



Policy: **Positive Behaviour for Learning Policy**

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King's Lynn Academy

Positive Behaviour for Learning Policy

1. Introduction

- 1.1 This policy outlines the underlying principles and aims for managing behaviour at King's Lynn Academy. It is a working document that is designed to enhance the positive relationships between students, adults working in the academy, parents and the wider community.
- 1.2 When everyone abides by the principles and practices of good behaviour, students are able to learn properly, teachers are able to do their jobs effectively and everyone is able to work in a secure and safe environment.
- 1.3 This policy is the result of consultation with students, parents, staff and governors and reflects current practice within the academy. Its fair and consistent implementation is the responsibility of all staff.
- 1.4 The policy acknowledges the academy's responsibilities pertaining to:
- Students with SEN (appendix 1)
 - The safeguarding procedures of the academy (appendix 2)
 - The use of reasonable force (appendix 3)
- 1.5 There are separate policies for all of these issues which should be read in conjunction with this policy.

2. Principles, aims and key actions

- 2.1 The Eastern Multi Academy Trust has adopted the following principles around maintaining positive behaviour:
- Each young person is of equal value and potential and must be treated fairly, encouraged by adults and praised for their successes
 - The curriculum, qualification and teaching methods must ensure equality of opportunity, attention to individuals and their needs and the maximisation of achievement and success
 - Young people with special educational needs must be fully supported to achieve success
 - High quality teaching and learning and an outstanding curriculum closely matched to needs and aspirations is at the heart of ensuring the commitment of young people and therefore improved behaviour and attendance
 - Excellent standards of behaviour are to be insisted upon but also explicitly taught and students supported to understand the impact of their actions upon learning

- Excellent levels of attendance and punctuality are to be insisted upon and the impact of high and low attendance explicitly taught, with families supported to remedy poor attendance
- Expectations of behaviour and attendance must be made clear in all academy practices and systems for praise and sanctions must be common sense, fair and understandable to all
- Clear agreements must exist between each academy and every family to make plain expectations of one another and to provide the foundation for excellent communication throughout the family's time with the academy
- Bullying of any kind has no place in the MAT Family of Academies and we will work with victims, perpetrators and their families to prevent further incidences and educate those involved about the harm bullying can cause
- Where things go wrong due to poor behaviour we will use restorative approaches wherever possible to ensure that all involved learn from the incident(s), harm is repaired and relationships rebuilt
- An inclusive approach will be taken wherever possible to avoid exclusion, though such sanctions will be used where necessary for the safety, wellbeing and success of others
- Safe and respectful behaviour, high standards of uniform and appearance and punctual attendance to school and to lessons are all foundations of success in our academies

2.2 In pursuance of these principles, King's Lynn Academy aims:

- To promote good behaviour for learning through an understanding that a positive learning environment leads to positive contributions by all
- To promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- To encourage consistency of response to both positive and negative behaviour
- To ensure that everyone's uniqueness will be recognised
- To create a safe learning environment with clear boundaries
- To motivate students using the structured reward system to recognise good behaviour
- To work in partnership with parents / carers to contribute to students' learning at the academy
- To provide the appropriate support and opportunities which enable students to reach and exceed their targets
- To monitor and expect the correct uniform and equipment – failure to arrive at the academy dressed in the correct uniform may result in a student being sent home.
- To deal effectively with any concerns or complaints
- To seek, value and act on the views of parents / carers

2.3 In order to achieve these aims, the academy must:

- Publish the behaviour policy on the academy website
- Ensure that the academy behaviour policy is clear and understood by staff

- Ensure that the behaviour policy is fairly and consistently applied
- Provide strong academy leadership of behaviour
- Provide a system of clear classroom consequences
- Have a clear system for rewarding positive behaviour for learning
- Support all staff in the application of the behaviour policy

3. Responsibilities – who needs to do what and how can we work together?

3.1 Student responsibilities

We want to encourage all of the students at the academy to succeed, in their positive behaviours as in any other aspect. The academy's expectation is that students:

- Have a great attitude to learning in all my subjects
- Take responsibility for my own learning. For example: coming prepared to the lesson,; starting work without being asked ; asking questions and asking for help (when it is appropriate) ; making contributions and getting actively involved
- Work really hard, every lesson ; being on-task, all of the time
- Listen very carefully when the teacher (or another appropriate person – this might be another student, who has permission) is talking
- Follow instructions first time, every time
- Concentrating really well and rising to the challenge of doing work that is hard – not giving up!
- Be positive and cheerful, for example, embracing change ; keeping negative opinions to myself ; never using bad language
- Work happily on my own and with others ; helping others
- Show respect for others, for the environment and for the resources
- Make everyone, for example Supply teachers and visitors, welcome in my class, and behaving outstandingly for them, too
- Not call out in class and not wasting time, for example by chatting
- Not distract other people, or otherwise stopping them from learning
- Always want to do better ; wanting to succeed !

3.2 Staff responsibilities:

Consistent and clear application of the behaviour policy and skilful, sensitive handling of a range of situations by staff helps to create a positive environment. The academy's expectation is that colleagues:

- Work together to ensure high standards of behaviour at all times
- Implement the day-to-day management of the policy, guidelines and procedures
- Enforce the academy behaviour policy – including rules and disciplinary measures fairly and consistently – taking account of SEN, disability, the needs of vulnerable students and offering support where appropriate
- Establish, communicate and follow classroom consequences to ensure good behaviour, respect and discipline in all lessons

- Expect students and parents' cooperation in maintaining good behaviour standards at the academy
- Accurately record instances of good and poor behaviour on SIMS daily
- Establish a buddy system to support one another during lessons
- Keep parents informed of student behaviour – good as well as poor
- Model good behaviour at all times
- Ensure that lessons begin and finish on time
- Have strong routines, passing on settled classes to colleagues
- Notify colleagues of issues that may affect their classes in a timely fashion
- Stick to shared expectations in order to support one another, e.g. have seating plans, complete registers, follow presentation guidelines
- Complete Round Robins and other behaviour-related documentation when requested to do so
- Attend case conferences as appropriate
- Abide by the Home/Academy agreement – see Appendix 5

3.3 Home Responsibilities:

Mutual support between the home and the academy is one of the foundations of developing good behaviour and dealing with any discipline issues. The academy expects families to:

- Support the Academy to ensure good attendance and punctuality
- Support the uniform policy, making sure that students come to the academy correctly dressed and equipped each day
- Support the Academy in maintaining high standards of behaviour
- Work with the Academy in using independent study to reinforce what is learned during the day
- Promote safe and responsible use of technology
- Maintain regular contact with the Academy
- Encourage participation and enjoyment in classes and clubs
- Abide by the Home Academy Agreement – see Appendix 5

3.4 Governor Responsibilities:

Governors have high expectations of the academy staff and students and have a duty to monitor the effectiveness of this policy in helping to meet these expectations. Governors will:

- Ensure that the policy takes account of the needs of vulnerable students, complying with guidance and statutory requirements regarding equality of treatment and avoidance of unfair discrimination
- Hold the Academy to account for the implementation of the policy
- Review the behaviour principles regularly and take into account any legislative or other changes that will affect them.
- Review the statutory guidance on behaviour and advise the Principal accordingly
- Ensure that the policy is shared with staff, pupils and parents at least once a year

4. Scope of this policy – where and when does it apply?

4.1 Subject to this policy, staff may discipline students for misbehaviour on academy premises or where they are otherwise under the lawful control of a staff member:

- During the school day, while on the Academy site
- While taking part in an off-site academy related activity
- Travelling to and from the academy at the start and end of the day, including buses, though the *responsibility* for behaviour on local authority transport remains with the local authority
- When behaviour poses a threat to another student or member of the public
- When behaviour could adversely affect the reputation of the academy

5. The basics - ensuring a successful start to every day:

5.1 At King's Lynn Academy we believe that many aspects of good behaviour and excellent learning have their roots in being properly prepared and being in the right mind-set to learn at the start of each day. This is the approach of 'getting the little things right'. To this end, we expect the following of students:

- Move directly into the academy. Once students arrive on site they are not to leave again until the end of the academy day unless permission is given by a member of staff in communication with parents / carers.
- Arrive at the academy fully equipped. Pens, pencils and rulers are available for sale in the canteen: if a student doesn't have a pen they are expected to buy one, Pupil Premium students are not charged.
- Arrive in full uniform. Failure to do so may result in students being sent home or isolated for the day.
- Go to lessons when the first bell sounds. Lateness to lessons is not tolerated and will be sanctioned by the teacher.
- Arrive to lessons having completed all homework. Failure to complete homework will be recorded and parents will be informed.

6. The basics - ensuring a positive start to every lesson:

6.1 Teaching staff have a responsibility to set the tone for successful lessons and prepare an environment conducive to learning. To this end, we expect the following of teachers:

- Meet students at the classroom door and welcome them
- Model positive ways of communicating with students
- Model positive behaviour for learning in the classroom, i.e. listening without interrupting

- Implement seating plans so that all students know where to sit
- Prepare a starter activity to engage students immediately as they arrive at the lesson
- Establish clear routines that involve students at the start of the lesson.
- Understand in advance the needs of all students including those with statements of Special Educational Needs, Academy Pastoral Support Plans for behaviour, pupil premium and other specific, identified groups.

7. Using skilful teaching to model good behaviour and prevent misbehaviour

7.1 After creating a safe and secure environment, the academy expects teaching colleagues' next and most crucial task in developing good behaviour is the modelling of what good behaviour looks like and the skilful prevention of poor discipline. This can be effectively built in the following ways:

7.2 In order to achieve high levels of positive behaviour for learning teachers should:

- Intentionally minimise embarrassment and hostility
- Develop and maintain respect at all times
- Be aware that teacher expectations affect the behaviour of others
- Follow up and follow through (being consistent whenever possible)
- Maintain eye contact
- Use a respectful tone of voice
- Avoid overbearing body language
- Avoid argument with students
- Expect compliance rather than demanding it
- Use decisive verbal and non-verbal cues to convey expectations
- Give reasonable choices that allow students appropriate 'ownership' of situations

7.3 Decisive teacher actions can also prevent poor behaviour in many ways, including:

- 'Tactically ignoring' small moments of poor behaviour in the first instance
- Giving simple direction or restating a rule
- Imposing a sanction and allowing take-up time for the student
- Avoiding 'racing' through the classroom consequences, giving students the time needed to modify their behaviour

7.4 Discipline with Dignity is a key concept at the academy and whenever possible we expect staff to:

- 7.4.1 **Avoid Confrontation** - student behaviour is very rarely personal, and we ask staff not to argue with students, instead staying calm and repeating the instruction or request.

- 7.4.2 **Help students to back out of awkward situations** – we ask staff to allow students the opportunity to retract inappropriate statements in a 1:1 situation. If students apologise, then the relationship can be more easily rebuilt.
- 7.4.3 **Avoid sarcasm** – We expect staff not to belittle students through sarcasm, knowing that it is likely to lead to resentment and hurt, even if this was not the intention.
- 7.4.4 **Avoid 'labelling' language** – we expect staff to remember that labels stick and that it is inappropriate to use phrases such as “you’re always rude”. It should be made clear that it is only their behaviour that is unacceptable.
- 7.4.5 **Build trust** – it takes time to build trust, but when staff show a genuine interest in students and model this behaviour for others in the class, positive changes will occur.
- 7.4.6 **Build self-esteem** – we want staff to make efforts to say something positive and meaningful to students as often as possible. It should be remembered that students are often unused to hearing positive comments directed towards them.
- 7.4.7 **Repair and reconnect relationships** – There is no role for holding grudges in schools. Students’ behaviour is not personal to staff, even though it may sometimes feel that way. We expect staff to repair and reconnect relationships, using simple techniques such as: having a quiet word at the end of the lesson to discuss what happened, thereby leaving on a positive note; smiling and saying goodbye at the end of a lesson; making sure to reconnect with the student at the next lesson, by greeting them as they arrive.
- 7.4.8 **Follow up on issues that count** - This is important because students will learn that staff will follow up on important issues and will do so consistently with all classes. Essentially, students will know when they are doing wrong and will expect a consequence.
- 7.4.9 **Be Genuine** – staff should use their strengths in the classroom to promote positive behaviour. Students appreciate honesty and will sense when a teacher is genuine.

8. Getting things back on track when things go wrong – the use of consequences:

“It is not the severity of the consequences that matters, but rather the certainty of the consequences that is important” Bill Rogers

8.1 Teachers are expected to give a verbal warning before recording any poor behaviour on SIMS. This warning is recorded on the board in the classroom. In addition they can tactically ignore behaviour in the pursuit of a successful lesson.

8.2 It is essential to allow students the opportunity to 'get it right', therefore the students must be given time to correct themselves at each stage.

Consideration will always be given to students who have additional needs regarding behaviour whether it be through a statement of special educational needs, an Academy Pastoral Support Plan or another valid reason.

10. The Reflection Room

Staff at King's Lynn Academy will do one, or more, of these things in response to poor behaviour in the classroom:

- Verbal warning
- Formal warning – this is recorded, and a 10-minute teacher detention is given, usually at break time or lunchtime
- Faculty detention, usually after school, set by the head of faculty or classroom teacher
- The teacher setting the detention will contact home and a follow-up reminder text message will be sent on the day
- School detention, after school, set by Heads of Year and ALT
- Referral to the Reflection Room

The main purpose of the Reflection Room is to deal with significantly disruptive behaviour in the classroom by removing the student, so that the teacher can get on with their teaching and the rest of the students can learn.

A student will usually spend the rest of the lesson in the Reflection Room unless:

- That student has been sent previously on the same day
- A student's behaviour has been significantly poor enough to warrant additional time

Additional time in the Reflection Room will be decided by ALT alongside the Reflection Room staff.

Good teachers will design stimulating activities for students to do, work hard to foster positive relationships with their students, and use informal behaviour management tactics such as a quiet word and a stern look, before moving to more formal actions such as the Formal Warning and sending a student to the Reflection Room.

10.1 Referral to the Reflection Room

- Low level behaviour in a classroom, for example, inadequate work, failure to sit in the seating plan

If a student's attitude to learning is not appropriate, the member of staff will issue a verbal warning. If behaviour doesn't improve a formal warning will be given and the student will be warned that failure to improve will result in their referral to the Reflection Room.

If a student's behaviour does not improve following two warnings the member of staff will send them to the Reflection Room for the remainder of the lesson. The Reflection Room Supervisor will send a text message home to inform parents.

10.2 Consequences of failure to leave the classroom / attend the Reflection Room

Failure to leave the classroom or attend the Reflection Room once sent there, or failure to follow the Reflection Room Code when there, will result in increased sanctions such as internal exclusion.

10.3 Dealing with regular incidents of poor behaviour:

Students whose behaviour is regularly very poor (for example, regularly being sent to the Reflection Room) will be placed on report by their form tutor in the first instance and may be required to attend a meeting with the Form Tutor and parents. If poor behaviour persists then the Head of Year will arrange regular meetings with parents (Academy Pastoral Support Plan). The purpose of the meeting is to review the student's behaviour, make a plan (Pastoral Support Plan) to improve behaviour and to make clear the next steps, if behaviour does not significantly improve, which could be an alternative provision of some kind or an exit strategy from the school.

If being on report and the use of other sanctions such as time in the Reflection Room, detentions, internal exclusion and the PSP meetings do not result in a significant, long term improvement in behaviour, the student risks being placed in on-site alternative provision or being permanently excluded from the school.

10.4 Referral to the Internal Exclusion Room:

- Repeated defiance or non-cooperation
- Swearing directly at the teacher or another member of staff or other aggressive or threatening behaviour
- Repeatedly stopping other students from learning by distracting them – for example, repeatedly shouting out and repeatedly talking across the classroom

The amount of time a student will spend in the Internal Exclusion Room will depend on the circumstances of the referral and their response but the expectation is that it will be at least one day.

Where a student has been placed in the Internal Exclusion Room Heads of Year or the Internal Exclusion Room Supervisor will contact parents to explain the situation before leaving that day.

10.5 The Learning Support Base

The main purpose of the Learning Support Base is to support students who have significant needs as a result of: mental or other health issues, trauma, significant social care issues including those related to being a young carer. The room will be staffed by a team of Assistant SENCOs and pastoral care workers from the academy and will be the hub for time-limited interventions such as: Coaching, small group work and 1:1 interviews. Time in the Learning Support Base will not be an alternative to the sanction of the Reflection Room, where the use of the Reflection Room is appropriate.

10.5 The Behaviour for Learning Unit

The main purpose of the Behaviour for Learning unit is to support students who regularly disrupt the learning of others by providing an alternative space for a limited amount of time. Students can be referred to the BFL if they are displaying persistently poor behaviour and need an opportunity to make good choices. The unit offers English, Maths and Science work as well as a re-tracking programme which encourages students to reflect upon their own behaviour and make more appropriate choices.

In addition to this planned support for individuals, the BFL also accommodates students who have been internally excluded for 1 day as an alternative to a fixed term exclusion.

11 Detentions

11.1.1 At King's Lynn Academy detentions are a time for students to reflect on their behaviour. On occasion it may be deemed reasonable to offer a like-for-like sanction as part of the detention. For example, in instances where the detention has been set for vandalism it may be that students are asked to repair the damage that they caused.

11.2 Although parental consent is not required for detentions, King's Lynn Academy will always try to inform parents and carers when they have been set and for what reason via text message. There is no parental right to withdraw from after school detentions which are included in the Home Academy Agreement.

11.3 At King's Lynn Academy there are after school detentions for individual faculties Monday – Thursday for half an hour each night and a 1 hour detention on a Friday with a member of the Academy Leadership Team for more significant infringements of the policy.

11.4:

- In the first instance a 10 minute faculty detention will be set by a member of staff to be completed at **either** break or lunchtime
- If the student fails to attend the break time detention they will be given a second chance to do so the following academy day.
- If the student fails to attend the detention (despite the teacher's reminders) they will be placed into an After School Detention (ASD) for half an hour with the appropriate faculty.

- If a student fails to attend their ASD the faculty will contact home and inform parents and rearrange a time for the student to complete their ASD.
- If a student fails to attend their ASD on the second occasion the situation will be referred to the faculty's ALT link to be followed up.

11 Behaviour Support

11.4.1 At King's Lynn Academy we recognise the additional needs of students who exhibit poor attitudes towards their learning and prevent others from making progress during lessons. These students are identified through regular meetings between ALT and Pastoral leads as well as the monthly monitoring of behaviour points on SIMS and re-referrals to the Reflection Room. When students have been identified, Heads of Year request additional information from teaching and support staff and develop a personalised approach to support the behaviour for learning.

11.5 Round Robins:

- When student behaviour is causing concern the Head of House will circulate a Round Robin (Appendix 4) to all relevant teaching and support staff.
- The Round Robin document is designed to identify the strengths and needs of individuals.
- Information from the Round Robin and the Report Cards are used to inform the planning for meetings with parents.

11.6 Report Cards:

Green – set and monitored by the Form Tutor

Amber – set and monitored by Head of Year

Red – set and monitored by staff in senior roles

- weekly report card given to students
- parents and staff informed
- staff make a comment related to specific targets for each lesson
- Staff and parents sign the report card each day / week by agreement
- the report card system continues for as long as the monitoring is considered necessary

11.7 Meetings with parents and carers:

- where a student's behaviour is causing serious concern the Pastoral Team will contact parents to arrange a formal meeting
- at the meeting an Academy Pastoral Support Plan will be implemented

11.8 The Academy Pastoral Support Plan will:

- Be written in conjunction with students and their parents / carers
- Identify issues at the academy
- Identify issues at home
- set targets
- identify academy support
- identify home support
- be circulated to staff in the form of the targets set
- be reviewed fortnightly / monthly / half termly as needed
- cease, if the student achieves their targets regularly
- be reviewed and re-implemented, if the student's behaviour deteriorates afterwards

11.9 IEPs and Annual Reviews:

- where students have a statement of Special Educational Needs pertaining to behaviour they will, in accordance with the Academy SEN Policy, have Annual Reviews and IEP (Student Passport) documents in addition to all of the above.

12 Restorative Approaches For Students: repairing harm through reflection and accepting responsibility

12.4.1 **King's Lynn Academy believes that a restorative ethos and restorative practices should underpin any work with young people and families. We seek to build relationships, maintain relationships and repair relationships when harm has been caused.**

12.4.2 A restorative ethos is characterised by behaviours which evidence a willingness to actively communicate, both in expressing feelings within the working context, and listening to those expressions. Within a restorative ethos efforts are made to repair any harm and to continue to build and maintain effective working relationships.

12.4.3 At King's Lynn Academy we ask all staff to use a form of the following questions when dealing with classroom or corridor instances, whenever possible:

- Perspectives: What happened? What's up?
- Emotions: What were you thinking / feeling when it happened?
- Empathy: Who has been affected by what's happened – how?
- Awareness: What do you need so things can be put right and you can move on?
- Trust: What needs to happen now to repair the harm / put things right?

12.4.4 The above approach to reviewing instances of poor behaviour focuses upon understanding the impact of poor behaviour, i.e. harm, and putting things right. Importantly, the approach does not extend into debates about motivations for

actions (“why...”) or the apportioning of blame (“it was your fault...”) as such debates more often than not lead to further difficulty, argument and avoidance of responsibility. It must be noted also that some students may not know or understand their motives for behaving in a certain way, making such a debate a fruitless one.

13 Restorative Conferences

13.4.1 Where significant harm has been caused a restorative conference will be arranged. This may involve harm between:

- Students
- Students and teachers
- Students and support staff

13.5 At the conference:

- A neutral member of staff will chair
- All parties will be heard in turn, without interruption
- All parties will know that they can safely disclose their harm without fear of retribution
- Harm will be repaired
- A strategy will be agreed which allows all parties to move on with dignity

Forward Step

14.1 Forward Step is a holistic provision which aligns with the whole-school ethos of behaviour for learning whilst also providing an opportunity for students to develop their own behavioural strategies in a safe and student-centric environment. It offers a therapeutic approach to behavioural management, with a clear acknowledgement that our students’ experiences, feelings and behaviours are intrinsically linked.

Students who do not respond to behaviour support in the main school and who are at risk of permanent exclusion may be referred to Forward Step for a period of time.

Forward Step believes that every student, parent and member of staff has the right to feel safe in our setting. We endeavour to create an environment that is conducive to learning, in which all students have the right to respect, the right to learn and the right to achieve. To this end, we offer bespoke and individualised programmes, tailored to each student’s unique needs.

Forward Step aims to create a positive change we need to understand, not simply suppress, the behaviour of our students. This behaviour management strategy is not designed to control behaviour but to model and teach appropriate behaviour in a purposeful learning environment.

14.2 Teaching, not controlling, behaviour

In Forward Step, staff aim to model and teach appropriate behaviour in the learning environment. This will be achieved through:

- Positive relationships
- Role-modelling
- Consistency
- Scripts and routines
- Positive Phrasing
- Planning
- Reward/Positive reinforcement
- Comfort and forgiveness

Staff recognise that negative experiences for students create negative feelings and result in negative behaviour patterns. Consequently, staff will try to create positive learning experiences in Forward Step, which will aid positive feelings and should result – over a period of time – in positive behaviour, which will support their effective reintegration into King’s Lynn Academy.

Should behaviour not meet the expectations of staff, staff will adhere to the following strategies:

- Positive phrasing
- Limited choices
- Disempower/distract
- Positive body language
- Relevant consequences
- Pre-agreed scripts

Further information about these strategies can be found in the relevant subsections in this policy.

14.3 Positive Phrasing

Where behaviour is not fulfilling the expectations of staff, students should (if possible) be addressed in a way which is both private and respectful. At all times, staff should avoid ‘blaming and shaming’ students, inasmuch to avoid negative interactions, student-staff relationship breakdowns and inciting conflict. This includes tactically ignoring non-verbal, secondary behaviours that may arise in response to direct instructions, unless these behaviours escalate and/or are persistently aggressive and disruptive to the learning that is taking place.

As per Norfolk Steps guidance, staff will avoid using negative phrasing which emphasises what the student is doing wrong, and instead use positive phrasing to highlight the expectations of the member of staff. This should be developed using positive body language and offer no room for negotiation, allowing the students to have

'take-up time' rather than staff overseeing that they fulfil requests which may be perceived to be intimidating to students.

Examples of positive phrasing include:

- "Stand next to me."
- "Put the pen on the table, please."
- "Stay seated in your chair, thank you."

14.4 Limited Choices

Where instructions are not followed by the student(s), limited choices should be offered with no room for negotiation:

- "You need to complete the work with student A or independently."
- "Do you want to read the story, or shall I read it to you?"
- "You can either answer the questions on the worksheet or write it up in your exercise book."

These limited choices offer students an opportunity to fulfil the expectations of the staff on their terms, with both options being acceptable to the member of staff issuing them. Choices must be framed as closed and limited in range ("option A or option B"), avoiding where possible phrasing that suggests that students can negotiate further.

14.5 Disempower and Distract

As part of evading negative behaviour cycles, staff will avoid engaging in prolonged discussions of expectations and avoid conflict with students. This includes employing language that disempowers and diffuses negative behavioural occurrences. Staff will avoid empowering students with phrases including:

- "Come back now."
- "You are not allowed in there."

Instead, staff will disempower them with phrases such as:

- "Come back into the room when you are ready."
- "You can listen from there [but there will be consequences]."

Furthermore, staff will avoid attaching unnecessary value to students' choices by labelling them as 'good' and 'bad', instead choosing adjectives such as 'safe' and 'kind' to reinforce the idea that the behaviour is separate from the qualities of the individual.

14.6 Risk management

All students admitted to Forward Step have an Individual Risk Management Plan completed prior to their entry. Individual Risk Management Plans should include foreseeable risks and relevant strategies to help avoid these risks, enabling both students and staff to remain safe, as per Forward Step's outlined vision. Students and parents will be consulted during the process of composing the Individual Risk Management Plan, and all three parties (staff, students and parents) must sign the plan in agreement with the strategies that have been put in place.

Risk Management Plans should be updated on a regular basis, as per following timelines:

- Where the risk is being successfully managed, once per half term;
- Where the risk management strategies are deemed unsuccessful, the Risk Management Plan in question will be reviewed and amended in the weekly team meetings;
- Immediately in the case of an incident where the student or teacher's safety is at risk.

All amended Individual Risk Management Plans must be shared with all relevant parties and be signed by all three co-signatories to ensure cohesiveness in approach.

As part of their time in Forward Step, students will be taught coping strategies and self-regulation; as a result, these strategies may form part of their updated Individual Risk Management Plans.

14.7 Rewarding success

Students will be subject to specific short- and long-term targets during their involvement with Forward Step. Target-setting will be closely aligned with students' individual risk management strategies and their acquisition of self-regulation, with the long-term target focusing on their reintegration into mainstream schooling. All targets should adhere to the SMART process, enabling students' progress to be measurable and meaningful to all parties involved. The target-setting process should, as with the Individual Risk Management Plans, be a joint process, involving students, staff and parents.

Students' targets and subsequent rewards should remain private to the individual and their stakeholders, unless the student chooses to share them with their peers.

Praise should focus on what the child has achieved, and not on the child themselves.

14.8 Consequences

Forward Step believes that consequences should always be clearly linked to the behavioural actions of the student. These may be immediate consequences, deferred consequences or a combination of the two. Immediate consequences are protective in their nature, ensuring students' and the staff team's rights are preserved, as outlined in the vision statement. These may include (but are not limited to):

- Fixed term exclusion;
- 1-1 work (separate from whole group);
- Differentiated breaks;

Restorative, deferred consequences must be meaningful to the context in which they were drawn from. Suggestions for restorative, educational consequences may include the following:

- Restorative meetings and actions
- Educational opportunities
- Research

- Rehearse
- Assist with repairs
- Complete tasks

Students will be given an opportunity to reflect on their behaviour and the consequential outcome through therapeutic, one-to-one discussions, partaking in the strategy 'You Own Your Own Behaviour' (YOYOB). By using these occurrences as learning experiences, positive outcomes can be sought by both parties, reinforcing the positive behavioural patterns that are necessary to ensure educational success and positive self-image.

14.9 Physical Intervention

For the purpose of this policy, physical intervention is defined as any contact between a staff member and student. The term 'restrictive physical intervention' is used here in reference to any form of over-powering force or restraint that may be used to ensure staff and student safety. All forms of physical restraint should be reasonable, proportionate and necessary. In this policy: "Reasonable in the circumstances" means using no more force than is needed" (DfE, 2013). Furthermore, "Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder" (DfE, 2013). This part of the policy is enforced in extreme cases, and in the case of foreseeable risks, as part of the Individual Risk Management Plan.

Staff must exhaust all other strategies before resorting to physical intervention, unless there is an immediate risk to staff and student safety, or unless it forms part of their Individual Risk Management Plan.

Should restrictive physical intervention take place, a review will take place with the member of staff involved and a senior member of staff. They will complete all necessary paperwork, according to the 'Physical Intervention Checklist'. All paperwork should be filed securely, with one copy in the students' file and a second file within the Forward Step Physical Intervention file for future reference. This ensures all staff are placed in a legally defensible position, should the need arise.

Once physical intervention takes place, students need emotional recovery time away from the main Forward Step community. This is known in Forward Step as withdrawal. They will be asked to move, or moved safely if necessary, to one of the intervention rooms. Additionally, they will be offered a drink and the opportunity to sit with a member of staff; both of these things may be refused. Continual monitoring and observation will take place until they are ready to re-join normal activities, dependent on staff risk assessment.

Staff will guide and escort students according to their Norfolk Steps training; only staff that have the relevant certificates should be used in the first instance and only as a last resource. An overview of this is attached as an appendix to this document.

If untrained staff feel at risk, they are legally allowed to use force that is reasonable, proportionate and necessary to the situation: but this is only to be used in an emergency or high-risk occurrence.

15 Rewards at King's Lynn Academy

The aim of the rewards at King's Lynn Academy is to encourage self-discipline. Whenever we have the opportunity to praise and encourage, we must do so.

Likewise, if a student needs to be challenged, then we must do so. By combining these approaches we will create a culture of consistency and a group of young people who are both responsible and responsive.

We do not expect all students to come to us with an equal standard of academic ability, similarly we cannot expect them all to be of equal emotional intelligence. Certain students will need additional help in understanding the very simplest of instructions and further help in learning about the kinds of behaviour that we expect.

To criticise and to constantly give sanctions will only lead to low self-esteem. Repeated failure to meet academic and behavioural standards will lead to a rejection of education. All students are praiseworthy, and we must act upon this whenever possible.

Motivation is the key element behind self-discipline. Positive rewards (praise, appreciation, responsibility, encouragement) generate self-esteem (Feeling good about ourselves).

A praise driven policy therefore gives individual value, which allows for occasional failure; creating effective contributors to the workplaces of tomorrow.

Students strive to achieve the following rewards at KLA:

Reward Stickers	Awarded for classroom endeavours which show students giving their best
Praise Postcards	For a single piece of good work, consistent application to study or exceptional attitude to academy life
Blazer Badges	For consistent exceptional approach to life at KLA.
Attendance Post Card	For 100% attendance or significant improvement

At Kings Lynn Academy we aim to develop students' confidence and skills so that when they leave they are prepared to tackle challenges they may encounter.

Students develop these capabilities described as KLA core skills and are able to evidence these in their learning, discuss them at interviews and use them throughout their lives.

There are 6 KLA Core Skills

- Creativity
- Determination
- Passion
- Problem Solving
- Risk Taking
- Team Work

Creativity

I am able to demonstrate this by:

- Asking why & why not?
- Showing initiative
- Finding alternatives
- Adapting ideas
- Innovating
- Identifying opportunity
- Generating ideas using different techniques



Risk Taking

I am able to demonstrate this by:

- Exploring new methods
- Calculating the level of risk
- Awareness
- Measuring Finance
- Taking Responsibility
- Learning from failure
- Working outside my comfort zone



Passion

I am able to demonstrate this by:

- Showing empathy
- Having a desire to succeed
- Having self-belief
- Having a Positive attitude
- Overcoming obstacles
- Being self-motivated



Determination

I am able to demonstrate this by being:

- An independent enquirer
- A self-manager
- A leader
- Confident
- Focused
- Disciplined
- Resilient



Teamwork

I am able to demonstrate this by:

- Compromising
- Negotiating
- Communicating
- Being an effective participant
- Being flexible & adaptable
- Building relationships
- Being an effective listener



Problem Solving

I am able to demonstrate this by:

- Being a reflective learner
- Planning & organising
- Decision making
- Goal Setting
- Identifying solutions
- Responding to feedback
- Reviewing



16 Dealing with sustained or serious misbehaviour: Fixed Term Exclusions

- i. Fixed term exclusions can only be issued by the Principal and in his absence the Vice Principal. All fixed term exclusions follow national and county guidelines.
- ii. Parents or carers will be invited by letter to attend a return from exclusion meeting with either the student's Head of House or a member of the Academy Leadership Team. If parents are unable to attend then a home visit can be arranged.
- iii. At this meeting students will be made reminded of academy expectations for behaviour and a support plan will be completed.
- iv. Following the meeting, students will spend their first day back in the Inclusion Base completing work from their teachers.

17 Dealing with sustained or serious misbehaviour: Permanent Exclusion

- i. A permanent exclusion can only be issued by the Principal and must be reviewed and ratified by a panel of Governors. All permanent exclusions must follow county and national guidelines.