistent response. During these good and bad ways of working can be shared to get the best practices for the learner.
- A parent/carer meeting. Meeting can be requested to bring the parent/carer into school to discuss longer, mode challenging dysregulation. This is normally done when the dysregulation has led to dangerous behaviour or is being repeated apparently without recognisable triggers or patterns. These meetings are there to provide an open forum for discussion, with the intended outcome of an agreed way of working. Learners may be invited to these meetings, but that

Providing time away from the classroom with a keyworker or a TA. This can be used in the following three ways:

- **Regulation time**, without the pressure or expectation of work. This is used when heightened behaviours have impacted levels of adrenaline, and the learner is not able to take on learning in a productive manner. At TIME we understand that when a student has presented with fear responses, such as flight, fight or freeze, this stops their ability to take on demands, process new information or impact their ability to commit new information to long term memory. Due to this biological response, TIME use this period of time to regulate the learners' emotional responses so they can access learning and respond to demands in a more productive and successful way in the near future.
- **Phase 1 learning work**. Phase 1 learning work can be provided during this time, if the student has struggled to engage but is not at heightened state of fear response. This situation may occur due to anxiety to learning or environmental factors which have impacted their regulation. During this time Phase 1 learning opportunities will be provided for the learner to help positively reengage with the subject. This also allows the learner the opportunity to find success in their learning, even when they are starting to feel overwhelmed. When the learner is positively engaged with the Phase 1 learning, the staff member will softly try to move the learner back to class. If the learner is unable to do so, and this causes the learner to show heightened responses, Phase 2 learning can be provided within the space with the support of the staff member. See section 8.5 for a full definition of Phase 1 learning.
- **Phase 2 learning opportunities**. If a learner is presenting at a calmed state Phase 2 learning can be taken from the classroom to an identified safe space for the learner. It is encouraged that during periods in which the learner is completing Phase 2 learning, the teacher of the lesson comes to see them and support them with their understanding. This may be done in very short bursts and may not involve direct learning support. If a learner is communicating, verbally or non-verbally, that they do not wish to or are unable to engage positively with the teacher during this time, the teacher may wish

to communicate learning support through the other member of staff present. This time can also be used to simply 'check in' with the learner to support continued attachment between the teacher and learner. See section 8.5 for a full definition of Phase 2 learning.

Students will be encouraged to reflect on their choices within all response options, but staff will be expected to take into the consideration the presentation of the learner, and if they are ready to reflect. If asking students to reflect causes them to show heighten behavioural responses or fear response, the staff will allow for further processing time before attempting to readdress the behaviour.

At TIME we see suspensions as a last resort. Suspensions are only issued when the learner is

- Putting themselves or other people within the community at risk
- Causing significant damage to the building
- Are unable to be supported in regulating their behaviour and emotional responses, which is leading to a direct and sustained negative impact on the functionality of the school's day to day functionality
- Using language which is considered to be hate speech
- Unable to follow the 'Never seen, never heard' phone policy (in line with statutory guidance

In the most extreme cases TIME can issue a student with a permanent suspension. In these instances, the decision is based around the following questions:

- Can TIME keep the learner and the wider school community consistently safe?
- Can TIME offer the appropriate provisions to support the learner successfully access their education?
- Can TIME provide a consistently good experience of education for the learner, which will help them grow and develop into a well-rounded individual?

When any suspension is issues, permanent or temporary, wider safeguarding factors will be taken into consideration to ensure the learners safety remains at the centre of decision making.

9.1 Physical Interventions

Staff at TIME only use physical restrain as a last resort if the student is at risk of injuring themselves or others. Staff at TIME have received Team Teach training to support's students during emotional build up, to lower the need for physical intervention.

The rights of the students are outlined in the Principles of Every Child Matters. These are:

- Being Healthy
- Staying Safe
- Enjoy and Achieve
- Making a Positive Contribution
- Achieving economic wellbeing

Members of staff have the legal right to use reasonable force to prevent learners from committing an offence, injuring themselves or others, or significantly damaging school property in a way which holds a likely chance of causes injury. Physical intervention will only be used as a last resort. Staff members must only physically intervene if there is a likely chance of physical injury to the learner or others. In this case force must be reasonable and proportionate and must only be maintained for the least amount of time required to keep learners safe.

Staff have the following statutory duties:

- Any physical intervention must be recorded on the appropriate safeguarding logging system.
- All staff must complete a write up of the incident and send it to the appropriate member of SLT or the Behaviour Lead, who will then lead the de-brief meeting. Staff must complete this write up within 24 hours of the incident taking place, to ensure that all reporting is as accurate as possible.

De-briefs will directly look at build up behaviours and factors, which will then be placed on the appropriate learner paperwork, such as strategy plans and risk assessments.

De-briefs will also look at structural/procedural positives and failings. In the case that there is a structural/procedural failing/weakness, steps will be taken immediately to correct/strengthen these areas. De-briefs will also analyse positive staff response and highlight any areas of weakness. If areas of

weakness are identified, individual or whole school training will be provided ensure all staff members respond in the best way for the learner moving forward.

- Where appropriate de-briefs outcomes should be shared with parents/carers.
- De-briefs should take place within 48 hours of an incident taking place.
- All staff must complete write ups in an impartial manner, without bias towards learners or other staff members who were involved. Write up must be based on factual information and should not contain opinions or personal beliefs.

All write ups must include the following:

- Names of pupil and staff directly involved
- Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status
- Time, date, location and approximation duration of the incident
- A brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used
- Any post incident support, such as details of any medical treatment for injury or other adverse impacts, plus strategies that were used to support they learner after the incident took place, such as use of key worker and safe spaces
- All write up will be complete on Escalated Behaviour Debrief paperwork and save onto the central hold for future reference if required.
- Parents/carers of any learner who has been directly involved in a physical restraint must be contacted immediately (on the same day) and provided with a full report. This communication needs to be reported onto the appropriate safeguarding system.
- Social workers of any learner who have been directly involved in a physical restraint should also be contacted to hand over the information. This should be logged onto the appropriate safeguarding system.
- Parents/carers of learners who have witnessed a physical intervention, but were not directly involved, should also be contacted to ensure that full transparency is maintained and all students who may have been affected receive the appropriate support by school and by their adults at home. This should be logged onto the appropriate communication log.
- Seclusion can only be used as an immediate safety measure to manage heightened emotional response or dysregulation. Seclusion can never be used as a disciplinary sanction. If seclusion is used during this time period it should be done for the least amount of time possible and students must be always supervised.
- Prohibited holds can never affect a pupils are, breath or circulation. To ensure this is the case restraining a child whilst they are on the ground should be strictly avoided.
- Learners who have been physically restrained must have access to a session of reflection, once they are regulated enough to do so.
- Student voice (of the learner who have been restrained) must be recorded via an interview process with a staff member. During this the staff member will explicitly record their perspective of what took place, why they felt dysregulated and how they feel about the restraint taking place. This should be taken into consideration, where possible, when reviewing the incident in the formalised de-brief.
- 'Hot' de-briefs should take place for anyone involved or witness to the incident as soon as reasonably possible.
    - Hot de-briefs are a physical and emotional check in by SLT to ensure the safety and wellbeing of anyone involved in the incident. Where SLT are not best placed to provide this check in, it may be delegated to another member of the team. However, a member of SLT should provide an appropriate 'check in' with all staff involved.

Following a low-level behaviour of concern this will be recorded on SchoolPod and a handover with the wider team will be carried out, to ensure all members of the team are aware of the updated linked paperwork and potential new ways of working.

10. Searching, screening and confiscation

10.1 Confiscation

Any items that are age restricted, inappropriate, dangerous or illegal will be confiscated by the school to ensure the safety of the students. Searches can be held with student consent at any time if there is reasonable concern relating to their safety. Searches can only be completed against a student's wishes if there are reasonable grounds to suspect they possess prohibited items, such as weapons or illegal items. All searches, consented or otherwise, need to be recorded on the appropriate safeguarding platform. If a search has been completed against the students wishes, the safeguard reporting must include what 'reasonable grounds' were present to warrant the search. Parents/carers must also be informed if a search has taken place. All outcomes of searches must also be reported onto the appropriate safeguarding system.

Items which may be confiscated could include, but are not limited to:

- Knives, weapons and imitations weapons (such as BB guns)
- Illegal drugs and "legal highs"
- Alcohol and tobacco products, including cigarette papers
- Vapes, e-cigarettes and associated paraphernalia
- Fireworks or any explosive /flammable items
- Pornographic images
- Stolen items
- Any article suspected of being used to commit an offense, cause injury, or damage property

As a matter of safeguarding, parents/carers will be informed of any items confiscated, unless legal procedure prevents TIME passing this information over.

Illegal items (drugs, weapons, stolen property):

- Item secured and not handled unnecessarily
- Police contacted immediately
- Item handed to police
- DSL informed
- Parents/carers informed
- Incident logged on safeguarding system

Prohibited items (alcohol, tobacco, vapes, pornography):

- Item confiscated
- DSL informed
- Parents/carers contacted to collect item (or item disposed of safely if appropriate)
- Incident logged
- Sanctions applied as per behaviour policy

Personal items (mobile phones):

- Item confiscated
- Returned to student at end of day (or parents/carers collect if repeated breach)
- Incident logged

We may also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

10.2 Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another

member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency;
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student;

All searches need to be recorded on the appropriate safeguarding system.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

If the student refuses to agree to a search, the member of staff can give appropriate behaviour support, to help them regulate and/or manage the concerns that were raised which resulted in the search request.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead to try to determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder.

All protocol set out in section 9.1 Physical restraints must be followed in any form of reasonable force is deemed necessary.

The authorised member of staff can use reasonable force to search for any prohibited items identified above, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a student's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

10.3 Searching students' possessions

Possessions means any items that the student has or appears to have control of, including bags.

A student's possessions can be searched for any item if the student agrees to the search. If the student

does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

The headteacher and staff members authorised by the headteacher can search a student or their belongings if they have legal authority to do so.

In many situations, staff can search for prohibited items (such as weapons, drugs, stolen property, alcohol, fireworks, tobacco/vapes, or items identified in the school's behaviour policy) without the student's consent if the legal requirements are met.

Searches will be carried out by a member of staff of the same sex as the student, with another staff member present as a witness. There are limited exceptions where an immediate search is necessary to prevent serious harm.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

10.4 Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

10.5 Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

10.6 Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

10.7 Off-site misbehaviour

Supportive sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- In any other way identifiable as a student at our school

Supportive sanctions may also be applied where a student has misbehaved off-site, at any time, whether the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school

Supportive sanctions will only be given out on school premises or elsewhere when the student is under the

lawful control of a staff member (e.g. on a school-organised trip).

If a student has displayed dysregulated behaviour off-site, the same protocol will be applied to a student becoming dysregulated on site, in reference to the update of appropriate paperwork; such as strategy plans and risk assessments. These updates will be shared to the wider team during the following day's briefing. Briefing notes are also sent out to the team via email, ensuring that all staff have the relevant information regardless of days in work. Staff who work on a part-time basis must check the daily briefing notes for any days they did not work when then return to work.

10.8 Online misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour when:

- Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

10.9 Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

TIME recognises that AI has many uses to help pupils learn but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

TIME will treat any use of AI to bully pupils in line with our anti-bullying policy.

10.10 Criminal activity

If a student becomes involved in criminal activity whilst at the school, we do not hesitate to involve the police. We regard this as part of the process through which they learn about the boundaries of acceptable and respectful behaviour both inside and outside of the school. At the same time, we immediately put a plan together to support the student within the criminal justice system, as well as continuing to support them in the centre and at home.

In cases in which students are under suspicion of or are known to be involved in criminal activity, information is shared with the wider staff appropriately to ensure consistent reporting and response for the young person. Communication with external agencies will be overseen by the DSL, with regular check ins and updates with any leading staff. Overall information will be shared and discussed in weekly safeguarding meetings to track patterns of behaviour and provide a clear pathway of support moving forward.

10.11 Zero-tolerance approach to sexual harassment and sexual violence

All staff working at TIME have a responsibility to respond to behaviour that could be considered sexually inappropriate in a public place. Staff receive regular training and updates around the Keeping Children Safe in Education guidance, and how to identify and challenge any unacceptable or harmful behaviour.

Steps that should be taken are as follows:

- Stop behaviour – remove the student away from other to speak with them.
- Describe the behaviour – to avoid any misunderstanding.
- Point out the impact in others.
- Remind students of what is acceptable and appropriate in the contact of the environment and the potential risks associated with their behaviour.
- Report the incident to the Designated Safeguarding Lean and follow the school reporting procedure.
- Record the incident on CPOMS. A support plan will be created and implemented if needed.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored. Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they 10feel it might be.

The school's response will be:
- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

At TIME, we recognise that **harmful sexual behaviour (HSB)** exists on a continuum and may include:
- Using sexually explicit words and phrases
- Inappropriate touching (over or under clothing)
- Sexual graffiti
- Distributing or creating sexual images
- Upskirting
- Initiation/hazing type violence and rituals
- Online sexual harassment
- Consensual and non-consensual sharing of nudes and semi-nudes (including AI-generated images)

HSB is distinguished from sexual violence in that:
- It may be developmentally inappropriate but not necessarily criminal
- It requires a safeguarding response, not necessarily a criminal justice response
- Early intervention can prevent escalation to sexual violence

Our response to HSB:
- All HSB is taken seriously and reported to the DSL
- We consider the age and developmental stage of those involved
- We work with external agencies (e.g., NSPCC resources on typical sexual development)
- We provide education on healthy relationships, consent, and appropriate behaviour
- We use restorative approaches where appropriate (with all parties' consent)
- We never dismiss HSB as "just banter" or "part of growing up"

Staff training:
All staff are trained to recognise HSB and understand the difference between:
- Developmentally expected behaviour
- Developmentally concerning behaviour
- Harmful sexual behaviour
- Sexual violence (criminal offences)

10.12 Image sharing

Making or Sharing of Nudes or Semi-Nudes (Including AI-Generated Images)

At TIME, we recognise that the making or sharing of nudes or semi-nudes (previously known as "sexting" or "youth produced sexual imagery") is a safeguarding issue that requires immediate response.

This includes:
- Consensual sharing: Where young people create and share sexual images of themselves
- Non-consensual sharing: Where images are shared without consent (including "revenge porn")
- AI-generated images: Images digitally altered or wholly generated by artificial intelligence (e.g., deepfakes) that depict a child in a sexual manner

All incidents mandate a safeguarding response, even if consensual, because:
- Creating, possessing, or distributing sexual images of anyone under 18 is illegal
- Young people may not understand the long-term consequences
- Images can be shared without consent
- AI-generated images are equally harmful and illegal

Our response:
- All incidents reported to DSL immediately

- DSL assesses risk and decides whether to involve police (guided by UKCIS guidance)
- Devices confiscated and not searched by school staff (police may search)
- Support provided to all young people involved (victim and alleged perpetrator)
- Parents/carers informed (unless this would increase risk)
- Education provided on risks and consequences

10.13 Facilities for Biological Sex and Gender Identity

In accordance with KCSIE 2026, TIME has the following requirements regarding facilities usage:

Facilities Designated for Biological Sex:

Students may not enter toilets, changing rooms, designated for the opposite biological sex. This applies to all students, including those who identify as transgender or non-binary.

This restriction is in place to:
- Protect the privacy and dignity of all students
- Ensure safeguarding of all students
- Comply with statutory guidance

Where appropriate, TIME will provide:
- Gender-neutral toilet facilities (single-occupancy)
- Private changing arrangements for PE
- Reasonable adjustments to support all students' dignity and wellbeing

Social Transition:
TIME will not initiate any action regarding a student's social transition. We will only respond if a student or their parent specifically requests support.

If a request is made:
- TIME will work in partnership with parents/carers (except in exceptionally rare cases where this would pose greater risk to the child)
- Any changes relating to social transition will not be adopted without parental involvement
- Decisions will be made on a case-by-case basis, considering the child's age, maturity, and best interests
- Particular caution will be exercised for primary-age students
- Full social transition will be agreed very rarely

Recording Biological Sex:
TIME is legally required to record a student's biological sex accurately wherever it is recorded (e.g., registers, medical records, safeguarding documentation).

Staff Training:
All staff will receive training on:
- Legal requirements regarding facilities usage
- Supporting transgender and non-binary students with dignity and respect
- Balancing rights and safeguarding of all students
- Responding sensitively to requests for social transition support

10.14 Online Safety: Filtering and Monitoring

In accordance with KCSIE 2026, TIME has robust filtering and monitoring systems in place to protect students from harmful online content.

Annual Review:

Filtering and monitoring systems are reviewed at least once every academic year by:

- Senior Leadership Team member responsible for filtering and monitoring
- Designated Safeguarding Lead (DSL)

- IT support staff

The Review includes:

- Effectiveness of current systems
- Any gaps or vulnerabilities
- Incidents where harmful content was accessed
- Updates to filtering categories
- Staff and student feedback
- Emerging online risks

Monitoring:
Online activity is monitored to identify:
- Access to harmful or inappropriate content
- Cyberbullying or online harassment
- Safeguarding concerns
- Breaches of acceptable use policy

Response to Concerns:
Any concerns identified through monitoring are:
- Reported to DSL immediately
- Investigated and appropriate action taken
- Logged on safeguarding system
- Parents/carers informed where appropriate

Staff and Student Education:
- Staff trained in online safety and recognising online risks
- Students taught online safety through PSHE/RSE curriculum
- Parents/carers provided with online safety information and resources

11. Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy. A restorative approach will also be considered, as set out within the policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy, and a statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse against staff or other students.

12. Risk Assessments

School safety is always our prime consideration. Students or staff must not be placed in situations that expose them to an unacceptable level of risk. For this reason, risk assessments are knitted into our practice. We constantly monitor and assess our student's behaviour and our responses to them, ensuring they have appropriate levels of supervision and striving to find the most effective ways to reduce and

manage potential risk.

If a student becomes angry and leaves the site alone, a staff member will follow at a distance and at no more risk than a brisk walk pace, running after them could jeopardise the student safety. This enables us to supervise the students until they have calmed down and are able to return. The appropriate parent/carer will be informed if a student leaves site. Social care and other external agencies will also be contacted to ensure all patterns of behaviour are monitored.

We simultaneously operate a policy of inclusion. To maximise our students' learning opportunities, we manage potential risk so that we can involve then in educational opportunities that could otherwise be closed to them. The process for students to take part in educational visits is one on continued risk assessment and involve careful planning.

TIME have a commitment to developing individual risk assessment and Strategy plans. The strategies are then shared with all staff who work with the student. The strategies are in place to empower and enable learners to keep themselves safe when they are both on and off site.

Not all risk assessments can be pre planned. Staff follow a dynamic risk assessment process which involves the continues process of identing hazards, assessing risk and taking action to eliminate or reduce risk.

If we become aware that a student is a risk because of issues outside school, we follow our school safeguarding and child protection procedures as well as those of the Local Authority.

Risk assessments will be reviewed and updated when required. Strategy Plan will be reviewed and updated (where required) by key workers, overseen by Behaviour Lead and SLT, half termly.

13. Sanctions

All supportive sanctions are outlined in throughout the policy and fall under the Three-Tiered Radio Response system; general classroom support, key worker support, SLT support. If a student requires three SLT callouts within a school day, SLT and other key members of staff (such as key workers and behavioural lead) will (after the third call) will make a plan for supportive action to be taken for the rest of the learner's day.

Continuous 1:1 support throughout the rest of the school day. This will be done through TA support or a staff member who is on DT during the day.

This will be applied for learners who are facing difficult new/ongoing personal/wider circumstances which are likely to impact their ability to make choices within school. This support can be done within the classroom, or work can be taken away from the classroom and completed in other appropriate areas of the school. However, if a learner is working outside of their timetabled classroom, they should not be taken into another learner's classroom.

Specific learner engagement activities can also be used during this time. For example if a learner is regulated by organising concrete objects, walking within the community or completing PE like exercise to help maintain regulation. Staff should be guided by wider student paperwork when looking at which strategy to use for engagement; the key documentation to be used during this time period are the students individualise strategy plans. If this strategy is used and a further need for SLT radio support is then called- one of the other following sanctions will be discussed by SLT and implemented. Phone call home to parents with the option of speaking directly to their learner.

If a student presents in a way in which they need or benefit from direct communication with their parent/carer to help them regulate a phone call can be offered to the student to communicate directly with the care givers at home. A phone call home can also be made to seek potential other ways we can help regulate the learner from the carer givers at home

In certain situations, taking into account the other learners' needs and the timetables, students may be offered to work with their key worker for the rest of the school day. This would involve the student working in the timetabled room of the key worker. During this time work from the learners timetabled subjects would be provided and regular or consistent TA/general classroom support can be provided.

If none of the above options are appropriate or workable for the student or the functionality of the school

the student may be suspended for the remainder of the school day. At this point SLT will meet, with the addition of key adults (such as key workers) to discuss a plan moving forward to help the learner. Strategy plans and wider learner documentation will also be updated and passed on to the wider team in briefing the next morning. Suspensions are always used as a last resort at TIME and wider work around restorative approaches and planning moving forward become a high priority when suspensions are issued.

At TIME we also recognise that there may be a need for a suspension to take place due to behaviour that would be deemed as an immediate risk to a learner or the wider community's safety. This is outlined in the Suspension section of the Policy. We also recognise the potential safeguarding concerns involved in issuing a suspension for a learner. Any ongoing or historic safeguarding concerns will be taken into account when issuing suspensions, to ensure the safety of the learner remains at the forefront of all decision making.

TIME is committed to keep learners in school as much as possible, so alternative arrangements than those outlined above may also be used to support a learner.

14. Suspension

School suspension is used as a last resort and for the shortest time possible, a student may be sent home during the course of the day and return the next day. It is not a punitive measure, but a planned intervention initiated by the Head teacher and Keyworkers when it is felt that it is unsafe for a student to be in the building and when other strategies have not worked. It is done in the interest of a student's own health and safety, and the health and safety of others because we feel that at that time, the school is not the appropriate environment for the student.

When a student is sent home, we immediately plan how best to support them and get them back on track within the school. If the student is to return the following day, arrangements are made to reintegrate them. This involves the student and their parent or carer attending a meeting with the Head Teacher. If the suspension is for more than part of the day, we support them at home so that our work with them continues. Home visits can be made by staff who may work with the students off site, for example at a library or appropriate community venue. A reintegration meeting will be help as soon as possible.

15. Exclusions and Termination

At TIME, exclusions/termination of a placement is a decision that will be made when all other strategies have been exhausted and our provision is unable to meet the needs of the individual. An admissions panel will be convened to consider several factors when making this decision and will not exclude/terminate a placement lightly. The factors that may be considered when making this decision include:

- Student commitment to learning
- Attendance
- Punctuality
- Behaviour
- Health and Wellbeing
- Health and Safety to themselves and others
- Safeguarding

Both Head Teacher and Leadership team need to be in agreement and sanction the termination of any placement.

16. Student transition

Inducting incoming students

To ensure a consistent and individualised approach from the point of admission, the SENDCo will gather and review information from parents and carers, previous educational settings, local authorities and involved professionals. This information is consolidated alongside current reports and Education, Health and Care Plan (EHCP) documentation to develop an initial learner Strategy Plan. The Strategy Plan

provides staff with a shared understanding of the learner's presentation, triggers, strengths, interests and effective support strategies. It includes a graduated regulation framework, ranging from Level 0 (regulated) through to Level 4 (crisis), with Levels 5 and 6 **r**ecognising the learner's journey back towards regulation following a period of dysregulation. This shared language ensures all staff respond consistently and proportionately to support the learner's emotional regulation and wellbeing.

Alongside the Strategy Plan, the SENDCo works directly with each learner to create a personalised Pupil Passport, written in the learner's own voice using first-person language to promote ownership and self-advocacy. An initial Individual Learning Plan (ILP) is then produced, based on the learner's EHCP outcomes and identified priorities.

As staff develop relationships with the learner and observe their progress, these documents are reviewed and refined to ensure they accurately reflect the learner's evolving strengths and support needs. When a learner transitions from the provision, all relevant documentation, including behaviour support strategies, the Pupil Passport and ILP, is shared with the receiving setting, with parental consent where appropriate.

Preparing outgoing students for transition

The SENDCo liaises closely with the new provision to support transition planning, contribute to transition meetings and settle-in arrangements, ensuring continuity of support and reducing anxiety for the learner.

17. Training

As part of their induction process, our staff are provided with regular training on teaching practices and improvement, SEND responses, SEMH response, managing behaviour, including training on:

- Working with young people with SEND
- Specific students EHCP- this includes reading through the EHCP as a team and collectively planning opportunities that are well catered to their needs and interests before
- Teaching and learning improvements. Focuses for teaching and learning standards will be gathered from
    - Learning walks
    - SEND walks
    - Lesson observations
    - Generalised observation
    - Student feedback
    - Staff feedback
- English across the curriculum, focusing on reading strategies
- Maths across the curriculum, focusing on alternative ways of working to support pictorial learners
- Behaviour support
    - Key regulation strategies
    - Updating and reviewing key paperwork, such as risk assessments and strategy plans
    - Providing behaviour information overviews from a whole school and individual student perspective
- Boxall training
- Intervention training
- Key areas of need outline in the School Improvement Plan
- The proper use of restraint
- The needs of the students at the school
- How SEND and mental health needs can impact behaviour
- Behaviour management will also form part of continuing professional development.
- All relevant policy updates
- DSL and safeguarding training- including relevant local updates and national updates

17.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents- including positive and negative response to the three-tiered radio
- Attendance, permanent exclusions and suspension

- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, students, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every half termly by the Assistant Headteacher. Data patterns for individual students and for whole school response will be identified and planning staff and student response for support will be put in place with the help of the behaviour lead and wider team.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle them.

18. Monitoring and reviewing

We are always striving to maximise the support we give to our students and to define new, creative ways to engage them and we review students' progress consistently. This policy is reviewed for relevancy and accuracy annually by Jillian Fairclough, but as frequently as it is necessary to incorporate new practices and ensure that it meets the standard obligations as defined in Part 7 of the Education and Inspections Act 2006.

This policy will be ratified by the school Governing Body. This policy should be read in conjunction with the following School Policies and Procedures:

- Complaints Policy
- Equality and Diversity Policy
- Child Protection Policy & Procedures
- Staff Code of Conduct
- Behaviour Policy
- Mobile Phone Policy

This policy should be read in conjunction with the following DfE Guidance:

- Preventing and Tackling Bullying – Advice for Head Teachers, staff and Governing Bodies' July 2017
- Cyberbullying: Bullying – Advice for Head Teachers and school staff November 2014

19. Useful Websites

www.bullying.co.uk

www.antibullyingalliance.org.uk

www.childline.org.uk

www.kidscape.org.uk

www.each.education

www.youngminds.org.uk

www.youngstonewall.org.uk

www.nspcc.org.uk

www.stoptextbully.com

www.beyondbullying.com

www.childnet-int.org

www.cyberbullying.org

www.chatdanger.com

www.eachaction.org.uk

www.stonewall.org.uk

Legal Context
This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Restraint Reduction Network Training Standards
- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- [Updated] DfE (2022) 'Keeping children safe in education 2022'
- [Updated] DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'

Mental Capacity Act (2005)
- The Mental Capacity Act 2005 is a law that protects vulnerable people over the age of 16 around decision-making. This includes people with learning disabilities.
- Capacity means being able to understand, retain, weigh up and communicate a decision.
- Every adult, whatever their disability, has the right to make their own decisions wherever possible.
- Capacity is decision specific.
- Where best interest decisions are made, these must be least restrictive option. Ref: Mental Capacity Act (2005)

Policy Impact
We regularly review the impact of our policies on the needs, entitlements and outcomes for students, service users, staff and parents.

Appendix 1: Written Statement of Behaviour Principles

- Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Students are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and students' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances. This written statement of behaviour principles is reviewed and approved by the full governing board annually.

First behaviour letter

Dear [insert parent/carer name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour curriculum, which is set out in our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other students' property']

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with pastoral lead, missed break time.]

I am confident that no further action will need to be taken but would be grateful if you could discuss [insert student's name]'s behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,
Class teacher name: _____

Signature: _____

Date: _____

Second behaviour letter

Dear [insert parent/carer name],

Following my previous letter regarding the behaviour of [insert student name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me as soon as possible so we can discuss a way forward. Insert details of how to contact the school to arrange the meeting.

Yours sincerely,
Class teacher name: _____

Signature: _____

Date: _____

Third behaviour letter

Dear [insert parent/carer name,]

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [Insert student's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the headteacher, the special educational needs co-ordinator, pastoral lead], to discuss the further support we will be putting in place for [insert student's name].

[Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting]

Yours sincerely,

Class teacher name: _____

Signature: _____

Date: _____

Appendix 2: Escalated Behaviour Debrief Paperwork

Part A: Staff Incident Report Form

To be completed by ALL staff involved or witness to an escalated behaviour incident within 24 hours and logged onto Schoolpod

SECTION 1: INCIDENT DETAILS

Date of incident:		Time of incident:	
Location of incident:		Duration (approx.):	

SECTION 2: PEOPLE INVOLVED

Student(s) directly involved:	
Student SEND/SEMH status:	☐ EHCP ☐ SEND Support ☐ No identified SEND
Staff directly involved:	
Witnesses (staff):	
Witnesses (students):	
Other people present:	

SECTION 3: ANTECEDENT (THE BUILD-UP)

What happened immediately before the incident? What were the triggers?

Describe events leading up to the incident (last 10-30 minutes):

Environmental factors present (tick all that apply):

☐ High noise levels

☐ Extreme temperature (too hot/cold)

☐ Crowded space

☐ Unfamiliar environment

☐ Change to routine/timetable

☐ Transition between activities

☐ Specific peer interactions/conflict

☐ Other: _____

Internal factors (tick all that apply):

☐ Student appeared hungry

☐ Student appeared fatigued

☐ Student appeared unwell

☐ Change in medication (if known)

☐ Known personal/family issue

☐ Other: _____

SECTION 4: ESCALATION SIGNS (THE BUILD-UP)

What warning signs did the student show? (tick all that apply)

Verbal cues: ☐ Change in voice pitch

☐ Increased pace of speech

☐ Muttering/talking to self

☐ Questioning authority

☐ Swearing (not directed)

☐ Verbal threats

☐ Other: _____

Non-verbal cues: ☐ Clenched fists

☐ Heavy breathing

☐ Pacing

☐ Avoiding eye contact

☐ Fidgeting/restlessness

☐ Facial expressions (frowning, grimacing)

☐ Body tension

☐ Other: _____

Defensive behaviours: ☐ Power struggles

☐ Refusal to comply

☐ Attempting to leave/run away

☐ Withdrawing/shutting down

☐ Other: _____

SECTION 5: BEHAVIOUR (THE PEAK)

Describe the behaviour that occurred (be specific, factual, and objective):

What did the student do? What did the student say? (Use direct quotes where possible)

Type of behaviour (tick all that apply):

☐ Physical aggression towards student(s)

☐ Physical aggression towards staff

☐ Self-harm

☐ Property damage

☐ Verbal abuse/threats

☐ Screaming/shouting

☐ Throwing objects

☐ Absconding/attempting to leave

☐ Refusal to follow instructions

☐ Other: _____

SECTION 6: INTERVENTION USED

What de-escalation strategies were used? (tick all that apply)

☐ Calm voice

☐ Reduced demands

☐ Offered space/distance

☐ Offered choice

☐ Distraction

☐ Tactical ignoring (secondary behaviours)

☐ Moved other students away

☐ Three-tiered radio response (specify tier): _____

☐ Removed to safe space

☐ Key worker support

☐ PACE approach

☐ Other: _____

Did strategies work? ☐ Yes ☐ Partially ☐ No

If no, why not?

Was physical intervention (restraint) used? ☐ Yes ☐ No

If YES, complete the following:

Type of hold used:	
Duration of hold:	
Staff involved in hold:	
Reason restraint was necessary:	☐ Prevent injury to student ☐ Prevent injury to others ☐ Prevent serious property damage likely to cause injury ☐ Other: _____
Was restraint the least restrictive option?	☐ Yes ☐ No

SECTION 7: RECOVERY (THE DE-ESCALATION)

What signs indicated the student was beginning to regulate? (tick all that apply)

☐ Dropping shoulders

☐ Crying

☐ Deep sighs

☐ Becoming quiet

☐ Willingness to listen

☐ Moving to safe space

☐ Seeking comfort

☐ Accepting support

☐ Other: _____

How long did recovery take (approx.)? _____

SECTION 8: CONSEQUENCE (POST-INCIDENT)

What happened immediately after the incident?

Post-incident support provided (tick all that apply):

☐ Medical treatment (specify): _____

☐ First aid

☐ Time in safe space

☐ Key worker support

☐ Regulation activities

☐ Restorative conversation (when regulated)

☐ Phase 1 learning activities

☐ Contact with parent/carer

☐ Other: _____

Injuries sustained:

Student injuries:	**☐ None ☐ Minor ☐ Requiring medical attention** **Details:**
Staff injuries:	☐ None ☐ Minor ☐ Requiring medical attention Details:
Other injuries:	☐ None ☐ Yes Details:

Property damage:

☐ None

☐ Minor (specify): _____

☐ Significant (specify): _____

SECTION 9: STUDENT VOICE

Student's perspective on what happened (to be completed when student is regulated, in their own words):

What was happening for you? What were you feeling? What triggered this?

How do you feel about what happened?

What could have helped? What would you do differently next time?

SECTION 10: STAFF REFLECTION

What worked well in this situation?

What could have been done differently?

What support/training would help you respond more effectively in future?

Are there any updates needed to the student's Strategy Plan? ☐ Yes ☐ No

If yes, what updates:

SECTION 11: DECLARATION

I confirm that this report is factual, objective, and completed without bias.

Staff member name:	
Staff member signature:	
Date completed:	
Report submitted to:	☐ SLT ☐ Behaviour Lead ☐ DSL

FOR OFFICE USE ONLY:

Report received by:		**Date:**	
Logged on CPOMS:	☐ Yes	**By whom:**	
Debrief meeting scheduled:	☐ Yes	**Date/time:**	

Part B: Debrief Meeting Record

To be completed by SLT/Behaviour Lead within 48 hours of incident

DEBRIEF MEETING DETAILS

Date of debrief:		**Time:**	
Led by:			
Attendees:			

ANALYSIS OF INCIDENT

1. Environmental Triggers Identified:

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2. Escalation Signs Identified:

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3. What Worked Well (Staff Response):

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4. Areas for Improvement (Staff Response):

5. Structural/Procedural Issues Identified:

ACTIONS REQUIRED

Action	Responsible Person	Deadline	Completed
Update student Strategy Plan			☐
Update risk assessment			☐
Staff training (specify):			☐
Structural changes (specify):			☐
Restorative meeting (when appropriate)			☐
Parent/carer meeting			☐
External agency involvement			☐
Other:			☐

COMMUNICATION

Parent/carer informed:	☐ Yes ☐ No	Date/time:		By whom:	
Social worker informed (if applicable):	☐ Yes ☐ No ☐ N/A	Date/time:		By whom:	
VSH informed (if LAC):	☐ Yes ☐ No ☐ N/A	Date/time:		By whom:	
Witnesses' parents informed:	☐ Yes ☐ No ☐ N/A	Date/time:		By whom:	

UPDATES TO STUDENT DOCUMENTATION

☐ Strategy Plan updated

☐ Risk Assessment updated

☐ EHCP annual review note added

☐ Behaviour log updated

☐ CPOMS updated

Key changes made:

INFORMATION SHARED WITH WIDER TEAM

☐ Briefing (date): _____

☐ Email to all staff (date): _____

☐ Full staff meeting (date): _____

Key messages shared:

SIGN-OFF

Debrief completed by:	
Signature:	
Date:	
Review date:	

Appendix 3: Restorative Approaches and Conflict Resolution

Part A: Restorative Principles at TIME

At TIME, we use restorative approaches to repair harm and rebuild relationships following incidents.

Our restorative approach is based on five key principles:

1. **Relationship** - Building and maintaining strong relationships
2. **Respect** - Understanding different perspectives and showing empathy
3. **Responsibility** - Taking ownership and accountability for actions and their impact
4. **Repair** - Addressing root causes and repairing harm
5. **Reintegration** - Supporting students to move forward positively

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Part B: When to Use Restorative Approaches

Restorative approaches are appropriate for:

- ✅ Conflict between students
- ✅ Conflict between student and staff member
- ✅ Incidents where harm has been caused (physical, emotional, or to property)
- ✅ Bullying incidents (where appropriate)
- ✅ Breakdown in relationships
- ✅ After suspensions (reintegration)

Restorative approaches are NOT appropriate for:

- ❌ When student is still dysregulated
- ❌ When safeguarding concerns are present (follow safeguarding procedures first)
- ❌ When either party does not consent
- ❌ When power imbalance makes it unsafe
- ❌ Immediately after an incident (allow time for regulation)

Part C: The Restorative Process

STAGE 1: INDIVIDUAL SUPPORT (Immediately After Incident)

Timeline: Immediately after incident, during regulation period (up to 1 hour)

Purpose: Support each person involved to regulate and feel safe

Process:

1. **Separate** individuals involved
2. **Support to safe space** (identified safe space for each student)
3. **Regulate** using individualized strategies (PACE, 3 R's - Regulate, Relate, Reason)
4. **Limit staff exposure** to avoid overwhelming communication
5. **No consequences discussed** at this stage (avoid triggering fear response)
6. **Priority access to key adults**

Staff approach:

- Calm, quiet voice
- Minimal demands
- Allow silence
- Repeat information if needed (neurodivergent processing)
- Focus on regulation, not resolution

STAGE 2: INDIVIDUAL REFLECTION (When Regulated)

Timeline: When student shows signs of regulation (typically 1+ hours after incident)

Purpose: Help student understand what happened and the impact

Process:

1. **Check student is regulated** (calm breathing, relaxed body, able to listen)
2. **Discuss natural consequences** (if appropriate)
3. **Explore emotional impact:**
    - What happened?
    - What were you feeling?
    - What triggered this?
    - Who has been affected?
    - What impact has this had?
4. **Introduce idea of restorative meeting** (explain what it is, check willingness)

Staff approach:

- Curious, not judgmental
- Use student's Strategy Plan guidance
- Adapt communication to student's needs
- No pressure to agree to restorative meeting

STAGE 3: RESTORATIVE MEETING (When All Parties Ready and Consent)

Timeline: When all parties are regulated, have reflected, and consented (may be days after incident)

Purpose: Repair harm and rebuild relationships

IMPORTANT: Restorative meetings are **VOLUNTARY**. If any party does not consent, do not proceed.

Hold strategy meeting instead to manage ongoing situation.

Part D: Types of Restorative Meetings

TYPE 1: INFORMAL RESTORATIVE CONVERSATION

When to use:

- Minor incidents
- Low-level conflict
- Both parties willing and able to engage
- No significant power imbalance

Who facilitates: Key worker, class teacher, or trusted adult

Duration: 10-20 minutes

Process:

1. **Set up:**
    - Private, quiet space
    - Both parties sitting at angle (not face-to-face if uncomfortable)
    - Facilitator explains process
2. **Restorative questions** (asked to person who caused harm first):
    - What happened?
    - What were you thinking at the time?
    - What have you thought about since?
    - Who has been affected by what you did?
    - What do you think you need to do to make things right?
3. **Restorative questions** (asked to person harmed):
    - What did you think when this happened?
    - What impact has this had on you?

- What has been the hardest thing for you?
- What do you need to feel better about what happened?

4. **Agreement:**
    - What needs to happen next?
    - How can we move forward?
    - What support do you both need?
5. **Follow-up:**
    - Check-in with both parties within 24-48 hours
    - Monitor relationship going forward

TYPE 2: FORMAL RESTORATIVE CONFERENCE

When to use:

- Serious incidents
- Multiple people affected
- Significant harm caused
- Complex situations

Who facilitates: SLT member or Behaviour Lead (trained in restorative approaches)

Duration: 30-60 minutes

Who attends:

- Person who caused harm
- Person(s) harmed
- Key workers/support people for each party
- Parent/carers (if appropriate)

- Facilitator

Process:

1. **Pre-meeting preparation:**
    - Meet with each party individually
    - Explain process
    - Agree ground rules
    - Check willingness to participate
    - Prepare questions
2. **Conference structure:**

a) Welcome and ground rules (5 mins)

- Facilitator welcomes everyone
- Explains purpose: to repair harm and move forward
- Ground rules:
    - Respect each other
    - Listen when others are speaking
    - Speak honestly but kindly
    - Focus on the behavior, not the person
    - Right to take a break if needed
    - Confidentiality (what's said stays in the room)

b) Hearing from person who caused harm (10-15 mins)

- What happened? (their perspective)
- What were you thinking/feeling at the time?

- What have you thought about since?
- Who do you think has been affected?
- How do you think they've been affected?

c) Hearing from person(s) harmed (10-15 mins)

- What happened? (their perspective)
- What was your reaction when this happened?
- How has this affected you?
- What has been the hardest thing?
- What do you need to move forward?

d) Hearing from support people (5-10 mins)

- How has this affected you?
- What are your concerns?
- What support can you offer?

e) Agreement and action plan (10-15 mins)

- What needs to happen to repair the harm?
- What support is needed?
- What will each person do?
- How will we know things are better?
- When will we review?

f) Closing (5 mins)

- Summarize agreement
- Thank everyone for participating

- Arrange follow-up

3. **Post-conference:**
    - Write up agreement
    - Share with all parties
    - Arrange follow-up meeting (typically 1-2 weeks later)
    - Monitor implementation
    - Update Strategy Plans if needed

TYPE 3: RESTORATIVE REINTEGRATION MEETING (After Suspension)

When to use:

- Student returning from suspension
- To rebuild relationships and set expectations

Who facilitates: Headteacher or SLT member

Who attends:

- Student
- Parent/carer
- Key worker
- Any staff member involved in incident (if appropriate)
- Facilitator

Duration: 30-45 minutes

Process:

1. **Welcome and purpose:**

- Welcome student and family back
- Explain purpose: to support successful return and move forward

2. **Reflection on suspension:**
    - What happened that led to the suspension?
    - What have you learned?
    - What will you do differently?
3. **Understanding impact:**
    - Who was affected by what happened?
    - How were they affected?
    - What can you do to repair the harm?
4. **Support and expectations:**
    - What support do you need to be successful?
    - What are the expectations moving forward?
    - What will happen if there are further incidents?
5. **Reintegration plan:**
    - First day back arrangements (soft landing if needed)
    - Check-in points (key worker, staff)
    - Any timetable adjustments
    - Communication plan (how will we keep in touch with home?)
6. **Agreement:**
    - Student, parent/carer, and school sign agreement
    - Copy given to all parties

- Review date set (typically 1-2 weeks)

Part E: Restorative Questions Bank

Questions for Person Who Caused Harm:

Understanding what happened:

- What happened?
- What were you thinking at the time?
- What were you feeling?
- What was going on for you?

Understanding impact:

- Who has been affected by what happened?
- In what way have they been affected?
- What do you think [name] was feeling?
- How do you think this has impacted [name]?

Taking responsibility:

- What have you thought about since?
- What do you think about it now?
- What part did you play in what happened?
- What could you have done differently?

Repairing harm:

- What do you think you need to do to make things right?
- What can you do to repair the harm?
- How can you rebuild trust?

- What support do you need to do this?

Questions for Person Harmed:

Understanding impact:

- What happened from your perspective?
- What did you think when this happened?
- What were you feeling?
- How has this affected you?
- What has been the hardest thing for you?
- How are you feeling now?

Moving forward:

- What do you need to feel better about what happened?
- What do you need from [name] to move forward?
- What support do you need?
- How can we help you feel safe?
- What would help rebuild trust?

Questions for Support People (Parents, Key Workers):

- How did you feel when you heard about this?
- How has this affected you?
- What are your concerns?
- What support can you offer?
- What do you need to move forward?

Part F: What If Restorative Meeting Not Possible?

If either party does not consent to restorative meeting, or if it's not appropriate:

ALTERNATIVE: STRATEGY MEETING

Purpose: Ensure continued safety and functionality of school community

Who attends:

- SLT
- Behaviour Lead
- Key workers for students involved
- SENCO (if appropriate)

Process:

1. **Assess situation:**
    - Why is restorative meeting not possible/appropriate?
    - What are the ongoing risks?
    - What support does each student need?
2. **Develop plan:**
    - **Separation if needed:**
        - Timetable adjustments
        - Different break times
        - Different routes around school
    - **Support for each student:**
        - Individual work on conflict resolution skills
        - Emotional regulation support
        - Key worker check-ins

- **Monitoring:**
    - How will we monitor the situation?
    - What are the triggers to watch for?
    - When will we review?

3. **Communication:**
    - How will we communicate plan to staff?
    - How will we communicate with parents/carers?
    - What will we tell each student?
4. **Review:**
    - Set review date (typically 2-4 weeks)
    - Reassess whether restorative approach possible in future
    - Adjust plan as needed

IMPORTANT: Separation is a **temporary measure**, not a solution. Continue to work towards students being able to function in same space, with appropriate support.

Part G: Restorative Language Guide

Instead of punitive language, use restorative language:

Punitive Language	Restorative Language
"You're in trouble"	"We need to talk about what happened"
"That was wrong"	"That behavior doesn't match our values"
"You need to be punished"	"We need to think about how to repair the harm"

Punitive Language	Restorative Language
"Say sorry"	"What do you think you need to do to make things right?"
"You always do this"	"I've noticed this has happened before. What's going on for you?"
"You should know better"	"Let's think about what you could do differently next time"

Part H: Staff Training Checklist

All staff should be trained in:

☐ Restorative principles (5 R's)

☐ When to use restorative approaches

☐ When NOT to use restorative approaches

☐ Restorative questions

☐ Facilitating informal restorative conversations

☐ Understanding consent and voluntary participation

☐ Recognizing when student is regulated enough to participate

☐ Adapting approach for SEND/SEMH needs

☐ Following up after restorative meetings