'Ready to Learn' Policy

Vision

- Poltair School strives to be a centre for learning where all students have equal access to a stimulating, safe and effective learning environment that is free from disruption and is positive and inclusive, providing them with every opportunity to be successful in preparing them for life after they complete their education with us. We seek to reward and celebrate those students who consistently demonstrate they are 'Ready to Learn' and provide support and guidance to students who may at times find this challenging.

Roles and Responsibilities

GOVERNING BODY	- Alongside the Head Teacher, staff and students, will establish the Ready to Learn Policy. - It will also ensure that the policy is non-discriminatory and that it is clear and fair.
SENIOR LEADERSHIP TEAM	- Implement the Ready to Learn policy through reviewing and evaluating with all stakeholders alongside daily monitoring. - Develop the training structure to support staff in the implementation of the policy. - Develop positive working relationships with learners and parents of the learners in their community.
ALL STAFF (TEACHING/NON TEACHING)	- Are responsible for ensuring that the policy and procedures are implemented consistently and are applied fairly. - Mutual support amongst staff in implementing the policy is crucial as well as raising concerns to line managers in first instance. - Develop positive working relationships with learners and parents of the learners in their community, including the development of a positive learning environment.
PARENTS/CARERS	- Are encouraged to take responsibility for supporting and reinforcing the positive behaviour of their child both inside and outside school as outlined in the Home School Agreement signed by every parent and student on admittance to the school. - Are encouraged to work in partnership with the school to promote and contribute to the further development of the behaviour policy through consultation.
STUDENTS	- Take responsibility for their own actions, thereby enabling themselves and others to achieve the highest possible levels of learning for all. - Develop positive relationships with staff and their fellow learners and support development of the policy through feedback - Are made fully aware of the school's policy, procedures and expectations and are encouraged to report any instances of others failing to adhere to the policy

Culture for Learning

A calm classroom is crucial to enabling teachers to teach effectively. We believe our teachers should be able to focus on helping all children to learn, rather than spending disproportionate time managing poor behaviour. Excellent teaching that challenges and engages children can, itself, provide the backbone to effective behaviour management and promote a classroom environment where all children can progress (adapted from The Timpson Review, May 2019). With clear and consistent routines, classroom environments should remain positive, safe and engaging places to be.

At the heart of our school, is an ethos of recognising and rewarding learners who demonstrate the Poltair School 5Ps. For a school culture to work, it must work for all learners. Some learners will require additional support to meet the high standard we should expect of them, and alongside being clear on expectations, we must offer support where it is identified and needed. This offer of support does not mean those learners are held to a lower standard of behaviour or performance they are capable of. It is in no-one's interest if some learners are not expected to meet the standards to help them as successful adults if we do not ensure guidance and support are used effectively on their school journey.

There may be occasions when a learner's behaviour is below the standard expected. This may include when a learner becomes dysregulated which requires deliberate strategies to be employed by the member of staff to support the learner to be able to reflect on their behaviour and re-engage with their learning.

We believe in the principle that 'certainty in applying sanctions is more important than their severity' (Bill Rogers). Therefore, as a school, we will try and ensure sanctions are proportionate to the behaviour exhibited and take place on the same day (wherever possible) to support the learner in their understanding and ownership of the behaviours.

Trauma Informed Approach- 'Behaviour is a form of communication'

When managing behaviour, we expect our staff to consider the **ABCs**: the *antecedents*; the **behaviour** and the **consequences**. It is important to note that behaviour- whether it can be deemed as positive or negative, is a form of communication for a number of young people who may have experienced trauma and are unable to easily self regulate (these experiences are referred to as ACEs- Adverse Childhood Experiences). When placed in a situation where they become dysregulated this can impact one or more of the following:

- Ability to judge their own/others safety
- Regulate following a trigger
- Deal with their own or others emotional response to the situation
- Unable to name emotions being displayed
- Select appropriate response (learner may smile, laugh, lose eye contact because they cannot choose)
- Understand social cues
- Deal with new challenges (with the biggest of these being learning)

The **Trauma Informed Approach** focuses on the neurological connections and their impact on a young person's ability to learn and develop at the same rate as those who have not experienced trauma. Using the work of Dr Margot Sutherland, she expresses that the difference between a 'painful life experience' becoming something traumatic and more impactful is if support has been offered and subsequently accessed.

These scientific theories indicate that the behaviours we see are often not a choice, but a chemical response within the brain itself to a situation which may not even originate from the challenge perceived in the classroom environment. That being said, we must be careful to not attribute each situation to ACEs and the impact of trauma. Instead, we must offer support and investigate young people's responses to ensure the adults solution is measured and appropriate in each given situation.

Whilst the premise of our Ready to Learn policy is based on a desire to recognise and reward learners for good behaviour, learners who fail to meet expectations are expected to take responsibility for their actions. Each situation will be dealt within the context of the individual child, taking in to account a trauma informed approach.

It is expected that all staff take responsibility for reviewing and sanctioning negative behaviour for learning- this includes the further raising of concern with their CTL or YTL when continued negative behaviour or a lack of

engagement in the restorative element of the sanction is apparent. It is the CTL/YTLs responsibility to escalate the situation to SLT when and where necessary. It is also essential to work collaboratively with our parents and carers where students are not ready to learn to provide solutions.

Further reading on the theory and strategic approaches can be found in the appendices 8-12.

Creating a Culture for Learning where students are Ready to Learn

Consistency is simply ensuring that 'we do what we say we are going to do, day in and day out'. By being consistent, all members of the community are clear on what is expected of each of them within any given situation and this then allows routines and relationships to be formed which support our learners to take ownership of their learning.

The foundation to our school culture, are the Poltair 5 Ps. The 5 Ps should be followed throughout the school day, both in learning time and in recreation time.

	POLITE	PREPARED	PUNCTUAL	PROUD	POSITIVE
Students	• Speak calmly and thoughtfully to staff and peers • Hold doors open for people • Say 'please' and 'thank you' when appropriate • Offer to help staff with small jobs • Engage in conversations with peers and staff when appropriate to not disrupt learning • Use technology safely, effectively and with permission	• Be equipped with all the correct items to learn • Meet all deadlines provided by staff • Know my school attendance and seek to maintain at least 97% • Ensure I have all of the correct uniform (including PE kit) • Attend all lessons with a 'ready to learn' attitude and that I will do my best • Follow all instructions of staff	• Be on time to all aspects of school including tutor time, assemblies, lessons and any meetings • Ensure all deadlines are met • Leave social areas at break and lunchtimes quickly to get to lessons on time • Complete any and all work set, including extension work where relevant	• Always wear the correct uniform • Look after my uniform and be proud to wear it • Take care of the school environment by placing litter in bins and keeping a tidy workspace • Make sure my workbooks are well presented and my handwriting is the best it can be • Demonstrate active listening and engage in classroom discussions when I can • Be proud of the recognition of my success	• Show a positive attitude to learning in all lessons, even when something is hard. • Always complete work to the best of my ability • Support others when they find learning challenging in the right way • Follow all staff instruction without question or challenge • Think about my body language when I can • Accept responsibility if I make mistakes

	POLITE	PREPARED	PUNCTUAL	PROUD	POSITIVE
Staff	• Speak calmly and clearly to learners and staff • Thank students who volunteer to be helpful • Be consistent in my use of recognition in lessons • Learn names and greet my learners as they enter the class	• Have all learning resources ready to teach • Plan lessons that meet the needs of all learners and encourage engagement and enthusiasm for the subject • Ensure I set homework to support learning and following the timetable set • Provide support and feedback to help learners improve	• Be ready to start lessons promptly • Provide feedback to class and homework in line with the school Assessment and Feedback policy • Ensure lessons finish on time • Set clear deadlines for completion of work	• Keep a tidy and inspiring learning environment • Dress in a professional manner according to the staff code of conduct • Attend school events to show pride in learners and the school • Celebrate positives in lessons, assemblies and wherever possible	• Show enthusiasm for your subject's curriculum • Give recognition and rewards when students demonstrate positive attributes of learning • Respect learners and fellow staff • Hold high expectations for all learners • Model the language and behaviour expected in ready to learn environment.

Recognising and Rewarding Ready to Learn Behaviours

Central to the promotion of 'Ready to Learn' is an ethos of encouragement that helps to raise self-esteem and reinforce our expectations. Through consistent and frequent use of recognition and rewards, learners will be able to appreciate their strengths and recognise the successes of others. In turn, this will enable learners to become positive members of society.

As a learner at Poltair School, students should expect to be rewarded for the following:

FORM TUTOR	CLASSROOM TEACHER	EXTRA CURRICULAR	LEADERSHIP (CTLs, YTLs, SLT)
Ready to Learn: Attendance -Maintaining 100% = 10 House Points per week -Maintaining 97%= 5 House Points per week -Improving attendance= 5 House Points per week	**Ready to Learn: Behaviours** -Volunteering in class -Complete work above expected standard -Positive contribution in class -Good progress -Perseverance 5 House points	**Ready to Learn: Participation** -Attendance to club -Advertising/promoting 5 House Points awarded	**Ready to Learn: Attendance** -Half Termly 'Always'= 100 House Points award Any student entered into half termly raffles to receive additional House Points of 50

Ready to Learn	10 House Point Prize	Ready to Learn: Representation	Ready to Learn
-Maintaining 0 BPs= 10 House Points per week -No further BPs= 5 House points per week -Sharing and Leadership= Awarded at Tutor discretion	-Leadership skills -Supporting others -Consistent effort -Excellent piece of work - Use of Literacy in class	-School fixture -Evening event -Supporting school 10 House Points awarded	-Intervention attendance= 25 House Points for 100% Additional House Points can be awarded at CTL/YTL/SLT discretion
Student of the Fortnight **-**Nominating student= 10 House Points	**15 and 20 House Point Prize** -Consistent Leadership skills demonstrated -Consistently supporting others -Consistent effort -Consistently high presentation skills	**Ready to Learn: Exceptional Contribution** -Coaching of peers -Mentoring of peers - Consistent termly attendance to sessions 25 House Points awarded	**Ready to Learn: Exceptional Contribution** -Student of the Fortnight= 20 House Points awarded -'Always' awards termly= 100 House Points awarded

Additional Recognition Opportunities

Behaviour and Attendance Raffle

Reach 97%+ attendance in a half term

Maintain zero behaviour points in a half term

25 additional House Points awarded for entry

Entry into raffle to win range of vouchers and additional prizes

House Point Threshold Awards

BLUE DIAMOND DIAMOND

EMERALD SAPPHIRE RUBY

GOLD SILVER BRONZE

Awarded for cumulative House Points throughout the school year

Awarded in Year Team Assemblies

- **Awards Ceremony**
  - Annual Event
- Awards will be given for subject performance, commitment to developing oneself and contributing to the wider school community
- Individual trophy and certificate awarded to all
  - Name included in commemorative programme

- **'Always' students**
  - Those who maintain 100% attendance and zero behaviour points in the previous term.
  - You could gain access to a range of the below (subject to change)
  - A fast pass to the front of the lunch queue
  - Opportunities to attend 'ALWAYS' trips with discount

Special prizes during the year

These lists are not exhaustive, there are other occasions where, by demonstrating 'Ready to Learn' behaviours, learners will be awarded additional house points and rewards.

ClassCharts- Monitoring and Recording of Ready to Learn data

We currently track and monitor our behaviour systems using ClassCharts https://www.classcharts.com/

This allows staff to issue house points to students for the positive behaviours outlined in the previous section.

Every student has a ClassCharts log in and can check their current number of house points at any given time. Parents can also access a log in that allows them to monitor their son/daughter's attendance, homework, house points and any sanctions issued.

CTLs and YTLs will monitor the awarding of House Points by tutors and class teachers to ensure all learners are appropriately rewarded for demonstrating their ability to be 'Ready to Learn'. This will include monitoring when learners may reach a threshold for additional awards.

Examples of behaviours that demonstrate not being 'Ready to Learn'

	POLITE	PREPARED	PUNCTUAL	PROUD	POSITIVE
Students	• Speak over staff or my peers • Use abusive language • Inappropriate use of technology and using mobile phone • Be physically or verbally aggressive • Demonstrating negative body language • Refusing to engage with staff and peers • Not using manners (forgetting to use please and thank you)	• Wear untidy/ incorrect uniform including hair/ make up and jewellery • Not have the correct equipment for school including PE kit • Fail to hand in my homework • Refusing to attend lessons and engage in seating plan • Not handing in mobile phone/using without permission	• Be late to school • Be late to tutor time • Be late to lessons • Leave lessons without teacher permission • Miss deadlines set • Late to lessons following breaktimes due to filling bottles or going to toilet	• Drop litter/ chew gum • Vandalise or graffiti property • Not complete tasks set in class or at home • Bring smoking paraphernalia into school • Lack effort in presentation of work and doodling • Not wanting to be recognised for effort/success	• Lack in the effort I put into my learning • Fail to accept and complete sanctions I am given • Disrupt learning for myself and others • Refuse to engage with staff • Limited respect for school environment • Give up when tasks or a situation is challenging
	POLITE	**PREPARED**	**PUNCTUAL**	**PROUD**	**POSITIVE**
Staff	• Not using manners (forgetting to use please and thank you) • Using an inappropriate tone of voice for the situation • Forget or not attempt to learn and use names • Be inconsistent in my approach to learners	• Not plan lessons including resourcing • Not set homework • Not providing constructive feedback • Not leaving detailed cover for supply staff	• Not being on time to lesson • Not being on time to duties • Letting learners out of lessons late/early • Missing set deadlines	• Not adhering to dress code • Unprofessional conversations in public • Not identifying and celebrating positives • Having an untidy classroom • Chewing gum	• Not respecting learners • Having a negative approach to lessons • Not using positive language • Not having high aspirations for their learners • Not award house points and recognise success

Immediate/Short term solution approach

If these responses are demonstrated, then a range of solutions will be accessed to encourage the learner to alter their approach and return to a 'Ready to Learn' state.

➢ Strategies applied by the classroom teacher in class (verbal encouragement/warnings, seat move, C1, C2, C3)
➢ Use of the Regulate and Return room (See appendix 15)
➢ Use of Emergency Call Out/ECO (See appendix 15)
➢ Pre-agreed behaviour plans and strategies
➢ Use of 'Safe touch' where deemed appropriate

Medium-Long term solution approach

If these responses continue to be repeated following initial interventions and solutions offered, then the following approaches may be engaged in:

➢ PSP (Pastoral Support Plan) should be called by tutor in the first instance (see appendix 14)
➢ TAC meeting called (Team Around the Child)
➢ Parental meetings with CTL/YTL/SLT
➢ Planned and targeted interventions (these could be internal or externally sourced)
➢ Access to the NEST (Nurture Environment to Support Trauma) provision (See appendix 15)
➢ Risk Assessments
➢ Attitude to Learning report with identified member of staff (See appendix 7)
➢ Solution Circle approach within the Pastoral Team
➢ Requests to Early Help Hub and/or Multi Agency Referral Unit

APPENDICES

APPENDIX NUMBER	CONTENT/FOCUS
1	GUIDANCE FOR STAFF- CONSEQUENCE CHART
2	RESPONSIBILITIES FOR FORM TUTORS
3	RESPONSIBILITIES FOR CLASS TEACHERS
4	RESPONSIBILITIES FOR CURRICULUM TEAM LEADERS
5	RESPONSIBILITIES FOR YEAR TEAM LEADERS
6	RESPONSIBILITIES FOR SENIOR LEADERSHIP TEAM
7	ATTITUDE TO LEARNING REPORTS- GUIDANCE
8	TRAUMA INFORMED THEORY AND PRACTICE
9	EMOTION COACHING THEORY AND PRACTICE
10	ATTACHMENT THEORY AND PRACTICE
11	MANAGING ATTENTION SEEKING BEHAVIOURS
12	RESTORATIVE APPROACHES TO MANAGING BEHAVIOURS
13	REWARDS STRATEGIES
14	PASTORAL SUPPORT PLANS
15	KEY TERMS/GLOSSARY
16	TELEPHONE CONVERSATION SUPPORT

APPENDIX ONE: GUIDANCE FOR STAFF

This table is for guidance purposes only and the School retains the right to apply these criteria judiciously, depending on the individual event and the circumstances

Sanctions issued should (as much as possible) be:

- **Immediate and related to the behaviour for learning desired of the student**
- **Focused on the behaviour itself and not the student as a person**
- **Perceived as fair and consistently applied**
- **An opportunity for the student to try and 'put things right' (but focused on supporting student with this, taking into account the student's situation)**
- **The minimum sanction to have the maximum impact (certainty-not severity)**

STAGE	DESCRIPTION OF BEHAVIOUR	ACTION TAKEN/SANCTION	STAFF RESPONSIBILITY
VERBAL ENCOURAGEMENT	- Initial low level disruption - Slow to start engaging in learning - Chewing gum - Simple uniform issue	'Come on (xxxxx), I know this is hard but I need you to complete this task. Thank you'. 'Please place your gum in the bin. Thank you'. 'Please tuck in your shirt/take off your coat. Thank you'.	Discuss quietly in the lesson or just outside the door away from an audience Use humour/volume/tone in voice
VERBAL WARNING	Continuing low level disruption and still reluctant to engage in learning despite initial verbal encouragement	'(xxxxxx), this behaviour is stopping you from doing your work, if it continues there will be a recorded sanction and possible moving seats. Thank you'. Provide short time out if required to allow regulation Move seats within room	Discuss quietly in the lesson or just outside the door away from an audience Use humour/volume/tone in voice
C1- RETURN TO TEACHER/TUTOR (Restorative conversation ONLY)	- Persistent low level disruption - Persistent talking over teacher - Lack of equipment - Late - Incorrect uniform- 1st concern - Minor rudeness - Continued poor effort in a lesson - Lack of response following seat move - Continued disruption impacting learning - Repeated lateness (also share with tutor and YTL)	Move seats within room Tell student clearly they have C1 and designate time, place to come back. Record in planner AND on ClassCharts Do not engage in the restorative conversation during the lesson. Provide equipment but contact home, identify this on ClassCharts	Record in planner and on ClassCharts Contact home if equipment/uniform issue CTL to monitor C1s issued by staff

C2- DEPARTMENT BREAKTIME DETENTION (Restorative conversation and possible loss of some break to ensure resolution)	• Incomplete class or homework • Poor presentation of class or homework • Failure to bring in homework These detentions can be set on a number of occasions. Should there be a persistent pattern, parent should be contacted to meet	Tell student clearly they have C2 and designate time, place to come back. Record in planner AND on ClassCharts Do not engage in the restorative conversation during the lesson. Student will complete work in the sanction	Record in planner and on ClassCharts CTL to monitor C2s issued by staff

C1 AND C2S SHOULD ONLY BE SET DURING FOLLOWING TIMES (PLEASE CHECK NO OTHER SANCTIONS ALREADY IN PLACE):

10.15-10.30am (KS3)   11.30-11.45am (KS4)

11.45-12.00pm (KS3)   13.00-13.15pm (KS4)   13.15-14.00pm (KS3)

<mark>FOLLOWING THE ISSUE OF C1 OR C2 SANCTION, SHOULD A STUDENT CONTINUE TO DEMONSTRATE THEY ARE NOT READY TO LEARN AND ARE SEVERELY IMPACTING THE LEARNING OF OTHERS, ECO SHOULD BE CONTACTED AND STUDENT MAY BE REMOVED TO R AND R ROOM (THIS IS AT DISCRETION OF THE MEMBER OF STAFF ON ECO DUTY)</mark>

C3- 'READY TO LEARN LUNCHTIME DETENTION' 1.15pm-1.45pm (Centralised run by YTLs, based in R and R room M2)	• Repeated poor effort over multiple lessons • Swearing in presence of staff • Repeated failure to wear correct uniform/have equipment • Breaking acceptable use policy • CTL intervention required • Significant disruption • Failing to attend C1/C2 • Leaving lesson without permission/walking away from staff • Potential add on from R and R room *If a student refuses to attend C3: • 1st occurrence results in a re-scheduled C3 • 2nd occurrence results in additional C3 awarded • 3rd occurrence results in C6 being issued	Tell student clearly they have C3 and designate time, place to come back. Record in planner AND on ClassCharts Restorative conversation attempt prior to the next lesson you have student for if possible. YT will try and assist in this if requested. Students to complete detention resource (appendices)	Record on planner and ClassCharts Contact home required following issuing of sanction to resolve (this can be done as text/email) Re-issued sanctions should be identified within ClassCharts
C4- AFTER SCHOOL YTL/CTL DETENTION Thursday 3.15-4.15pm (Study based)	Insufficient improvements made to learning behaviours over a period of time *CTL/YTL/SLT to make decisions to place learners in using professional judgement	<u>THIS CAN ONLY BE AWARDED BY CTL, YTL or SLT</u> Record on ClassCharts and note in planner following conversation to be had with student to ascertain reasons, restorative work to be completed OR classwork/homework if this is the identified reason	Record on planner and ClassCharts Contact home made by YTL/CTL or SLT to identify concerns

		Meeting to create bespoke behaviour plan as required	Review of PSP as available <u>or</u> initiation of PSP
C5- AFTER SCHOOL SLT DETENTION **Thursday** **3.15-4.15pm in W1** **(Community Service/Restorative based)**	Persistent behaviours that disrupt the learning of others *CTL/YTL/SLT to make decisions to place learners in using professional judgement	**THIS CAN ONLY BE AWARDED BY CTL, YTL or SLT** Record on ClassCharts and note in planner following conversation to be had with student to ascertain reasons, restorative work to be completed OR classwork/homework if this is the identified reason Meeting to create bespoke behaviour plan as required	Record on planner and ClassCharts Contact home made by YTL/CTL or SLT to identify concerns Review of PSP as available <u>or</u> initiation of PSP
C6- INTERNAL EXCLUSION **8.30am-3.00pm** **(Brought in by parent to meet with SLT on entry)**	Repeated refusal to accept the authority of the school *SLT to make decisions to place learners in using professional judgement and evidence collated	**THIS CAN ONLY BE AWARDED BY SLT** Restorative work to be completed by staff on duty Bespoke timetable/intervention discussion to be discussed with YTL/SLT link	Record on planner and ClassCharts Contact home to arrange meeting with parent at start or completion of sanction
C7- FIXED TERM EXCLUSION **(Re-integration to happen with SLT prior to returning to mainstream)**	Demonstration of repeated, sustained and serious/ dangerous behaviours *SLT to make decisions to place learners in using professional judgement and evidence collated	**THIS CAN ONLY BE AWARDED BY SLT UNDER GUIDANCE FROM HEADTEACHER** SLT to contact home to make parent aware of sanction and to arrange re-integration conversation	Contact home to arrange re integration Work to be sent home for student to complete Time in C6 tbc depending on re-integration meeting
C8 PERMANENT EXCLUSION	Decision to permanently exclude will be made by the Headteacher following investigation into behaviours demonstrated.	**THIS CAN ONLY BE UPHELD BY THE HEADTEACHER FOLLOWED BY GOVERNING BODY PANEL**	

FOLLOWING ANY AWARDING OF A SANCTION, PLEASE TRY AND REMEMBER TO 'WIPE THE SLATE CLEAN' AND ALLOW THE STUDENT THE CHANCE TO HAVE A FRESH START

APPENDIX TWO: RESPONSIBILITIES FOR FORM TUTORS

FREQUENCY	RESPONSIBILITY	ACTION REQUIRED
DAILY	• Arrange uniform and equipment check • Take register for class by 8.40am. • Ensure tutees attend sanctions issued for the day ahead • Read daily attendance email	• Issue C1, writing in planner and selecting on ClassCharts and provide spare when available. Use ClassCharts shop to purchase where appropriate (send to library) • Issue C1 for Lates where appropriate, write in planner and selecting in ClassCharts • Check ClassCharts daily to remind students of sanctions and ensure attendance • Make any follow up calls requested by YTM and note on comms log
WEEKLY	• Monitor attendance and behaviour data, having positive conversations with your TG • Identify and praise students for attendance and behaviour • Identify patterns of attendance and behaviour. • Organise equipment monitors/register monitors for leadership opportunities	• Share data with students and ensure they write in their planner • Reward students using ClassCharts and house points appropriately • Place students on reports/complete PSPs as appropriate, contacting parent and recording on SIMS • Reward students with house points for volunteering
FORTNIGHTLY	• Make a positive communication with at least one student's parent/carer • Nominate a Student of the Fortnight to your YTL • Review PSPs/Pupil Passports	• Use of phone call/email/text Record on communication log • Record on tutor monitoring form and award house points • Meet with student and amend as required on ClassCharts
HALF TERMLY	• Recognise positive 'Ready to Learn' learners in your TG using data • Review PSPs/Pupil Passports for tutees	• Send postcard/letter home and complete comms log • Meet with student and amend as required on ClassCharts

APPENDIX THREE: RESPONSIBILITIES FOR CLASS TEACHERS

FREQUENCY	RESPONSIBILITY	ACTION REQUIRED
DAILY	• Classroom environment is clean, tidy and organised • Classroom environment maximises learning potential for each student • Environment directly outside of your classroom. • Meet and greet students with a positive demeanour. • Be measured in dealing with challenging situations and use restorative conversations to manage behaviour • Apply 5 Ps consistently and fairly- using house points to praise and sanctions when necessary • Escalate any refusals or poor engagement in sanctions to CTL/YTLs as appropriate • Review PSPs in each class	• Use of equipment box to be for students to "self-manage". Placing a student leader in charge of managing the loaning of equipment is a good way of managing this. • Use 'seat moves' to promote more effective learning for some • Ensure that students are moving purposely to their lesson and lining up silently outside of it (where space allows). • Ensure each student is spoken to in some way positively as they enter the class • Utilise strategies provided in this document to support in managing students to be 'ready to learn' • Use ClassCharts to record behaviours and ensure sanctions are noted in planner- checking student has not already got sanction • Use 'escalation' on ClassCharts or speak to CTL/YTL • Use PSP on ClassCharts to support effective planning
WEEKLY	• Communicate with at least two parents regarding positive ready to learn behaviour • Communicate with parents early if demonstrating early signs lacking ready to learn behaviours. • Report classroom damage to site team	• Complete comms log • Complete comms log and ensure CTL aware. Meet parents as required. • Use Site team request
HALF TERMLY	• . Review classroom environment to maximise learning opportunities • Check PSPs/amend notes for class	• Amend seating plans and displays as required

APPENDIX FOUR: RESPONSIBILITIES FOR CURRICULUM TEAM LEADERS

FREQUENCY	RESPONSIBILITY	ACTION REQUIRED
DAILY	• Be a visible presence within the department as far as availability permits. • Monitor awarding of sanctions by team • Develop management system of departmental sanctions	• Modelling standards to team including greeting • Use ClassCharts/SIMS • Discuss C2 sanction management centralisation
WEEKLY	• Lead weekly briefings. • Support management of Ready to Learn approach within the team. • Develop departmental strategy to regularly praise learners • Monitor communication logs completed by team • Develop strategy to support those learners who show a persistent failure or refusal to be ready to learn	• Share key data, strategies and foci for coming week/term • Converse with team and ensure forum for them to raise concerns • Ideas such as "Student of the Fortnight" within your subject area. • Ensure staff make more positive than negative comms and support to do so • Liaise with YTL, identify parental contact/meeting and reports where appropriate
FORTNIGHTLY	• Data analysis of key trends to review consistency and clear adherence to school policy. • Share data with team and share effective practice ideas in team • Share key trends with Line Manager • Liaise with YTL to raise concern and possible need for TAC for learners	• Analyse data including praise and sanctions, alongside communication home • Use briefings to support sharing of information • Use data analysis and minutes from briefings to support • Following data analysis, discuss any particular challenges with YTL
HALF TERMLY	• Review classroom environments in department to check learning opportunities are maximised, current and aspirational • Analyse comms logs for effective collaboration to support students being ready to learn • Consider use of subject based PSPs	• Model examples from other depts/schools/ideas and praise appropriately, create department praise strategy • Support team in structuring comms where required • Identify subject specific strategies that may support learning for key students (use briefings)
TERMLY	• Analysis of academic and pastoral data to identify overall trends	• Use data to inform planning in department to change focus if required

APPENDIX FIVE: RESPONSIBILITIES FOR YEAR TEAM LEADERS

FREQUENCY	RESPONSIBILITY	ACTION REQUIRED
DAILY	- Be a visible presence across the school as far as availability permits. - Check at end of day C6 list and on morning of sanction, meet students issued with an C6 - Monitor the students receiving an C2, C3, C4, C5 for repeat offences - Maintain running of C3 detentions at lunchtimes to access a 90% attendance - Monitor reports as appropriate	- Visits to tutors in mornings/ timetabled visits to lessons - Check ClassCharts and ensure support entry - Check trends/patterns and arrange targeted meetings - Review systems/process and challenge/amend as needed - Identify location to allow learners to review progress
WEEKLY	- Ensure all form tutors are aware of forthcoming events. - Visit tutor groups to ensure that expectations are high and a consistent approach is being administered by all tutors.	- Maintain Year Team briefing document to communicate - Visit each TG at least once per week to identify areas to praise and support practice
FORTNIGHTLY	- Review key data provided, then ensure your pastoral team have specific actions for the following fortnight to help support students - Share successes and challenges with students in assemblies. - Provide targeted support and challenge to top 10% of the highest behaviour points including reports - Contact parents and carers to ensure recognition of positive behaviours and challenge where not - Where a student is persistently disruptive in a subject area, liaise with the CTL to discuss the intervention being implemented to address this. - Share key concerns with Line Manager and proposed support for learning - Meet with YTM and direct focus on key areas of attendance/behaviour	- Use Year Team Briefing as communication tool to ensure actions are followed for key learners. Use supportive scripts and coaching - Focus assemblies on themes not just information sharing - Use collaborative work with tutors, learners and parents to support learners. - Ensure communication log complete to evidence this to model practice to tutors - Arrange TAC meeting with key personnel to direct strategy in supporting learner (this can include internal/external) - Prepare documents for LMGT meeting to support ideas - Maintain LM meeting minutes to identify actions for all
HALF TERMLY	- Analyse behaviour incidents across the term by sub group. Share with team. - Consider and implement strategies to target behaviour patterns and trends. - Monitor comms log completion	- Provide data patterns/key actions to team and monitor - Use research where relevant to support (see appendices) - Support and challenge
TERMLY	Analyse Academic Data when available focusing on Ready to Learn grades and communications home-share with CTL	Identify trends and discuss with CTL if and where you can support/challenge

APPENDIX SIX: RESPONSIBILITIES FOR SENIOR LEADERS

FREQUENCY	RESPONSIBILITY	ACTION REQUIRED
DAILY	• Be a visible presence across the school • Monitor pastoral line management areas for patterns/trends • Check reports as appropriate	• Timetable lesson visits and duty points • Use key data to support questions • Ensure recorded on SIMS and communication home
WEEKLY	• Visit key areas of line management responsibilities • Management of C5 SLT detentions • Parental meetings before/after C6 sanctions completed	• Timetable lesson visits in addition to line management. Attempt to complete this alongside CTL/YTL where available • Complete restorative work with learners where appropriate and discuss with parent in meeting • Liaise with CTL/YTL to support knowledge of pupil behaviour that led to C6 and current PSPs
FORTNIGHTLY	• Carry out line management meetings • Communicate home to parents of students on report to discuss progress • Contact parents and carers of at least one or two students to recognise achievements • Where a student is persistently disruptive in a subject area, liaise with the CTL and YTL to discuss the intervention being implemented to address this. • If a student fails to improve their behaviour following appropriate sanctions and communication with parents/carers, discuss next steps with the respective YTL • Management of C5/C6 meetings	• Record accurate minutes and ensure previous actions checked/completed • Ensure comms logs complete with tutor, YTL, relevant CTL • Ensure comms logs complete with tutor, YTL, relevant CTL • Suggest TAC to have a joined up approach to internal intervention prior to external sources requested • Parental meeting to be called and previous interventions discussed, potential behaviour contract utilised • See above.
HALF TERMLY	• Co-ordinate governor panel meetings for persistently poorly behaved students. • Analyse behaviour/attendance within LM by sub group to identify any trends and co-ordinate actions	• Request chronology started prior to this process to demonstrate support offered and successes. • Share key information at KPI and identify actions taken and direction of these

APPENDIX SEVEN: ATTITUDE TO LEARNING REPORTS

Should a student persistently fail to demonstrate a positive attitude towards their learning and fail to meet expectations for the school, they will be placed on to a school report which will monitor behaviour over a minimum of a two week period. The reason for this is that it will allow for positives to be highlighted to the student and also to indicate where there are clear challenges that must be addressed with an intervention.
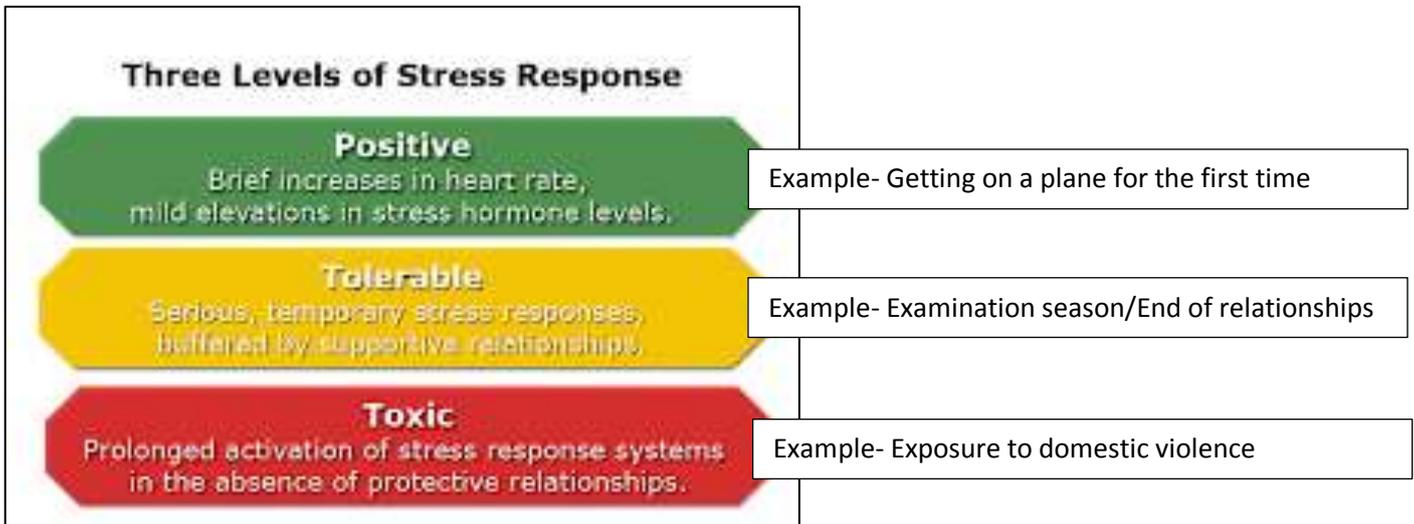
There are three foci for reports as identified below. Students could be placed on report with any of the outlined staff in the table below- we would use positive relationships with staff to support students being successful on report in the first instance and then escalate through from a class teacher level to CTL/YTL and SLT as appropriate.

Report Colour	Focus of Report	Reason for this report being used	Tutor action/ Class teacher	CTL/YTL action	SLT action
Blue	Punctuality	Student is late to school or a lesson on more than 5 occasions over a ½ term period Improving punctuality	• Form tutor to contact parent/carer to inform of report • Form tutor to record report on SIMS • Form tutor share trends with parent • Class teacher to ensure report filled in and report concerns to tutor	• CTL to monitor starts of lessons in departments and note any trends and challenge and raise with YTL • YTL to monitor patterns across subjects/TGs and visit student in lessons, providing praise where relevant	• Monitor reports and challenge YTL and CTL on actions taken to address any major issues • Support starts of lessons where available
Green	Achievement	Student receives a number of sanctions within short period Develop self-esteem and pride in achievements	• Form tutor to arrange meeting with parent/ carer before placing on to report. • Weekly progress review and contact made with parent/carer to update on progress • Form tutor to record report on SIMS • Class teacher to ensure report filled in and report concerns to tutor.	• CTL to ensure HPs being awarded in lessons appropriately and using drop ins to check R2L in classes • YTL to monitor patterns across subjects/TGs and visit student in lessons, providing praise where relevant • YTL fortnightly 'mop up' of students on report to check progress	• Monitor reports and challenge YTL and CTL on actions taken to address any major issues • Support starts of lessons where available
Purple	Ready to Learn	Student shows a negative trend in receiving sanctions with no change in A4L	• Staff monitoring to arrange meeting with parent/ carer before placing on to report. • Weekly progress review and contact made with parent/carer to update on progress • Record report on SIMS • Class teacher to ensure report filled in and report concerns • If no progress following first 2 weeks- progress to YTL for further monitoring	• CTL to support with any R2L incidents by being present in lessons where appropriate and modelling strategy to team • YTL to closely liaise with tutor in terms of progress and arrange timetabled visits to see student • YTL fortnightly 'mop up' of students on report to check progress • Raise concern to SLT following 4 weeks of no improvement, create action plan for student	• Monitor reports and challenge YTL and CTL on actions taken to address any major issues • Support starts of lessons where available and visits to certain students on liaison with CTL/YTL as directed

When on report, a student is required to ensure that the report is kept in good condition and is given to a member of staff at the start of a lesson or provided at the request of any member of staff outside of a lesson.

Parents and carers are requested to sign the report daily. On successful completion of the monitoring report, the member of staff responsible for monitoring it will liaise with the parent and student to inform when the report has finished, file the report and remove that code from SIMS.

APPENDIX EIGHT: TRAUMA INFORMED THEORY AND PRACTICE

Three Levels of Stress Response

Positive
Brief increases in heart rate, mild elevations in stress hormone levels.

Example- Getting on a plane for the first time

Tolerable
Serious, temporary stress responses, buffered by supportive relationships.

Example- Examination season/End of relationships

Toxic
Prolonged activation of stress response systems in the absence of protective relationships.

Example- Exposure to domestic violence

(Centre on the Developing Child, Harvard University)

The impact of toxic stress will impact three areas of the brain in particular:

FRONTAL LOBE	VAGAL NERVE	AMYGDALA
- Controls the Emotional, Social and Cognitive development of the brain - Those students with high level of ACEs will experience a delay in the development of this system - This impacts on ability to learn and interact appropriately	- Controls the major organs and provides ability to soothe in challenging situations and maintain calm. It also includes ability to interpret - If a situation causes young person to feel unsafe, this nerve activates 'survival mode' which can mean fight, flight or freeze responses	- Controls the ability to process emotional response - This is linked very much to the 'trigger' theory in that some environmental situations can trigger an 'explosive' response based on ACEs - Young people become unable to regulate their own emotions and need an emotionally available adult to support them to do so

These scientific theories do indicate that the behaviours we see are often not a choice, but a chemical response within the brain itself to a situation which may not even originate from the challenge perceived in the classroom environment. That being said, we must be careful to not attribute each situation where an inappropriate response has been demonstrated to ACEs and the impact of trauma. Instead, we must offer support and investigate young people's responses to ensure the adults solution is measured and appropriate in each given situation.

However, it is just as important to note that a student's response to challenge in a lesson and 'choice' in a situation can be based in reaction to a trigger that may have occurred within the school day. Students who have experienced trauma and been subject to one of their triggers will often not be capable of making a 'good choice', they will simply be reacting and need time to regulate before restorative conversations can be had. Their behaviour has not been a conscious choice, more a reaction. Being able to repair relationships for these students is key to ensuring they can continue to make progress.

VISION   HEARING   SMELL   TASTE   TOUCH
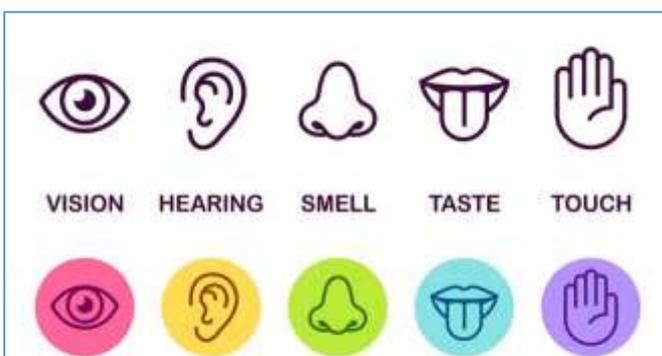
Potential Trauma Triggers

Possible examples from curriculum activities:

- Reading an extract that describes someone else's traumatic experiences
- Watching/hearing a performance similar to a previous experience
- It can even be linked to memories that are not fully formed from an early childhood experience
- Other people talking about experiences

APPENDIX NINE: EMOTION COACHING THEORY AND PRACTICE

- Emotional regulation through relational approaches- the concept of 'co-regulation'
- Linked to some of the trauma informed practice in that learners require high levels of support to regulate following ACEs (in particular the amygdala response)
- Central principles of *empathy, connection, attunement, trust* and *co-regulation* whilst considering the use of verbal and non-verbal communication

STAGE ONE
- Recognize
- Empathise
- Soothe to calm

'I understand how you feel, you're not alone'

STAGE TWO
- Validate feelings
- Label feelings

'This is what is happening, this is what you're feeling.'

STAGE THREE
- Setting limits in behaviour

'We can't always get what we want'

STAGE FOUR
- Problem solve

'We can sort it out'
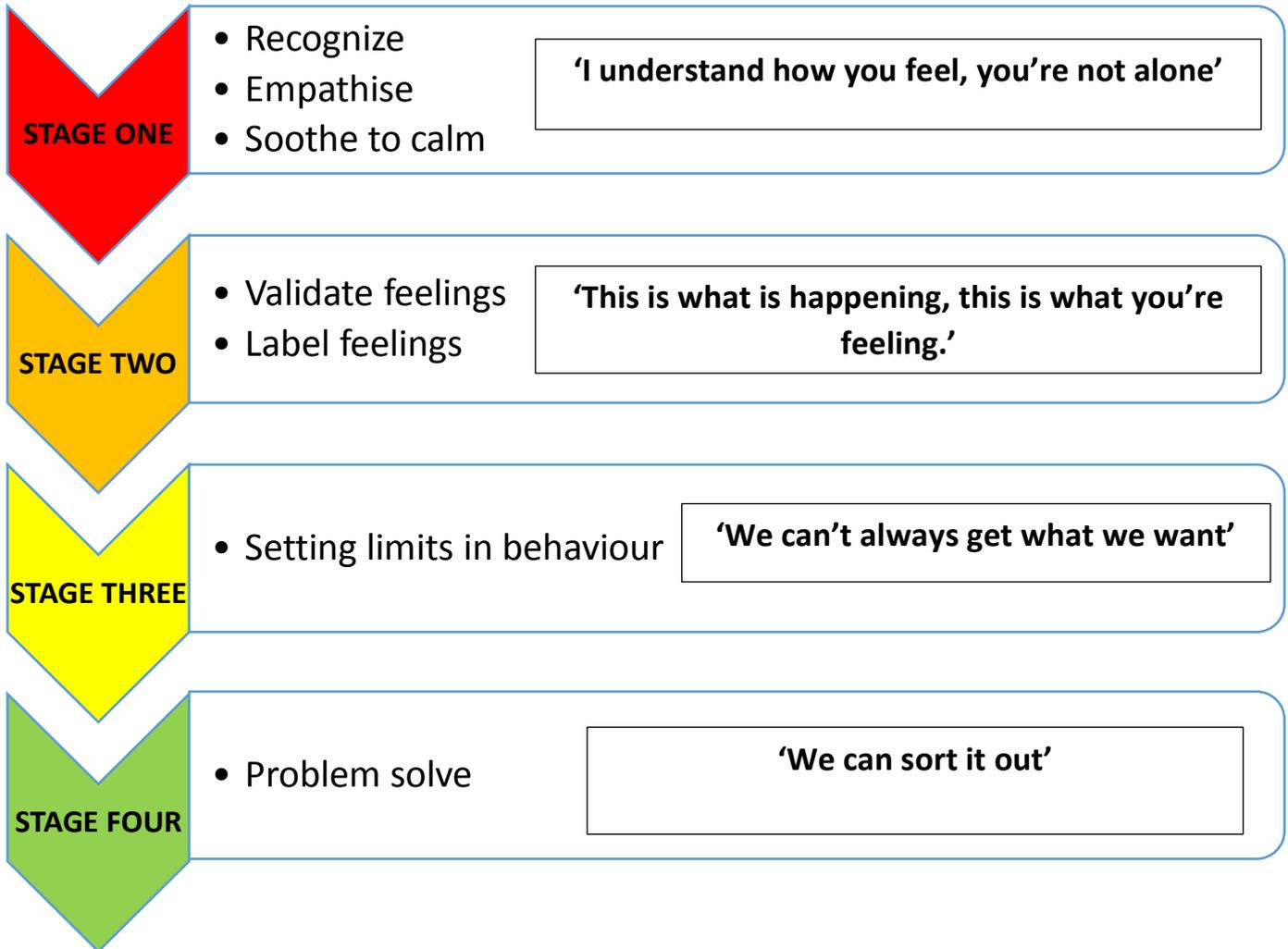
APPENDIX TEN: ATTACHMENT THEORY AND PRACTICE

- Recognises behaviour as a form of communication

- Promote positive approach and use of positive language with learners

- Differentiate expectations and responses for learners

- Relationship focused- creating emotionally available adults and provide strategies to support learners regulating themselves

- Small and simple actions make a big difference- 'deliberate botheredness' to notice change in learners

- Recognise adults feelings alongside young persons- this can impact reaction of the learner if verbal and non-verbal cues are interpreted negatively

- Cautious of suggesting fresh starts to learners

Secure | Ambivalent | Avoidant | Disorganized

Secure
Uses caregiver as a secure base for exploration. Shows appropriate distress when the caregiver leaves is comforted on return, returning to exploration. May be comforted by the stranger but shows clear preference for the caregiver.

Ambivalent
Does not use the caregiver as a secure base, for exploration, protesting before the caregiver leaves. Upset about the caregiver leaving and slow to warm on return. Expressed concern about the caregivers location, seeking contact but resisting angrily when it is achieved. Not easily calmed by stranger. In this relationship, the child always feels anxious because the caregiver's availability is never consistent.

Avoidant
Little emotional sharing in play. few signs of emotion when the caregiver leaves or returns, Showing low affect when offered affection. Treats strangers similarly to caregivers. The child may express lack of attachment and low self esteem by acting out.

Disorganized
Lack of attachment can be expressed by disorganized emotional behavior such as approaching the caregiver but with the back turned.

THE ATTACHMENT SPECTRUM

DISMISSIVE ➡	RESERVED	SECURE	REACTIVE ⬅	PREOCCUPIED
Denies own needs; Idealizes	Self-protective; Emphasizes cognition/thinking	Balanced/integrated; *Where we want to steer toward	Comfort-eliciting; Emphasizes affect/feeling	Angry/blaming
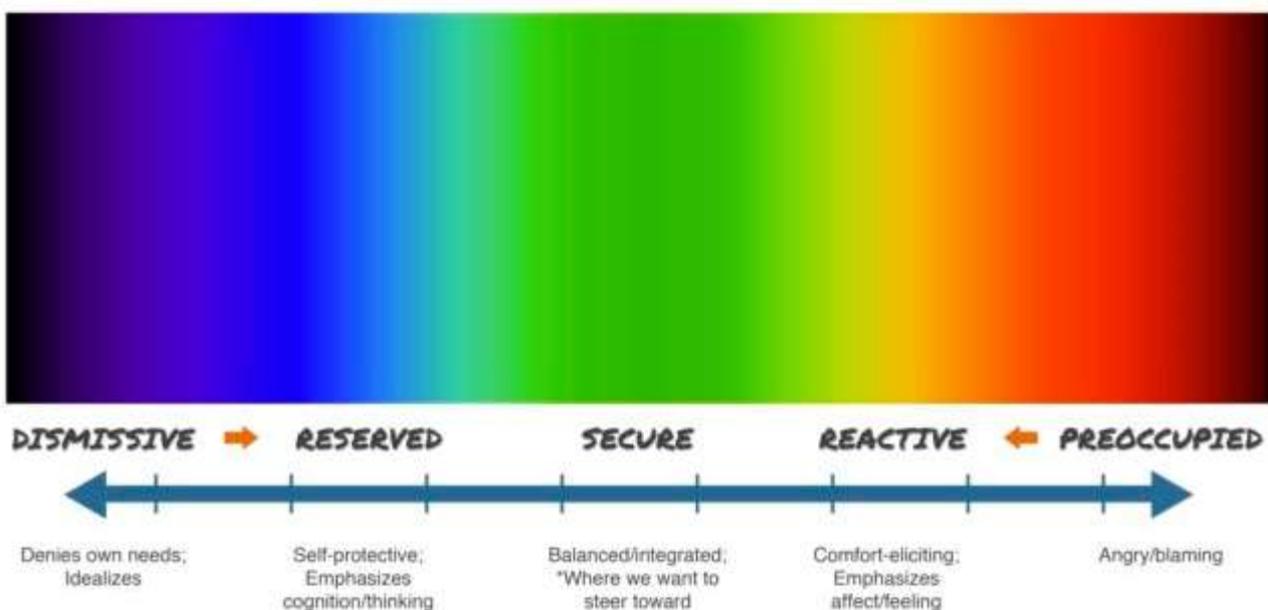
APPENDIX ELEVEN: MANAGING POTENTIAL ATTENTION SEEKING BEHAVIOURS

('Managing Very Challenging Behaviour' by Louisa Leaman)

1. Know your students
   - Speak to Tutor, YTL, SENDCo and parents
   - There is likely to be an unmet need of some description through unfulfilled physical/emotional requirements
2. Develop good habits and routines
   - Encourage the right behaviours for all in the class
   - Simple routines- silent for register, lining up for example, creates benchmark to show stand out behaviours which can then be addressed
   - If routines are not there, easy to hide their disruption
3. Be inclusive within your classroom
   - Show that you value all children's contributions- even if they may be incorrect, use targeted questions to give small successes
4. Tactical ignoring of low level disruption where possible
   - 'That (insert behaviour) doesn't interest me X… I am going to speak to these students because they are listening well. When you are ready you can join them and be part of the group which would be really good to see.'
   - Important to directly address in this way then move on- doesn't always have the desired effect!
5. Reframe and redirect attention
   - Calmly remind the behaviour you desire and then praise them for doing this
   - Try and avoid focus on negative behaviours as this directs more attention
   - 'X stop calling out. I will be happy to come and see your work when I can see you are sat down and concentrating. Thank you.'
6. Model the behaviours you want and use other students to support
   - Sit with the student and discuss and then demonstrate how you want them to behave (be clear, provide visuals and check understanding)
   - Assure them of positive response from you and praise when they get it right
7. Focus attention
   - Divert the attention to those who are getting it right, emphasise on naming, praising and what for
   - 'X and Y I can see you are listening and ready to start the lesson- well done. Am just waiting for the others to do the same.'
8. Be explicit in instruction
   - Any inappropriate behaviour should be challenged using the methods above in terms of why it is inappropriate, that it will not be tolerated and they should apologise. This may take a number of attempts.
   - Need to not be dismissive of the behaviour but discuss with the student to try and work through it in terms of trying to find ways to promote more positive behaviours

APPENDIX TWELVE: RESTORATIVE APPROACH TO SUPPORTING BEHAVIOUR

('Better Behaviour- A guide for Teachers' By Jarlath O'Brien)

6 Principles:

Restoration- address and repair any harm caused

Voluntarism- people cannot be forced into this- clarity must be provided around what responsibilities are of each participant, what they are committing to and what they are letting themselves in for

Neutrality- need to be fair and unbiased towards participants involved

Safety- following a situation where physical/emotional harm has been involved means the young person can only feel confident to talk about the incident in a place they feel safe- carefully consider where this happens (offices can sometimes be quite intimidating for young people)

Accessibility- all of the possible young people involved in an incident require equal access to restorative work. Remember that some young people will struggle to communicate effectively (feelings, chronology, empathy) so this type of work can be challenging without structure to support.

Respect- being respectful of the dignity of all participants and ensuring that blame and shame are not unintentionally (or intentionally) repeated in the process

Creating the script

- Affective Questions
- Affective statements

GATHER INFORMATION

ESTABLISH IMPACT

- Key questions of all participants

- Questions
- Corridor/impromptu conversations
- Solution circles
- Formal conferences

FIND SOLUTION
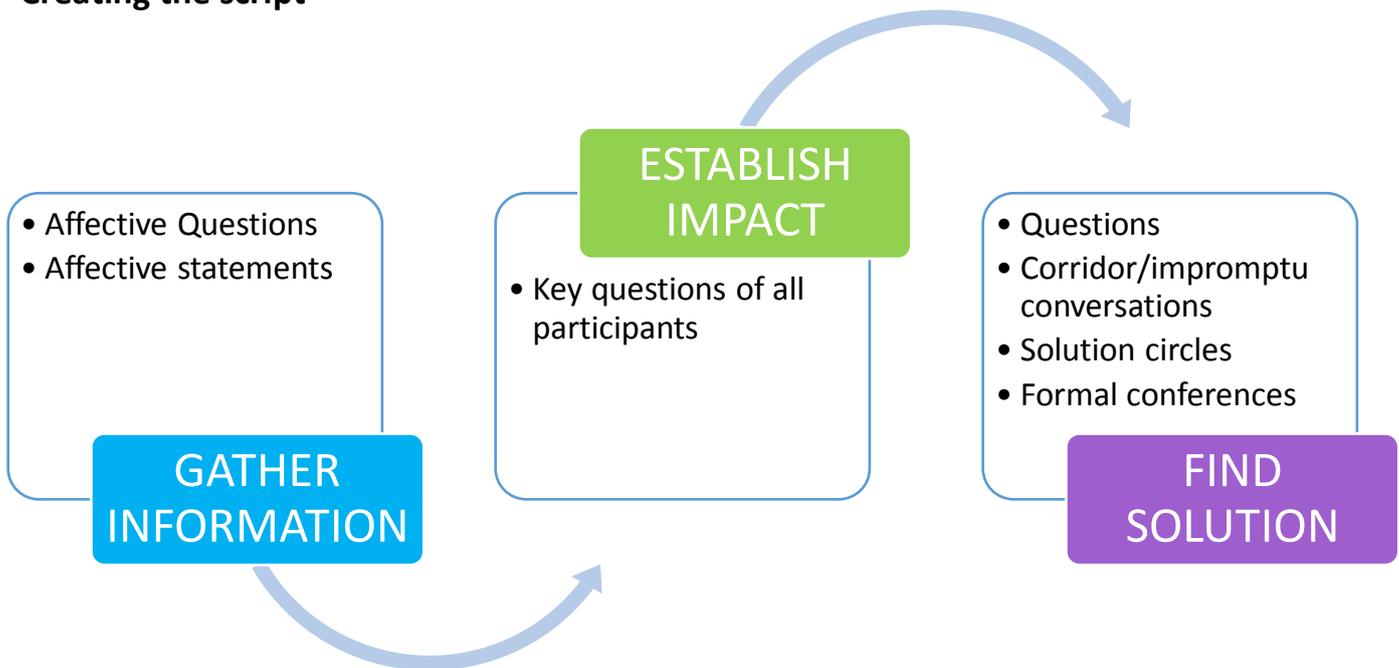
Gathering Information	Establishing Impact	Finding Solutions
• What happened? • How did we get to this situation today? • What happened before that? • And then what happened? • What do you think about that now? • What were you thinking/feeling at the time? • What did you see? • What did you hear? • What did you say? • Who was there? • What have you thought since it happened?	• How have you been affected by this? • Who else has been affected by this? • How might they have been affected by it? • How do you feel about the situation now? • What has been the hardest part of it for you?	• What needs to happen now? • What do you need to do to be able to move on from it? • What could you do to repair this relationship? • When will that happen? • Is that suggestion ok with you? • Do you agree with that? • If you don't think you can do that, what else could you do? ➢ Shaking hands ➢ 'One voice' having a mediator to allow all voices to be heard ➢ Encouraging students to provide/offer solutions ➢ Solution circles is simply sharing the problem in a controlled manner with a range of people contributing to solution

APPENDIX THIRTEEN: REWARDS AND RECOGNITION STRATEGIES

In addition to using house points to reward learners, there are a number of other simple strategies that can be employed alongside to try and develop 'ready to learn' behaviours and establish a positive environment for learning:

- Praise
- Stickers
- Phone call/text/email home
- Postcard or letter home
- Role within the class
- Small prizes
- Half termly raffles to win small prizes
- Invitations to special trips/Clubs
- Role across whole school (Prefect, Peer Mentor, Transition Ambassadors)
- Star of the Fortnight
- Hot Chocolate with the Head
- Half termly rewards events with YTL

These events and strategies should be recorded to ensure that all learners have access to being recognised for their success in their approach to learning. We must ensure we gather learner feedback on their opinions on these strategies to ensure maximum impact.

APPENDIX FOURTEEN: PASTORAL SUPPORT PLANS (PSPs)

Further information and access to blank PSPs and an exemplar document in:

[\\kermit\sharedwork\Year Information\Pastoral Support Plan Paperwork 2018-2019](\\kermit\sharedwork\Year%20Information\Pastoral%20Support%20Plan%20Paperwork%202018-2019)

✓ Tutor Meeting ✓ Paperwork copied for parents ✓ File in KS Office	✓ YTL Meeting ✓ Paperwork copied for parents ✓ File in KS Office	✓ YTL Meeting ✓ Paperwork copied for parents ✓ File in KS Office	✓ YTL & SLT Meeting ✓ Paperwork copied for parents ✓ File in KS Office	✓ SLT & Governor Meeting ✓ Paperwork copied for parents ✓ File in KS Office	✓ Headteacher Meeting ✓ Paperwork copied for parents ✓ File in KS Office

Tutor Support Plan (6 weeks)	Pastoral Support Plan (4-6 Weeks)	Behaviour Support Plan (4 Weeks)	Behaviour Contract (2 Weeks x 2 if required)	Governor Behaviour Panel Review (2 weeks)	Headteacher Decision
• Tutor Report • Additional Support *(For example: Breaktime support, help with porganising homework, mentoring)* • Agreed parental contact & praise when doing well (post Cards etc...) • If on RON, SEND review to take place	• Identification of Needs • RAG TT • ID Support needed • Clear Targets and review point (2 & 4 Weeks) • Intervention identified and put in place • Intervention Report with YTM	• Boxall Profile/Motional assessment • ID Hotspots and triggers • Adjust provision if necessary (Inc bespoke TT) • Discussion with SENDCo/Assist SENDCo regarding RON • Clear Targets and Reviews • Report with YTL	• Summary of any reviews in provision • Pupil/Parent/School expectations • Signed agreements • Is a Managed Move appropriate? • Is the child needing a change of provision? (Wave MAT?) • SLT Report	• Formal Meeting with SLT & 1 x Governor • Review chronology of support and provision • Agree decisions about next steps	• WAVE MAT provision • MM • Other

If placed on RON then:

Termly SEND Review to sit alongside, where appropriate, the pastoral support.

*Additional information on PSPs can be found in the Key Terms/Glossary section.

APPENDIX FIFTEEN: KEY TERMS/GLOSSARY

AWOL (Absent With Out Leave)

- Run by member of staff on ECO/R and R room runner
- Used when a student has walked out of lesson without permission or does not attend lesson, despite being marked as present in other lessons
- This must be sent as soon as student leaves class OR within first 15mins of lesson following registering class
- Student may be placed in R and R room once found, depending on situation OR be brought back to class for class teacher to sanction
- Email to be sent to awol@poltair.cornwall.sch.uk or send student to nearest phone point to request assistance, clearly saying who for, where and an overview of incident

Banned Items

- The following items are NOT accepted on school site and, if found, will be confiscated and then safely stored by staff:
  - Weapons/weapon like items
  - Alcohol and illegal substances
  - Medication not shared with First Aid

Bullying

- 'A deliberate action, by an individual or a group, repeated over time that can hurt another person physically or emotionally. This can take place in person, or through the use of digital communication' (taken directly from Poltair Anti-Bullying Policy 2017)

Defiant behaviour

- This can include student refusal to follow simple, clear and calmly given instruction by any adult within the school setting

Dysregulation

- Following a 'trigger' of some description, young people will then become 'dysregulated' where they are unable to manage their emotional state.
- This will often lead to displays of challenging behaviour within a classroom and that young person will need to be able to access an emotionally available adult to support them to regulate
- Dysregulation does not have a set time limit and is different for every young person

ECO (Emergency Call Out)

- Run by SLT and our middle leaders on a lesson by lesson basis

- Used when a student is seriously disrupting the rest of the class from learning OR used if student behaviour can be classed as dangerous, violent, abusive or extremely defiant
- ECO/YTM will remove and if appropriate place in R and R room, if not will contact home and arrange collection and liaise with YTL/SLT on next steps, including solution
- Email to be sent to oncall@poltair.cornwall.sch.uk or send student to nearest phone point to request assistance, clearly saying who for, where and an overview of incident

Emotionally Available adults

- Being 'emotionally available' to young people essentially means the adult helps them process, work through and make sense of what has happened, often following a trigger situation
- This is linked to being able to demonstrate good listening, understanding and being empathetic and relationship focused, therefore allowing appropriate boundaries are set at the appropriate times

Emotion Coaching approach

- Supporting the young person to be able to name their feeling and then develop an approach to managing it
- 'I can see you are frustrated with (x situation) and that is ok. What is not ok is the way you have spoken to Mr Y.'

Internal Exclusion

- Small scale provision using restorative work and classwork for student to complete
- Involves being 'out of circulation' from the mainstream provision of the school
- Runs alongside a normal school day
- Student completes breaktimes in the provision

Peer on Peer abuse- including investigative elements

- Any situation where one child causes distress to another
- This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Pupil Support Plans (PSPs)

- Following data analysis (as a tutor, CTL or YTL), you may highlight a pattern of behaviour that requires additional support to be placed around a learner. At this stage, communication between staff would identify the need to initiate a PSP.

- PSP process enables staff at all levels to complete a proforma during parental meeting to identify key concerns and subsequent actions that <u>all</u> stakeholders must agree to in order to improve outcomes for that young person.
- It also has a clear structure in terms of reviewing the success of said actions after a set time period.
- PSPs begin at tutor level, then move to YTL and then SLT level. PSPs should be completed, copies given to parents and then filed in the Key Stage Office- ensuring all actions are completed. Staff may keep the PSP until review has been completed and file after this point.

Regulate and Return Room (Based in M2)

- This is a centralised 'hot seating' room for students who are finding it a challenge to regulate their behaviours, despite various strategies being used by staff. This is to be used to support minimising disruption to learning of other students and maximise their chance of returning to their learning
- Students are collected by one of the YTMs on receiving a request to oncall@poltair.cornwall.sch.uk Students should not be accessing the room without permission UNLESS have a time out card
- Students with time out cards can access this facility when the card is shown to staff in lesson
- Students will spend however long is necessary to ensure they are regulated enough to return to lesson (could be 20mins, a whole lesson, a whole day- the member of staff i/c R and R room will determine when student is in a position to return)
- There will be some students who are potentially too dysregulated to enter R and R room and will be supported by appropriate staff to return to a 'ready to Learn' state.
- Depending on behaviour from student in this facility will depend on whether additional sanctions are required to ensure there are no repeated incidents

Safe Touch Policy (separate Policy document TBC)

- There are times where it is sometimes necessary to have physical contact with a child in the interest of keeping them safe and meeting the needs of that child. This is often referred to as a young person being 'in crisis'.
- It is important at this stage to remember we can identify some of our students have experienced levels of trauma which then have an impact on their ability to emotionally regulate. Adults working in the school need to be able to identify when appropriate to use the following types of touch to meet the needs of the child:
    - **Casual / informal / incidental touch**
    - **General reparative touch**
    - **Contact/interactive play**
    - **Positive handling to calm a dysregulated child**
- Ideally, positive handling to be approached by trained staff BUT all school staff may take steps to use reasonable force to ensure the safety of their young people
- Should this be used, parents would be informed and a log is recorded on the school CPOMS system by the Safeguarding Lead

- As outlined in Education Act 1996 and Inspection Act 2006, the school has the right to use reasonable force to keep all of its staff and students safe.
- The member of staff who is ECO will determine if Positive Handling (also referred to as 'Team Teach') is required and will co-ordinate the managing of a situation with support from SLT.

School Emergency systems

- Any student that deliberately and without just cause sets off any of the school emergency systems (namely the fire alarms) will be subject to a Fixed Term Exclusion depending on the conclusion of staff investigation into the incident.
- Should this happen more than once, the Headteacher will seriously consider the student's place at Poltair School

Screening, Searching and Confiscation

- The Headteacher and staff authorised by them have statutory power to search students or their possessions without consent, where they have reasonable grounds for suspecting the student may have a prohibited item. These include: weapons, alcohol, illegal drugs, stolen items, smoking paraphernalia, fireworks, pornographic images and any article staff suspects has been or is likely to be used to cause personal injury, commit an offence or damage the property of another.
- The school has an additional right to confiscate items that they deem will interrupt the learning of a student or of those around them.
- If such a search of a student is required, two members of staff will complete this and parents will be informed.
- Further information
  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Smoking Paraphernalia

- School staff are permitted to perform bag searches on students to investigate whether or not they are in possession of any of the following items: cigarettes, tobacco, lighters, rolling papers, matches.
- If any such items are found, school staff should confiscate and store these. Parents to be contacted and appropriate sanctions issued.
- STAFF SHOULD NOT RETURN SAID ITEMS TO STUDENTS- ONLY TO PARENTS.

Time Out Cards

- Some students require bespoke support plans that may include use of a 'time out' strategy
- If a student has this strategy, the YTL/YTM will have emailed staff **or** you can check on an up to date list of students with time out cards here (*INSERT LINK TO ONE DRIVE*)
- Students should show their card which identifies the location they will visit and how long for- please ensure that you leave this information on supply cover sheets with instruction the student is not to be challenged

- Please email oncall@poltair.cornwall.sch.uk to identify the student that has left, stating they have used their time out card, the time they left and your location in terms of ensuring they return to you when regulated
- If you feel that a student has begun to misuse their time out card, please contact the relevant YTL to discuss with them

Trauma

- Damage that is often emotional following a distressing event. It can cause an overwhelming amount of stress and then an inability to cope or manage the emotions linked to that experience

Triggers

- Students who have experienced childhood trauma of any kind will often experience 'triggers' which are moments (often linked to the senses) in which emotional responses are likely to impact their ability to regulate themselves

Use of Abusive/Inappropriate language/swearing

- Poltair School will not accept students being verbally abusive towards each other or its staff and will sanction if this is demonstrated.
- Verbal abuse can cover (this is an indicative list rather than an exhaustive one):
  - derogatory terms used to undermine a person's ethnicity, gender, sexual orientation, personal circumstances or family
  - swearing in presence of another student or member of staff
  - swearing at another student or directed at a member of staff
  - use of language to belittle another

APPENDIX SIXTEEN- TELEPHONE CONVERSATION SUPPORT

Telephone calls to parents will likely have one of three main foci:

a) Positive- celebrating success of students
b) Attendance related- supporting the YTM call in the morning to ensure student attendance the following day
c) Behaviour related- informing parent of non Ready to Learn behaviours and possible consequences as a result of this.

Clear Parental communication is essential to establishing high levels of positive and compliant behaviour. When a teacher calls a parent, it is important to recognise that members of staff within the school are professionals and are therefore making decisions based upon their professional position and professional judgement. Teachers at Poltair School are afforded the opportunity to practice their communication with parents and have the full support of the Year Team Leaders and the Leadership of the school to do so.

We also fully understand that parents want the best for their children and in the vast majority of instances a parent will support the school. The expectations for parental support are set out for parents within the home school agreement.

Telephone conversations should be clear and not onerous for parents or members of staff. The purpose of the telephone call is not to have questions raised regarding the professional judgement of teachers or to query the systems and processes of the school. If, in exceptional circumstances a parent refuses to support the school, teachers should use the following response.

- For a child to be successful at Poltair School it is essential that we have full parental support.
- If you are unable to support the school, I will pass this on to the Year Team Leader and someone will contact you from the school to arrange a meeting to discuss this further.

Please ensure all communications home are recorded using the communication log system
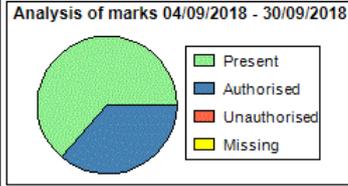

Focus a- Positive Communication

- (start)
- Good morning/Good afternoon, please could I speak to ……. (Parent's name)
- Hi, this is Mr/Miss/Mrs (teacher's name) calling from Poltair School, is now a convenient time to talk?
- I'd like to talk to you about how well (student's name) has been doing in school recently.
- I have been really impressed with their attitude/work ethic/presentation/support of others/particular piece of work etc (if possible, provide a specific example)
- In recognition of their success, I wanted to call and discuss this with you, but I have also awarded them (insert house points/selected award). I do hope this impressive focus continues and I look forwards to continuing to work with them. Please congratulate (student name) and discuss it with them- they should be very proud!
- Thank you for your ongoing support
- (end)

Positive communication can also include notes in planners, texts, postcards and letters home. We should aim to send home 3 positive communications per half term at least. In parental surveys, it was clear they valued these communications and it increased their desire to support school

Focus b- Supporting Attendance

The prompts below are provided to support conversations with attendance that you might have over the phone. It's useful to have a child's attendance log on SIMS in front of you when making the phone call.

View: Session Week View

Analysis of marks 04/09/2018 - 30/09/2018

Legend:
- Present
- Authorised
- Unauthorised
- Missing

Description	Sessions	%
Present	14	63.6
Authorised Absence	8	36.4
Unauthorised Absence	0	0.0
Possible Attendances	22	0.0
Including	0	0.0
Approved Educational Activity	2	9.1
Late before reg closed	0	0.0
Late after reg closed	0	0.0
Unexplained Absence	0	0.0

Code totals 04/09/2018 - 30/09/2018

Code	Description	Sessions	%
/	Present (AM)	6	27.3
\	Present (PM)	6	27.3
B	Educated off site (not Dual reg.)	2	9.1
I	Illness	8	36.4

Attendance by session 04/09/2018 - 30/09/2018

	AM %	PM %
All	63.6	63.6
Monday	50.0	50.0
Tuesday	50.0	50.0
Wednesday	100.0	100.0
Thursday	50.0	50.0
Friday	66.7	66.7
Saturday	0.0	0.0
Sunday	0.0	0.0

Do they have any unauthorised absences? Why are these unauthorised? If we can find out the circumstances of the absence, then we may be able to recode this retrospectively.

The possible attendances will different depending on a child's start date. Present Sessions out of Possible Attendances is key. Remember, these are sessions. There are two sessions (am/pm) per school day.

Are there any codes used that are irregular, or do you notice an increase in the number of Illness codes that a child has?

Can you see a pattern in their attendance by school day? For example, does the child repeatedly have a Monday or Friday off school? How will you approach this in your conversation?

1. I am calling to discuss [name]'s attendance and to see if there is anything that I as their tutor can do to support the improvement of this.
2. [Name]'s attendance is currently [percentage], and I can see that s/he has had [number of days off] days absent this year.
3. It's really early on in the term and so each day absent has a huge impact on an attendance percentage. Our aim is for every child to be 97% or higher at the end of the year and this is still achievable for [name].
4. What are some of the challenges that [name] has when being in school?
5. Do you think there is anything that I can do to support this?
6. What do you think [name] might like as a suitable reward if they met some attendances targets that we might set?
7. I'm really glad we've had this chance to think about [name]'s attendance and hopefully we've got a plan to move forward. Please do let me know if there's anything else that we can do to support.

- We can offer a student to work in the SSC if they are feeling unwell but well enough to be in school.
- We can inform all teachers if a child is feeling unwell so that they can be aware and support as necessary in the classroom.
- We can show a child where First Aid is so they know where they could go if they felt unwell during the school day.
- We do not observe the 48 hour rule. We do not expect students to remain off school for 48 hours after last bout of D&V.

Focus C- Supporting Behaviour

- (start)
- Good morning/Good afternoon, please could I speak to ……. (Parent's name)
- Hi, this is Mr/Miss/Mrs (teacher's name) calling from Poltair School, is now a convenient time to talk?
- I'd like to talk to you about the behaviour of (student's name) today as their behaviour was having a negative impact on their learning and the learning of others.
- Specifically (student name) was (type of behaviour e.g. repeatedly defiant/persistently disruptive/using inappropriate language/walked out of the lesson) and as a result they've been issued with (insert sanction/consequence) which they will be expected to complete (clarify date/time). The student is aware of this sanction and it has been recorded in their planner/student refused to provide planner.
- It would be really beneficial if you could discuss the (student's name)'s behaviour with them and re-enforce the schools expectations regarding behaviour and learning
- Thank you for your support
- (end)