The Angmering School

Aspire Achieve Angmering

Behaviour

Policy

2018

Date of policy: October 2018

For review by: September 2020

Mission statement

We aim for no less than becoming a world class school, where all students make excellent progress, contribute positively to their communities and develop a lifelong love of learning. In order to achieve this, we need a simple and accessible behaviour policy which propagates a rights respecting and socially responsible culture within our community, whilst offering meaningful and desirable intrinsic and extrinsic rewards which are accessible for all students. We must also never lose sight of safeguarding and staff wellbeing within the management of behaviour, with all practices and policies inextricably tied to these considerations.

Such a policy must be achieved by ensuring strong communication in order to drive buy-in and consistency across all stakeholders, working in partnership with families and local, national and global services to achieve the best outcome for the majority. This is all whilst never forgetting that behaviour is a form of communication and that we need to support students to make positive choices. Where patterns and concerns arise we will make reasonable adjustments, where necessary and possible, for the minority. In order to do this, we will implement clear consequences and a layered system of intervention and support which is not defined by separating boundaries and nurture as binary concepts, but instead where firm boundaries are underpinned by relationships, care, clear communication and compassion. Positive connections between students and staff allow for positive corrections in behaviour.

Philosophically, our policy will be tied to our core values of ambition, respect and courage, underpinned by the concepts of rights, responsibility and respect as well as community cohesion. This is all underpinned by the Angmering Ten key rights from the UNCRC. Through the application of our policy, we will also always maintain the discourse of the fundamental British Values of democracy, tolerance and celebration of diversity, personal freedom, equality of opportunity and rule of the law so that there is a focus on developing the whole child who is both principled and critical. Our students will take the values and philosophies with them when they leave our doors at the end of each day and when they leave us at the end of five years or seven years.

Introduction

This behaviour policy is the product of collaboration between a team of staff at The Angmering School. It has been written after consultation with parents and carers, students and the whole staff body. We are proud of the end product and feel that it reflects our values as a comprehensive community school, serving a diverse population of families on the south coast of England. It is divided into four distinct sections; charters, rewards, sanctions and system & structure.

The following people all played an active part in the research, planning and writing of this policy; we are very thankful for their energy, enthusiasm and absolute commitment to the school:

Deborah Bayford	Julie Buckle	Tania Codling
Lyndsey Cox	Joanne Craven	Sam Davis
Ian Gooding	Tina Goodman	Daniel Jenner
Tony Kerrison	Alison Oxley	Jemma Pratt
Tanya Richards	Sally Rowe	Vicky Scales
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System and structure

Behaviour system

Our behaviour system is bound by our school charters, which are defined later on in this policy. All members of the school community are expected to uphold these charters and ensure that the school is a safe, productive, rights respecting and mutually supportive environment.

Classroom behaviour and Warn, Move, Remove

Classroom behaviour expectations are defined in the Community Charter. This means that all students and staff can easily reference and understand what good behaviour looks like in order to challenge and sanction poor behaviour.

All teachers will employ a layered approach to behaviour intervention in the classroom where possible, meaning that students will be given non-verbal, as well as verbal cues to modify their behaviour before warnings and sanctions. The default transactional positon of the teacher when dealing with behaviour is assertive, adult and objective, meaning that all students will be treated equally and given the same fair chance to meet classroom expectations. Should a student not meet these basic expectations, they will progress through a system of Warn, Move, Remove. This system is defined below:

- **Warn**: a student is given a warning that is recorded on the board. This is a clear cue to change and refocus their behaviour on learning.
- **Move**: a student is moved to another place in the room. This is a final warning.
- **Remove**: a student will be parked in another classroom, leading to an automatic half hour curriculum detention at lunchtime.

If a student is removed from a classroom, they have five minutes to make their way to the parking room, where they will stay and complete their work for the remainder of the lesson.

Community behaviour and Standards Cards

Community behaviour expectations are also defined in the Community Charter and on the Standards Card (see appendix 2). Students are expected to be polite, respectful and kind in the school and wider community. They are ambassadors for the school whilst in school uniform and we expect them to represent the school at its very best. Any behaviour that is outside of the classroom, within the wider community whilst in school uniform or on a school trip or residential is covered by the definition of community behaviour.

Students behaving poorly in the community will face a sanction that is in line with the seriousness of their behaviour. Please see appendix 3 for guidance on potential tariffs.

All students must carry a Standards Card with them at all times. This can be signed by any member of staff and those students who gain three in a row for any of the standards will have their card taken from them and a whole-school half hour detention issued. These cards will then be handed to Student Services who will keep a log of the number of cards that a student has had and expect them to arrive as soon as possible to collect another one. If a student is found to not have a Standards Card at any time when they are asked for it, they will be automatically issued with a whole-school half hour detention. Any students losing or damaging their card overnight should go to Student Services immediately before they go to their tutor room in the morning. Standards cards should, where possible, be checked by tutors every day and students

who consistently meet school standards will be awarded with credits on top of those issued for positive community behaviour.

Restorative justice

Integral to the process of learning from poor behaviour choices is restorative justice. The Angmering School is committed to the process of restorative justice and will make every effort to ensure that all behaviour incidents, where appropriate, are resolved with a form of restorative justice. This allows us to complete the cycle and aim to prevent the repeat of such behaviours by encouraging empathy, sensitivity and learning from experience without shame. Please see appendix 6 for guidance on how we will use restorative justice.

Reasonable force

In rare occasions it is necessary for staff to intervene physically where a student's behaviour presents a health and safety risk. Where possible this will be done by Maybo trained staff who are specifically trained in de-escalation, physical intervention and restraint. This will also be done in-line with the DFE guidance on the use of reasonable force in school (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/4440 51/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf). Where possible, students will be warned if this is required, with witnesses sought too. Everyone involved will also be required to write a statement outlining their role and what they observed.

Stages of behaviour

All students will begin each academic year outside of the stages of behaviour, unless their behaviour or wellbeing in the previous year has warranted significant enough concern by, for example, accruing a series of fixed term exclusions.

Our stages of behaviour are simply defined below, but are outlined further in appendix 1. Students enter into the system as soon as they have a behaviour incident logged, but will only be monitored if their behaviour becomes more of a pattern. The stages of behaviour are designed to give students clear thresholds for behaviour, with a clear support structure underpinning the system:

-        **Stage 1:** students who are within the behaviour system, having accrued behaviour points for minor incidents and infringements. Students at stage 1 will be managed by the system and monitored informally by staff, primarily their tutor.

-        **Stage 2:** students whose behaviour is starting to present an emerging pattern. All students who gain 50 or more behaviour points (one incident, such as being parked from a lesson, is 5 points) will automatically move to stage 2. Students at stage 2 will be managed by their tutor, who will monitor their behaviour, be in contact with home and focus on support and encouragement to enable students to prevent the pattern from continuing.

-        **Stage 3:** students whose behaviour is showing a clear pattern or students who have had a fixed term exclusion or extended isolation. Students at stage 3 will have 130 or more behaviour points and their support and intervention package will be managed by their Year Team Leader.

-        **Stage 4:** students whose behaviour patterns are becoming more entrenched and unchanged, along with those who have more than one fixed term exclusion or a pattern of extended isolations will be placed

at stage 4. Students at stage 4 will have their sanctions, support and intervention package managed by their Year Team Leader, their link member of the Headship Team and the Deputy Head in charge of behaviour.

- **Stage 5:** students will be placed at stage 5 will be at risk of permanent exclusion from school. They will only be placed their after careful consideration and consultation between the Deputy Head in charge of behaviour and the Headteacher. The Chair of governors will also be notified of this. All other possible alternatives to permanent exclusion will be considered first once a student is placed at stage 5, but ultimately permanent exclusion will be the final outcome if these alternatives are exhausted or not possible.

The stages of behaviour will be constructed on a weekly basis and will be shared and disseminated with staff in the school to ensure absolute transparency. Students will be notified when they have reached a new stage in the policy and a variety of strategies, some of which are listed in appendix 1.

PSPP and Additional Needs Plan

A Pastoral Support and Progress Plan will sit within an Additional Needs Plan once a student reaches stage three of the behaviour system. This will define the targets expected for a student to change their behaviour and the support we will put into place to help them to meet these targets. PSPPs are time bound, but once opened, Additional Needs Plans will remain a working document that can be added to, reviewed and developed across the course of a students' time at The Angmering School. Should it be required, Additional Needs Plans will be used to support the process of application for statutory assessment or towards any external support services.

Pastoral Support and Progress Plans will sit at two levels:

- **PSPP one:** this will run for a twelve weeks, with a set of targets determined at the PSPP meeting and the support structures around this also mapped out. This PSPP will be tied to a one or two week target card for the student and will be reviewed at six weeks and twelve weeks if there is an improvement in behaviour and engagement. If there is not an improvement, the review will be brought forwards and a decision will be made as to whether to place the student on Final PSPP.

- **Final PSPP:** will also run for twelve weeks, with reviews every two weeks. Final PSPP will be for students who are at stage five of the behaviour structure and will be a determining factor in whether or not they can remain at the school. Targets will be set and monitored very closely by the Headship and pastoral team, with regular feedback sought from staff. If there is no improvement in behaviour and engagement, the Headteacher will make the final decision as to whether a student can remain at the school, whether other provision might be sought or whether a permanent exclusion is necessary. Each case will be considered carefully and on its own, with all possible evidence taken into consideration, where a final PSPP has not been successful.

Alternative provision

For students who have complex support needs, we will, from time to time, put in place or seek alternative provision. This can include, but is not exclusive to: West Sussex APC; college courses; managed moves; internal support courses; alternative curriculum courses. Students who are at stages four and five of the behaviour system will be considered for alternative provision.

The Angmering School Commitment Charter and Community Code

The Angmering School Commitment Charter

In order to share our core values or ambition, respect and courage, we have defined a Commitment Charter to outline what students at The Angmering School should expect from staff. This is detailed below.

Through everything we do we will promote ambition, respect and courage.

Ambition

We will plan for outstanding progress and take account of the needs of all learners. All members of the school community will be encouraged to meet their aims and be the best they can be.

Respect

Everything we do will be bound by kindness, respect, fairness and equality. Understanding of fundamental rights, British values and a culture of integrity will underpin and drive this approach.

Courage

Everyone will be given opportunities for leadership and to take on new roles and responsibilities. We will challenge you all to overcome your barriers and be brave in learning from your mistakes.

The Angmering School Community Code

We have also defined a simple Community Code that defines the behaviour that we expect to see in school and around the community. This includes when students are representing the school on a fixture or trip, for example, and when they are outside of school and in their uniform. Students and their families will sign up to when they join The Angmering School as a part of the home-school agreement so that we are all clear about what is expected of student conduct and behaviour.

The Community Code will be reported on throughout the course of the year as Behaviour for Learning, with students being allocated a score of 1-4 for this:

1 = Excellent, with all aspects of the code being met.
2 = Good, with four out of five of the points on the code being met
3 = Inconsistent, with three out of five of the points on the code being met.
4 = Poor, with two or less of the points on the code being met.

Students who fail to meet these expectations should expect to face a sanction for their behaviour. The Angmering School Community Code is listed in full below.

*To achieve our goals of **AMBITION, RESPECT** and **COURAGE, all students will:***

1. Be **on time, equipped** and **ready to learn.**
2. **Listen** and **follow all instructions,** using **all spaces safely.**
3. **Solve** all **problems peacefully.**
4. Allow others to **learn safely** and **without distraction.**
5. Be **polite, kind** and **respectful** of the **rights of all** members of the community.

Rewards

Central to positive behaviour, relationships and building confidence and efficacy in learners is a meaningful system of rewards that is fairly and equitably distributed to celebrate the actions and successes of all students. Students can gain 5, 10, 15 or 20 credits, weighted to reflect what they have done or achieved. These are awarded on Class Charts so that they are immediately visible to both parents and carers.

Credit allocations

Five credits	Ten credits
• Excellent question or answer. • Excellent effort and participation. • Excellent homework or classwork. • Positive phone call home. • Thinking Hard! • Representation or participation - club, trip, sporting event, Student Council meeting. • Rights respecting or community action. • Act of kindness/politeness. • Tutor award.	• EOY target achieved in an assessment. • Ongoing positive attitude and approach. • Consistent improvement in work or attitude. • No standards infringements for a week. • YTL token.
Fifteen credits	**Twenty credits**
• Curriculum hero's board. • Credit Card row completed. • EOY target surpassed in an assessment. • Playing five or more matches for a school sports team. • Drama, dance, music performance or assembly. • Volunteering • 100% attendance for a whole term. • Headship team token.	• Whole-school hero's board. • On time to school for a whole term. • No behaviour points for a whole term. • Gold attendance award. • 100% attendance for two terms. • No standards infringements for the whole term. • Head Teacher token.

Credits can be allocated by any member of staff. The majority of credits will be issued in the classroom and for participation on the wider life of the school. Students can also gain credits for their community actions and behaviour by having the back of their Standards Card (see system and sanctions for further information and appendix 2 for an example of a standards card) signed three times by any member of staff.

Students will have opportunities to save or cash in their credits towards rewards; these are outlined on the following page. Year 7-10 students who wish to attend their end of year trip will not lose their credits towards this if they spend them on smaller prizes throughout the year.

Year 11 students who wish to attend the prom will need to accrue 600 credits. This will only be part of their qualification for prom; all students will need to complete a full Prom Passport which will require them to attend school, attend revision sessions and complete homework to fully prepare them for their exams.

Rewards list

Award	Credits	Reward
Benchmark	250	Benchmark certificate of recognition. Rewards available to be cashed in through the Class Charts store.
Quadruple Centurion	400	Quadruple Centurion certificate. Rewards available to be cashed in through the Class Charts store.
Semi-pro	600	Semi-pro certificate and letter home from Year Team Leader. Rewards available to be cashed in through the Class Charts store. ***Prom Passport benchmark.***
Octuple Centurion	800	Octuple centurion certificate. Rewards available to be cashed in through the Class Charts store.
Professional	1000	Professional certificate and letter home from Headship team link member. Celebratory breakfast with friends – claimed through Class Charts. ***Qualification for end of year trip***.
Hero	1500	Hero certificate and letter home from Headteacher. Discounted school trip.
Legendary	2000	Legendary certificate. YTL Prize.
Prodigious	3000	Prodigious certificate and letter home from Chair of Governors. Headteacher Prize.

The Class Charts reward shop will be open for one week at the end of each term. Once credits are cashed in through the rewards store, they cannot be spent again. This means that if a student wishes to save for a larger prize, they will need to either bank their credits up without spending them in the rewards store or start saving again if they have been spent.

Sanctions

Sanctions will be proportionate to the behaviour incident. This means that we will always investigate serious incidents carefully in order to be sure that the sanction given is fair. Please see appendix 3 for an overview of potential sanctions – these are not binding and the circumstances and mitigating factors of each individual incident will be considered before giving out any sanction. The school's decision on this is final. Please also see appendix 4 for an overview of the system of sanctions that students may progress through if their behaviour is unchanged. Sanctions used regularly by the school are listed below, but these are by no means a complete or exhaustive list; we will adapt and modify as necessary to suit the individual student or issue.

Parking

Once students have been warned and moved in a lesson, they will be removed to a parking room within the curriculum area. This comes with a same-day half hour detention during the second break of the day.

Community Service

Community service is issued as a sanction as part of the restorative process. This will be given out as a sanction at the school's discretion based on the actions of students in and around the community.

Curriculum detentions

These are issued for behaviours in lessons, largely limited to being removed or homework, and take place during break 2 in the curriculum area in which they are issued. Parents/carers and students will be alerted on their Class Charts account. Parents will also receive an email notifying them of this detention.

Whole-school half hour detentions

As per DFE guidance, the school does not need parental consent to issue after-school detentions. These are issued for all other behaviours outside of the classroom. These will be on the day after they are logged. Parents/carers and students will be alerted on their Class Charts account. Parents will also receive an email notifying them of this detention.

Whole-school one hour detentions

Whole-school one hour detentions are an escalation from half hour detentions when they are not attended and are issued for truancy of individual lessons. These will be on the day after they are logged. Parents/carers and students will be alerted on their Class Charts account. Parents will also receive an email notifying them of this detention.

Isolation

Isolation time will be given for repeated and escalated behaviours, serious incidents, being picked up by a member of the on call team twice in a day and for failure to attend detentions. Typically this will be for a number hours and students can earn their way back into class by completing quality work, following our behaviour expectations and completing the restorative process. Entry into and exit from the isolation room is at the discretion of Year team Leaders and members of the Headship team.

Extended isolations

Extended stays in isolation will be used for students who are escalating their behaviour and refusing to comply with our classroom and community charters. It will also be used as an alternative to fixed term exclusion. An extended isolation can be for one day or several consecutive days. This will be at the discretion of the Headship team.

Alternative days

Alternative day arrangements will be put in place as a second alternative to fixed term exclusion. This will require students to attend school for different hours to the main body of students and stay on beyond the end of the school day. Alternative days will be served in isolation from other students in normal classroom settings.

Fixed term exclusions

These are issued by the school, using DFE guidance. Students will be issued with a fixed term exclusion if their behaviour is persistently disruptive, dangerous or a health and safety risk. These can range from 1-15 days and any students who gain multiple fixed term exclusions will find themselves at risk of permanent exclusion from school.

Permanent exclusion

Permanent exclusions are issued by the headteacher of the school, with the support of the board of governors. Permanent exclusion is a serious decision that will considered in the most serious one-off incidents or for persistent disruptive behaviour. This will be done without discrimination.

Appendix 1: TAS summary of Stages of Behaviour intervention

Stages and responsibility	In response to:	Interventions:	Communicated to:	Outcomes:
1 *Intermittent* **The system**	Classroom behaviour. Community infringements.	WMR/Parking. Detention. Tutor/subject target card Parental contact	Parent, Tutor, Subject teachers, Heads of Subject.	Improved engagement and progress.
2 *Emerging.* **Tutor**	Lack of response to Stage 1. Persistent community/ classroom infringements. Persistent truancy. 50 debits.	Tutor target cards. Tutor PSP. Positive attitude and Progress card. YTL/SSO target card. Parental meeting.	Parent, Tutor, subject teachers, Heads of Subject and YTL/SSO.	Improved engagement and progress. Reduction in incidents. De-escalation.
3 *Patterns.* **Year Team**	Lack of response to Stage 2. Serious incident. FTE/Internal Exclusion. Pattern of Isolation time. 150 debits.	YTL/SSO target card. PSPP. Positive attitude and Progress card. Targeted YTL/SSO sessions. Parental meeting. Additional Needs Plan.	Parent, Tutor, subject teachers, Heads of Subject, YTL/SSO and Headship link.	Improved engagement and progress. Identify key areas for support and intervention. De-escalation.
4 *Entrenched.* **Year Team and Headship**	Lack of response to Stage 3. Entrenched behaviours. Multiple serious incidents. Significant SEMH concerns. Ongoing safeguarding concerns. EHCP need.	Identified key worker. Additional Needs Plan. Headship target card. Alternative provision in school. Alternative provision outside school. Nurture provision. Referral to external agencies. Specialist staff input. Support 2 Learn. Managed Move. Statutory assessment.	Parent, Tutor, subject teachers, Heads of Subject, YTL/SSO, SENDCO and Headship team. AP providers. LBAT. Pupil Placement Panel. Chair of Governors.	Improved engagement and progress. Stability and safety in behaviour. Identify key areas further for support. De-escalation.
5 *At Risk.* **Year Team and Headship**	Lack of response to Stage 4. Unchanging risky and dangerous behaviours. One-off Serious Incident. Serious safeguarding issues.	As at Stage 4. Final PSPP. Governors Disciplinary Committee Full-time alternative provision.	Parent, Tutor, subject teachers, Heads of Subject, YTL/SSO, SENDCO and Headship team. AP providers. APC. Pupil Placement Panel. Chair of Governors.	Engagement in educational provision. Safe and stable behaviour. De-escalation. PEX.

Appendix 2: Standards Card and Credit Card example

The Angmering School – Standards card

Name:_____ Tutor:_____

Standard	Staff code	Staff code	Staff code	Detention issued?
Late				
Uniform/make-up				
Equipment				
DEAR book				
Foul language				
Community infringement*				

*i.e. gum, litter.

The Angmering School – Credit card
This card can be signed for any positive community behaviour, such as opening doors, helping others, kindness, sharing…

Staff code	Staff code	Staff code	15 credits issued?

Appendix 3: The Angmering School behaviour tariffs

These tariffs are only a guide and do not cover all behaviours and actions. They may be applied differently depending on the circumstances of each situation; mitigating and complicating factors have to be taken into consideration. These sanctions may also be applied for behaviours which occur in the community when students are in school uniform or under the supervision of any member of staff from the school.

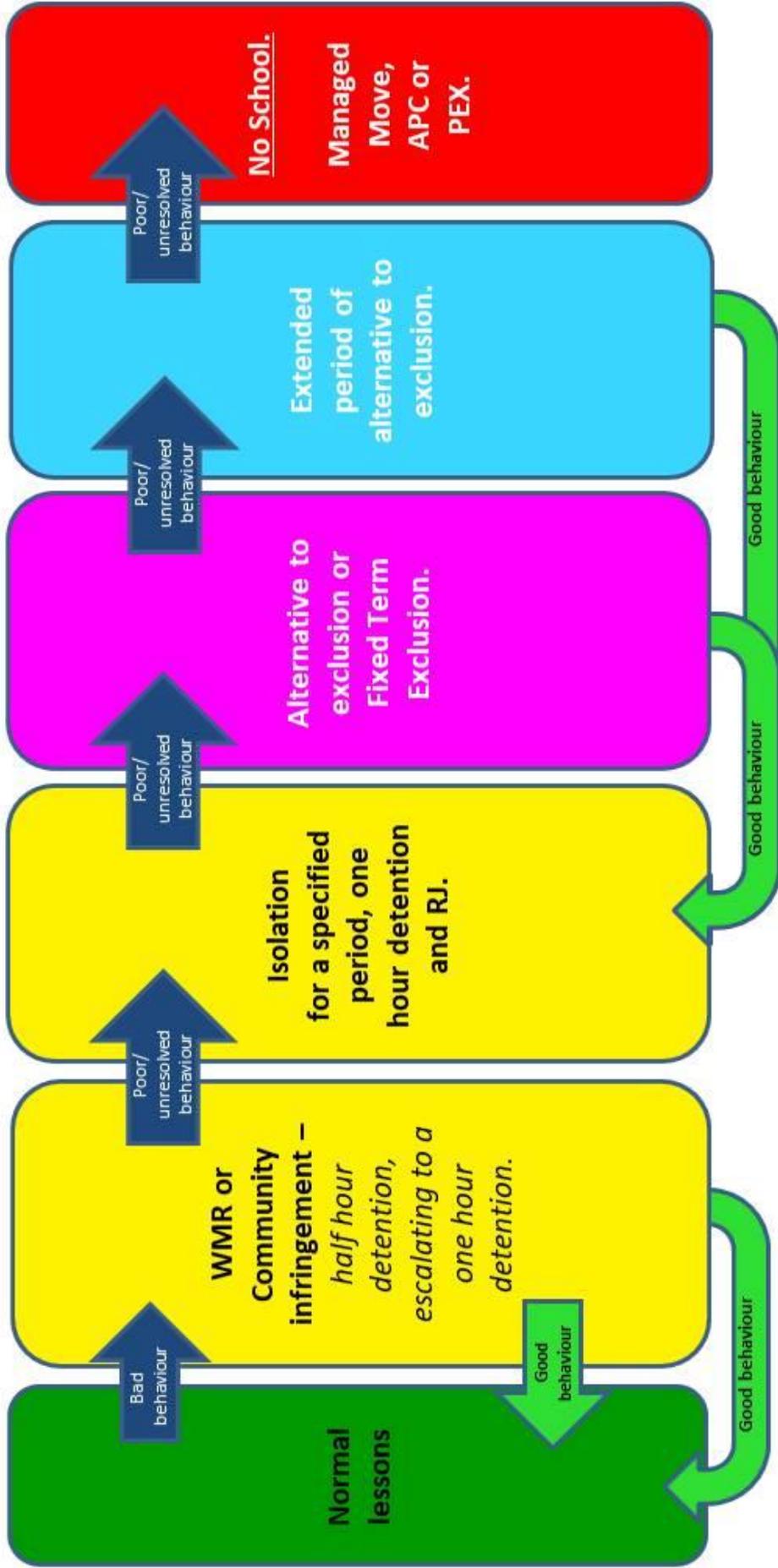| Behaviour	Possible sanction
Violence or threats against staff. Bringing drugs or alcohol into school. Bringing weapons into school. Significant discriminatory incident. Behaviour which may result in serious danger or harm to others. Repetition of behaviours which have previously resulted in a two/three day exclusion or alternative to exclusion.	Five-fifteen day fixed term exclusion or alternative to exclusion that is commensurate with this tariff. Managed Move. Risk of permanent exclusion.
Alternative to exclusion – repeated behaviours.	Extended period of alternative to exclusion.
Violence or threats against another student. Extreme behaviours. Repetition of behaviours which have previously resulted in a one day exclusion or alternative to exclusion.	Two/three day fixed term exclusion or alternative to exclusion that is commensurate with this tariff.
Fighting. Swearing at staff. Malicious use of technology/social media. Persistent refusal/wandering corridors/truancy. Failure to meet behaviour expectations in the IU. Unsafe behaviour. Theft. Persistent poor behaviour choices. Vandalism. Smoking. Extreme rudeness to staff. Persistent use of the Isolation Unit.	One day fixed term exclusion or alternative to exclusion that is commensurate with this tariff.
On Call/parked twice in a day. Failure to attend parking. Wandering the school site. Refusal to follow staff instructions. Rudeness to staff. Swearing in response to staff requests.	Isolation for a defined period of time or one hour detention.
Persistent truancy.	Sanction to be determined by YTL.
Truancy of whole school day.	Extended day until 5pm the following day.
Truancy of lesson/Start.	One hour truancy detention to be put in place by teacher of truanted lesson.
Failure to attend curriculum or whole-school detention	Next day detention of one hour.
Failure to meet Classroom Code expectations after a layered approach and two warnings.	Parking and half hour curriculum detention at lunchtime.
Community behaviour which disrespects the school environment.	At least one hour of community service.
Three standards infringements in a row.	Half hour whole-school detention.
Failure to complete time owed for lateness to a lesson after a warning.	Half hour whole-school detention.
Failure to complete homework.	Half hour curriculum detention at lunchtime.

Appendix 4: The Angmering School System of Sanctions

TAS Behaviour flow chart

AMBITION · **RESPECT** · **COURAGE**

Normal lessons

Bad behaviour →

WMR or Community infringement – *half hour detention, escalating to a one hour detention.*

Poor/unresolved behaviour →

Isolation for a specified period, one hour detention and RJ.

Poor/unresolved behaviour →

Alternative to exclusion or Fixed Term Exclusion.

Poor/unresolved behaviour →

Extended period of alternative to exclusion.

Poor/unresolved behaviour →

No School. **Managed Move, APC or PEX.**

Good behaviour

Rights, relationships, high standards, support and careful planning.

--- ARTICLE 1: Best interests of the child. --- ARTICLE 29: Education must develop me to the MAX. --- ARTICLE 39: Children who are victims must have help to recover. ---

Appendix 5: The language of discipline

This is not a series of words or sentences but reflects an intention to discipline with a focus on responsibility and respect with confidence.

This involves:

- Separating the behaviour from the student.
- Using rights respecting language, e.g. "your rights come with responsibilities".
- Avoiding unnecessary confrontation including use of embarrassment, sarcasm, threats and hostility.
- Avoid focussing on a student's past misdemeanours
- Using a respectful, positive tone of voice whenever possible.
- Avoiding negative phrasing, using 'when … then' rather than 'no, shouldn't, mustn't etc.
- Avoiding negative gestures, using an open hand rather than finger pointing or gesticulating.
- Avoiding forcing students into a psychological corner.
- Avoiding long directions or reminders, being brief.
- Not portraying or holding a sense of vengeance, victory or pleasure.
- When communicating frustration or anger doing so in a professional manner, assertively not aggressively.
- Where appropriate, invite the student's right of reply.
- Reassuring the student that they are still members of the class and school.
- Re-establish a working relationship with a student who has been disciplined as quickly as possible.
- Describe reality and allow the student to process the obvious expectation without directly telling them e.g. "There is some litter on the floor and the bell is going to go soon."
- Provide a brief direction to indicate to the student the required behaviour, do not include any comment on the behaviour that we want to discourage e.g." Jason, facing this way and listening thanks", rather than "Please do not talk when I am talking."
- Briefly remind the students about known rules e.g. "We have a rule for asking questions." Or "What is our rule for …?"
- Focus upon a positive issue before disciplining. E.g. A student is being a little silly, the member of staff walks across and discusses the student's completed work, as he turns to leave a quiet but firm reminder is given about expected behaviour.
- Choice is given to the student within the known rules and routines; the choice is often expressed as a conditional direction. E.g. "Yes you can work on … when you have finished …".
- The consequences of continued problem behaviour are made clear within a choice ' If you cannot work quietly I will ask you to come back after class to discuss the problem." The student has made a response to a direction from staff; the student is dealt with through partial agreement and refocusing back upon the rule or required task. e.g. A student has been reprimanded for aggressive play comments "We were only messing around." "Maybe you were but you know the rule for safe behaviour in the corridor."
- **Blocking / Refocusing.** The student has made a response to a direction from staff; the student is dealt with through blocking and refocusing back upon the rule or required task. Staff block out the student's response either by gesture e.g. open raised hand or comment.
- **Assertive Comment / Direction.** Firm non-aggressive eye contact, a clear, calm voice and directed focussed language are used to emphasise expectations without an argument developing. There are different degrees of assertion in both language and voice. E.g. "That language is unacceptable here." "We have a rule for respect. I expect you to use it."
- **Commands.** Commands are used only when it is imperative that a student stops a particular behaviour immediately. The first word of the command is sharp and loud to gain the student's attention, as eye contact is established the level of the voice lowers. E.g. "Michael… get down off the table, now."

Appendix 6: TAS Restorative justice guidance

Where possible, when dealing with behaviour in the classroom or community, we will aim to avoid:

- Giving our own opinions and imposing our own values.
- Offering unasked advice.
- Assuming we know what's going on (even when you are present).
- Assuming we know best.
- Imposing solutions.
- Taking sides.
- Rushing people (those that fail to take their time, end up wasting time.)

We will use restorative justice in one-to-one scenarios and through conference meetings where there are more complex issues to be addressed.

In order to prepare for these meetings, we will plan and prepare effectively, using the questions and statements below.

Pre-RJ conversation statements:

- We all need some time to think about what just happened.
- We need to speak about this when we have had some time to think about how this happened.
- Take some time and we will talk about this.
- This needs to be sorted out, I can see you are not ready right now – we need to talk about this later.

Enquiry questions:

- What happened?
- What else happened?
- What happened just before this?
- Where were you when this happened?

Intended outcome questions:

- What did you want to happen?
- What were you trying to achieve?
- What were you thinking when this happened?
- What were you trying to tell X?

Emotional intent questions:

- What were you thinking/feeling when this happened?
- What was going through your mind when….
- What were you thinking at that point?

Emotional reflection questions:

- What do you think/feel about this now?
- What's in your mind now?
- Now that you've had time to think and calm down how does this change things?

Resolution questions:

- How can we put this right?
- What can you do so X feels happy this won't happen again?
- What needs to happen to put this right?
- What can you do so X feels happy this won't happen again?
- What did you want X to do?
- What would you need to go into the contract?

In order to support the restorative process, we will modify our responses in the application of sanctions, using the following where possible:

- **Suspended Option** – where a student is given the opportunity to do things differently.

- **Sanction as a result of restorative process** – where the process brings us to a clear outcome with a sanction as a result of exploring the incident in full.

- **Reduced Sanction** – where the process allows ownership by the student to enable them to rectify their actions and therefore reduce their tariff.

- **Student Nominated Punishment** – where the student has a say in the definition of their punishment as a result of a successful restorative process.

IN A RESTORATIVE RESOLUTION – IT IS NOT ENOUGH TO SAY "SORRY" – IN RESTORATIVE SOLUTIONS WE NEED TO SEE AN APOLOGY OF ACTIONS.

We need to see our students learn from the experience and own their actions to enable them to develop as individuals. Therefore, we will ask them to:

Show it – Tell the truth/take responsibility, showing remorse, engaging appropriately, being respectful, saying a real sorry, shaking hands.

Fix it – Clearing up the mess, doing the homework, be on time, repairing friendships or relationships by being honest and taking responsibility.

Change it – Stopping the behaviour, engaging with another pupil or adult in a positive manner, adopting appropriate relational strategies that will stop conflict.

For more guidance and information, please see:
https://www.educ.cam.ac.uk/research/projects/restorativeapproaches/RA-in-the-UK.pdf

Appendix 7 – Guidance on Attachment Aware and Trauma Informed Practice

At The Angmering School, we have a trained as Attachment and Trauma Support Coordinator who identifies and works with students who may have experienced difficulties with attachment and where trauma has had a significant impact on their lives. There are recognised behaviours linked with experience of trauma and loss – by attempting to understand the source of student behaviour we can support the students to manage their states (emotions) and equip staff with the tools to best support the child. It is important to remember that the strategies that support young people affected by trauma are best practice to support all students, but a purely behaviourist system does not well support students affected by trauma.

States Continuum

CALM – ALERT – ALARM – FEAR - TERROR

We all have thoughts and emotions and these are on a spectrum that changes at numerous times within a day. The ideal state for students to engage in learning is calm/alert. In this state a student is feeling happy and safe and is able to concentrate. A student who is in a state of fear/terror is preoccupied with looking for safety. The behaviours in this state will demonstrate little or no trust in adults and leaving lessons as a fight or flight response. Students in terror are emotion driven and not ready to learn and need support for regulation. To recognise a student in a state of alarm we will look for clear cues such as displaying low level changes in behaviour due to discomfort; easily losing concentration as they start to prioritise safety; hypervigilance – looking around the room if they need to leave. With support from adults students can move back in to calm/alert, but if alarm is not recognised and addressed it will lead to fear and bigger visible behaviours of distress.

Stress Management in Behaviour Management

Repair: Help the young person to reflect on how they can repair a relationship/situation.

Reason: once regulated back in to calm/alert, help the child understand why the behaviour needed to be addressed.

Relate: Empathy, meet the student where they are at, not where we expect them to be.

Regulation: Co-regulation leads to self-regulation.

CALM

ALERT

ALARM

FEAR/TERROR
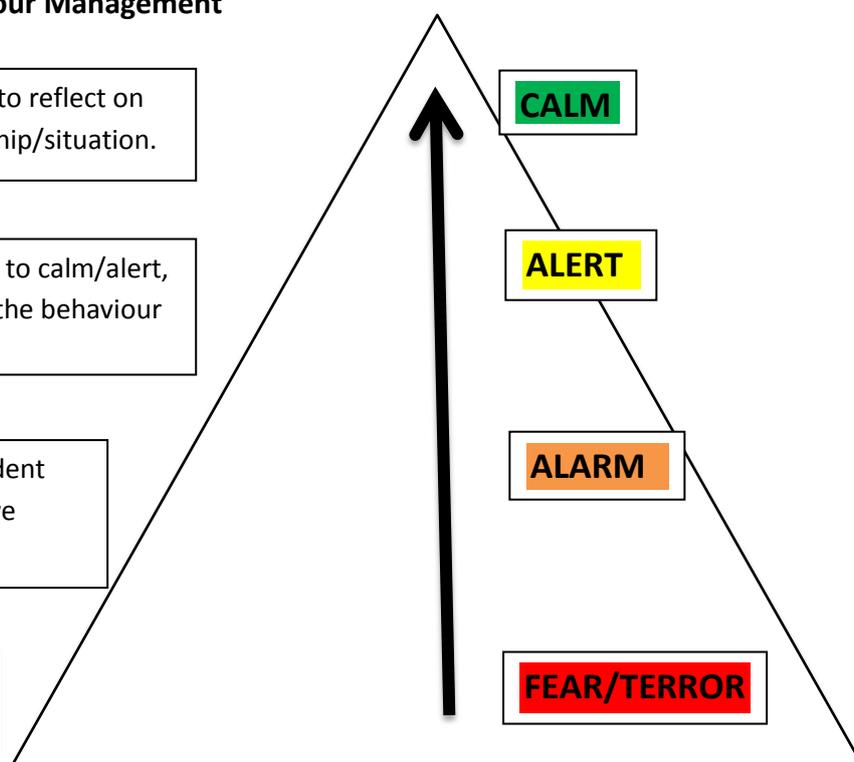
Behaviour is an expression of communication and through dealing with and resolving behaviour incidents, an attachment-based response will aim to understand what a young person is reacting to and validate their feelings. The diagram above displays how we can support the de-escalation of behaviours that are emotionally fuelled. If a young person is dis-regulated they are not ready for reasoning; using the 4R's in order from the bottom up will help to bring about calm in the young person and repair.

Attachment Aware and Trauma Informed Practice in the classroom:

Playfulness – students who have experience trauma can find authority difficult and do not respond well to a raised tone of voice. Creative, engaging and positive learning environments support young people's sense of safety.

Love – adults showing genuine care of the whole child in lessons. The power of relationships has a positive reflection on student academic performance.

Acceptance – meeting the young person where they are at by acknowledging their developmental age, rather than were we might expect them to be, measured by their chronological age. Trauma affects brain development meaning that a student affected by trauma will appear developmentally younger.

Curiosity – adults showing genuine interest in the child, validating their viewpoints and experiences.

Empathy – use 'wondering aloud' to show the student that you understand them. Similar to how we check student understanding of tasks, it is good practice to repeat back to them what you have understood from what they have said.

Appendix 8 – Attachment Styles

There are four types of attachment styles; secure attachment and three types of insure attachments. There grid below outcomes the four styles of attachment and linked behaviours to help staff identify them with students in the classroom.

Attachment Style	Secure Attachment	Insecure Avoidant Attachment	Insecure Ambivalent Attachment	Insecure Disorganised Attachment
YP self-image	I am loved, effective and competent. If I need help I know where to go. Adults are available, cooperative and dependable	I am unloved but self-reliant I'm fine on my own Adults are rejecting and intrusive.	I have low value I am ineffective I am dependent Adults are neglecting, insensitive, unpredictable and unreliable.	I am confused and bad. I need you. Get away from me. Adults are frightening and unavailable.
Behaviours	Progress made Friends Can concentrate and focus Can work independently and ask for help when appropriate	Compliance Can be over achievers Can place great pressure on themselves to do well Flashes of aggression Awkward Socially uncomfortable.	Sense of helplessness Separation anxiety Needing high level of involvement Constant demands Can push others away by behaviours Superficial charm Not able to focus/concentrate on task/cognition due to preoccupation with relationship Jealousy, possessiveness Blaming others for making them hurt. Angry, upset.	Very confusing responses contradictory approach and avoidance Apprehension Trances (freezing) Closed feedback behaviours eg. Rhythmic rocking, head banging, covering face with hands. Seeing the self as evil, dangerous and bad. Attempting to take control in everything Rigid and inflexible in their thinking and behaviour Lack of empathy Tantrums Argumentative provocative
Eye Contact		Little gaze, brief looks.	Direct and long, avert, eye-roll, or sharp glance	Fearful, abrupt shifts, disinterested.
Behind response	Positive sense of sense and others. Confidence Curiosity Ready to learn	Anxiety Tension Isolation sadness	Increased stress Increased anxiety Sense of emptiness and fear when not connected Uncertainty dissatisfaction	Lack of trust Profound sense of fear Profound sense of helplessness – out of control Strong sense that others are either irresponsible or potentially dangerous and in need of constant watchfulness.
Strength	Many opportunities available.	Can use task/interests to form connections with others.	Can come alive around people and connection and so jobs involving people are helpful	

Ref: Louise Bomber (2007)