

Wellbeing Policy

including behaviour

Leadership and Management

The Headteacher:

- The Headteacher is responsible for reviewing and communicating this policy. The headteacher will ensure that the environment encourages positive well-being and that staff deal effectively with poor conduct. The headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Senior Leadership Team responsible for:

- Implementing the policy consistently (suspensions of wellbeing pathway - decision makers)
- Modelling positive choices
- Providing guidance and support when requested
- When requested, we provide advice and support to individual staff members.

Staff are responsible for the following:

- Implementing the policy consistently (reports and agreements of wellbeing pathway - decision makers if SMT not available)
- Modelling positive choices
- Providing a personalised approach to the specific needs of particular students
- Maintenance of Individual Support Plans and associated Risk Assessments
- Recording of well-being incidents

Parents/Carers:

- support teachers if their child's conduct is deemed to be challenging and take seriously any communication regarding this
- please inform us of any home circumstances that may affect their child
- take note of advice given by the provision concerning inappropriate computer games and use of Facebook and other such internet sites
- know that staff at SWP Training are available to talk in confidence with them if they are experiencing difficulties with their child at home

Classroom Management

Classroom management and teaching methods significantly influence children's well-being. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teachers and children, strategies for encouraging positive conduct, furniture arrangement, access to resources, and classroom displays all affect how children act.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task activities. Materials and resources should be set to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem by demonstrating the value of every individual's contribution, and overall, the classroom should provide a welcoming

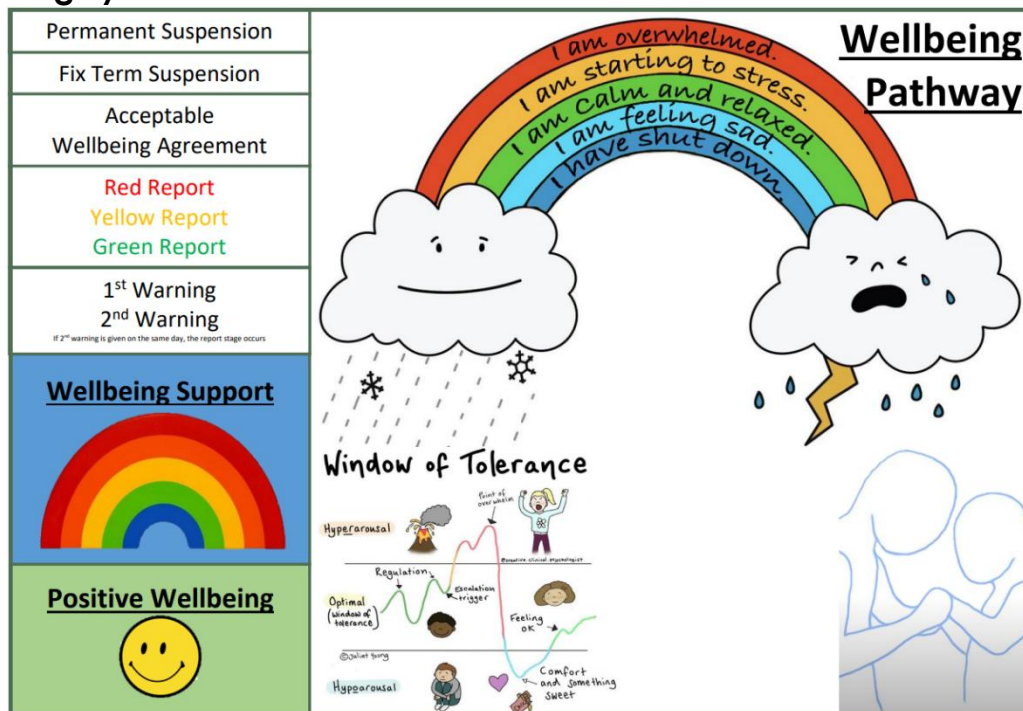
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environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding to enable the children to work and cooperate with others. Praise should be used sincerely to encourage positive well-being and work. Criticism should always be constructive and a private matter between teacher and child.

SWP Training Systems



We use ClassDojo and the Window of Tolerance to support students' well-being. Students all start on 0 points; each day, they will receive points for positive actions, and points will be reduced for unwanted conduct.

Positive Wellbeing

Students are rewarded for positive actions and participation by being allowed regular rewards, including opportunities to use sports and leisure activities available on-site and off-site to prepare for adulthood.

Balancing reward with positive participation is a central ethos of SWP Training – as we believe engaging students through doing the things they want to do and enjoy drives motivation for attendance and learning.

Our emphasis is on reinforcing positive well-being rather than on failures. Rewards are motivational, helping children see that good actions are valued. The most typical reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise should be as high as for work.

To praise, promote and reward positive choices, we use a range of rewards, including

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postcards, verbal feedback/praise, Dojo points, stickers, positive phone calls home and recognition in the newsletter.

Termly/half-termly rewards are also offered, such as days out (to the cinema, Laser Quest, bowling, etc.) and appropriate rewards—such as breakfast or lunch at a local café or restaurant.

Wellbeing Support

If students do not gain the agreed number of points, they will have time to reflect on the day and discuss how we can support them in the future (see the list below).

Within our positive approaches, we recognise that there may be times when students might choose not to make a positive choice or are feeling sad, and support for well-being is needed. This might be a deliberate choice or an overwhelming impulse which results in an impact on others.

We believe that the importance of 'relationships' within the community should not be underestimated, and therefore, we endeavour to develop and maintain an emotionally enriched environment for our students.

By contributing to a safe, structured, open-hearted, and stimulating sequence of interactions, the adult can engage the young person's brain capacity for emotionally connecting, thinking, memory functions of retention and retrieval, and problem-solving.

We use a range of strategies to interrupt/interpret poor choices or support a child with well-being needs (this includes thinking time if students do not receive enough points or well-being support time):

- Recognised and supported social, emotional, and academic learning.
- Wider curriculum activities are needed to support the child in returning to their tolerance window (regulation).
- Encourage children to manage their feelings and understand different feelings and actions (emotional literacy).
- Enable children to take responsibility for themselves and their actions.
- Reflect on incidents and have an opportunity to learn (emotional coaching).
- The plan of action was agreed upon and shared with key people.
- Change of environment with a supportive adult.
- Help cards/activities to initiate a change of space or face.
- Activities/games to support understanding of well-being.
- Recognition of accountability for actions (including staff/students).
- Self-compassion (understanding: sympathy, empathy, kindness, concern).

Wellbeing Pathway

The procedure is as follows:

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Warning:

1st warning might mean engagement at centre only
2nd warning this means phone call home, thinking time & **Green Report**.

Reports:

Start on green report, if behaviour continues you will move to yellow then red.

Green Report = 3 days on report and -10 points,

Yellow Report = 5 days on report and -25 points

Red Report = 7 days on report and -50 points

Permanent Suspension
Fix Term Suspension
Acceptable Wellbeing Agreement
Red Report Yellow Report Green Report
1st Warning 2nd Warning If 2nd warning is given on the same day, the report stage occurs

SWP Training follows the well-being pathway: parents/carers and professionals are contacted if a child's conduct is not positive. Meetings will occur when the red report and acceptable well-being agreements are reached, and integration meetings will occur after a fix-term suspension. Fix-term suspensions are used as the last result. However, certain conducts can jump reports/ acceptable well-being agreements depending on the severity.

Daily records of students' participation, attitudes, and achievements are kept and provided to the professionals involved weekly.

In highly challenging circumstances, it may be determined that a student needs to be appropriately placed with SWP Training, and discussions will be held with professionals involved in their case.

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Procedure for termination of the provision

1. This provision will only be removed as a response to serious or persistent breaches of the SWP Training wellbeing policy and allowing the student to remain at SWP Training would seriously harm the education or welfare of the student or others within the provision.
2. SWP Training is committed to supporting students before considering the removal of its services. We will make every effort to ensure everything possible has been done to support the student, including meeting with the parents/carers and professionals to discuss the student's conduct and appropriate actions/sanctions.
3. Provision may be removed temporarily, in which case, SWP Training will write to the parent/carer to confirm how long this will last, the reasons and any actions required to facilitate a return to SWP Training.

If students are connected to the alternative provision site for repeated breaches of the wellbeing policy or where the breach is deemed to be of a nature where immediate removal of the provision is warranted, SWP Training reserves the right to terminate its arrangement with the referring agency or school by the terms of the contract.

Training

Our staff receive training, including proper use of restraint, as part of their induction process. SWP Training staff are trained in NAPPI. Refresher training will be provided at regular intervals by NAPPI guidance.

Well-being management will also form part of continuing professional development. All staff training will be logged on the CPD database.

Physical Restraint

We maintain the right to physically restrain a student (by official guidance) if the student is deemed a threat to their or others' safety. Please see the separate restraint policy. Such incidents will always be recorded and reported.

Student Transition

To ensure a smooth transition to the following year, students have transition sessions with their new teacher(s) and visit different sites if relevant.

To ensure wellbeing is continually monitored and the right support is in place, information related to student issues will be transferred to relevant staff before the start of the term or year. Information on student issues may also be shared with new settings for those students transferring to other schools.

Student support

SWP Training recognises its legal duty under the Equality Act 2010 to prevent students with protected characteristics from being disadvantaged. Consequently, our approach to challenging conduct may be differentiated to cater to the student's needs.

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Support and advice will also be sought from specialist teachers, educational psychologists, medical practitioners, and others to identify or support specific needs.

Child on Child Abuse

This policy should be read with the separate 'safeguarding' policy.

Bullying

This policy should be read with the separate 'anti-bullying' policy.

Banned items

SWP Training is a smoke-free site including vape

SWP Training is a mobile free site for students

Searching and Confiscation

There are two sets of legal provisions which enable staff to search and confiscate items from students:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances.
2. Power to search without consent for prohibited items:

These can include:

- Alcohol
- Animals
- Chewing gum, high-sugar drinks, and sweets
- Cigarettes & E –Cigarettes
- Laser Pens
- Illegal substances - Drugs, drug paraphernalia, psychoactive substances (NPS), legal highs - or designer drugs
- Tabaco including vapes
- Weapons (including knives, BB guns, and sharp objects)
- Any item brought into education or used to cause harm.
- Stolen items
- Fireworks
- Pornographic images
- Mobile phones
- 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 any student.

Students will be searched in the morning to ensure none of the above is on the student.