

## Sladewood Academy Local Policy

### Relationships & Behaviour

<b>Date Approved:</b>	<b>November 2023</b>
<b>Date due for review:</b>	<b>November 24</b>

#### Authorisation

Designation	Name	Date	Signature
<b>Headteacher :</b>	<b>Katy Hanna</b>	<b>December 2024</b>	
<b>Chair of LAB:</b>	<b>David Drew</b>		

## **Introduction:**

At Sladewood Academy, our aim is to create an environment in which everyone feels safe and where relationships between staff and pupils, between our staff community, and between students themselves are based on mutual respect and an understanding of the needs of all involved. We feel that when everyone feels safe and secure, when they are treated with respect, and when they treat others with respect, they will be in the right frame of mind to learn effectively.

Sladewood Academy approaches behaviour in a positive manner, establishing mutual respect, placing an emphasis on everyone taking responsibility for their behaviour, and working restoratively to put things right when they have gone wrong. Staff work hard to support the building, maintaining and repairing of relationships so that everyone achieves the best possible outcomes. Through this process, everyone will be supported to develop a resilient approach and to develop their responsibility and self-respect.

The implementation of this policy will support everyone to understand that their behaviour has an impact upon others. Each individual will be supported to develop the skills and knowledge of how to restore the situation and to work towards a better outcome for all. Positive behaviour will be recognised, praised, and encouraged to support the development of all. At Sladewood, behaviour expectations – both at school itself and within the wider world - are taught discretely (within assemblies, PSE lessons, and interventions). However, much of our teaching and learning in this area is incidental and is embedded throughout our school ethos and practice.

The Restorative Practice and Trauma Informed approaches are at the heart of all we do – we believe that establishing a true community which provides rich relational interactions is essential for a successful school. This can only be achieved by building strong relationships, displaying positive behaviour and respect for all, and accepting responsibility and developing an understanding of others when resolving conflict.

We firmly believe that each individual child is worthy of our time, energy, and patience. Therefore, we do not discriminate in how we relate and respond to the children in our care, but will differentiate according to individual need.

Through consistency of implementation of interventions, training, and modelling, we will ensure that everyone understands that **'THIS IS HOW WE DO IT AT SLADEWOOD, THIS IS THE SLADEWOOD WAY'**.

## **Our Mission:**

“Together we will Thrive”

## **Our Values:**

- Relationships
- Kindness
- Love for Learning

**Our Rules:**

- Be Kind/Respectful
- Be Ready - ready to learn
- Be Safe

**The Vision is that all members of our school community:**

- Achieve their best in a caring and safe environment
- Become confident individuals, living fulfilling lives and having meaningful relationships
- Make successful transitions to their next step in wellbeing or education

**In order to achieve this, the staff will:**

- Use principles of Restorative Practice and Relational Approaches.
- 'Meet and Greet' to build relationships and connections by using warm and open body language, a varied tone of voice, humour, and playfulness in order to support pupils to feel safe.
- Model positive behaviours and support the building of positive relationships through rich relational interactions.
- Plan lessons to engage, challenge, and meet the needs of all pupils.
- Provide clear and supportive boundaries for pupils.
- Maintain a safe and calm learning environment.
- Use visible recognition mechanisms (such as recognitions boards and positive praise) throughout the day, celebrating 'Above and Beyond' expectations.
- Praise the behaviour we want to see and use positive language.
- Adopt a team approach for all pupils and adults within the school community.
- RIP & PIP (restore/repair in private, and praise in public).
- Be calm and supportive in reflective dialogue with pupils to ensure everyone is socially engaged, rather than socially defensive.
- Take the time to go through the Restorative principles and enquiry to resolve conflict and/or negative behaviours.
- Be consistent in their approaches in line with the 'Sladewood Way'.
- Be an Emotionally Available Adult (EAA) for the pupils, thus being physically and emotionally present, attentive, attuned, and responsive.
- Support pupils and each other to Be Respectful, Ready and Safe.
- Provide regular circle time and check-ins/outs to support emotional intelligence for pupils.
- Engage in regular circle time and check- ins/outs to support growth and understanding of others.
- Use de-escalation techniques to support a change in behaviour, following Team Teach or Restorative principles and approaches. We recognise that co-regulation will lead to self-regulation.
- Communicate regularly with parents/carers to ensure relationships are built and maintained effectively.
- Be compassionate to themselves, and others, regarding their own wellbeing and the wellbeing of others.

**Pupils will:**

- Be Respectful - towards themselves, others, their community, and the environment
- Be Ready- to learn and engage with lessons and/or interventions, and any other opportunities offered to them

- Be Safe - to keep themselves and other safe at all times
- Engage in Restorative Practice principles and approaches in order to build, maintain, and repair positive relationships (Appendix 2)

### Approaches to ensure our Vision:

#### **In our classrooms:**

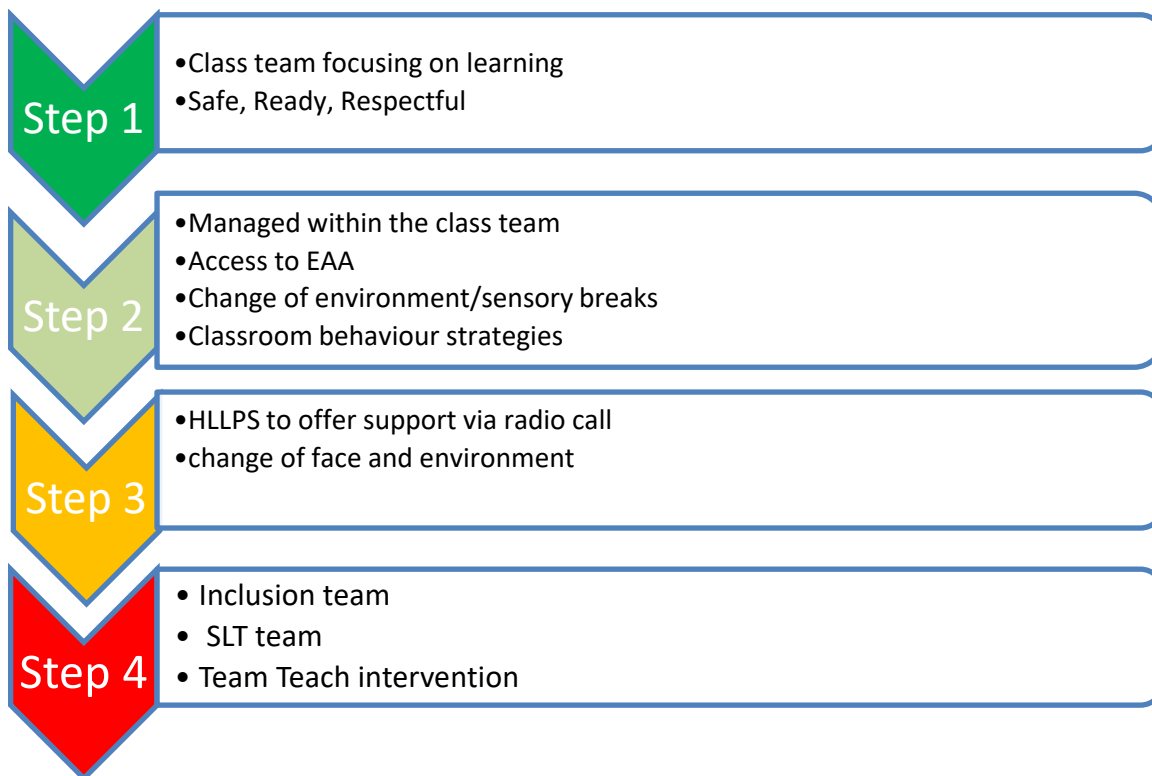
- Pupils will have and recognise Emotionally Available Adults that they feel they can relate to in times of need or crisis.
- Pupils will have access to the interoception curriculum to understand how and why their body feels the way it does.
- Pupils will be given the opportunity to 'check in' to discuss their current emotional state using our bespoke check in boards taking into account interoception, zones of regulation, restorative practice and our relational approach, emotion cards, and circle times.
- Pupils will be encouraged to make positive choices, and be rewarded accordingly.
- Pupils will have a clear understanding of the expectations of the school community.

If behaviour is not as expected:

- **Step 1:**  
Pupils will be given verbal and/or visual reminders of the expectations of our school (Be Respectful, Be Ready, Be Safe).
- **Step 2:**  
Pupils may choose to take themselves to a different zone or to their safe space in order to calm down and restore control of their behaviour and/or emotions.
- **Step 3:**  
Pupils may be prompted to change environment to have a discussion about their behaviour and the impact upon others. They will then be encouraged to return to the learning environment, if/when safe to do so.
- **Step 4:**  
If the behaviour continues, pupils may need to spend a longer length of time out of the environment to restore control of their behaviour and/or emotions, or to begin Restorative conversations.
- **Step 5:**  
If their behaviour has had an impact on others, a Restorative meeting will be set up in which all facts can be discussed, including how the situation or relationship can be restored. This may not occur on the same day but will occur when all parties are emotionally ready to access this approach.

Parents/carers will be informed of behaviour and strategies that have been used through the stages.

#### **Stages of Escalation and Sladewood's Response**



If the pupil (or anyone else in the situation) is unsafe, the Emotionally Available Adult (with support of other staff) reserve the right to remove the child from the situation promptly and direct them to a safe space. The purpose behind this is to ensure the environment is safe for all – physically and emotionally.

This may require use of Team Teach methods or equivalent approaches (further information can be found within the dedicated section of this policy and/or within the SAND Academies Trust’s Team Teach/PHP policy). If behaviour continues and any member of the community remains at risk, the Headteacher reserves the right to remove or exclude the pupil from a lesson, an activity, break/lunch, or from the school environment until calm and order is restored. Further information on physical restraints please ask to see the trusts physical restrivtive intervention policy.

Consequences for unacceptable behaviour involve providing an opportunity for the child to reflect on, and learn from, their behaviour (as detailed in the next section regarding ‘restorative approaches’). Wherever possible, a chance for reparation should be provided to the pupil. By providing a restorative consequence, the need for suspensions or exclusions of any kind is likely to be vastly reduced. However, there may be occasions when the Headteacher must consider whether pupil behaviour persistently places others at risk. The safety of the pupil body and school community as a whole is paramount. The Trust firmly believe that suspensions and/or exclusions must only be used as a last resort. Sladewood also recognises that, on rare occasions, an alternative setting may better suit the needs of an individual (in which case, the pupil would be supported to find a suitable educational establishment). For further information, please see the SANDMAT policy regarding exclusions [Suspension-and-Permanent-Exclusion-Policy-October-2024.pdf](#).

**Restorative Approaches:**

Restorative Approaches aim to resolve conflict between individuals to rebuild and repair any harm that may have occurred. Everyone is encouraged to acknowledge the harm that has been caused, the impact of the harm and to have the opportunity to repair the relationship. These conversations occur when everyone is ready to take part using non-confrontational language. It is essential that all parties have a voice and are heard, so that all the facts can be determined.

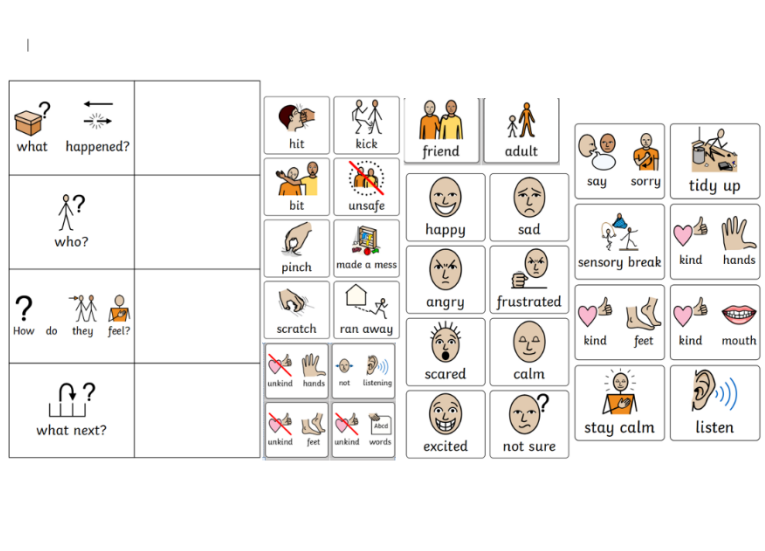
Restorative Approaches encourage us to think about how our behaviour affects others. They help us to develop respect, responsibility, truth-telling and reflection. We believe that, by using Restorative Approaches, we are giving pupils the skills to independently make better and more informed choices in the future.

If a pupil or member of staff in our school has been affected negatively by someone else’s behaviour, we will try our best to make sure they feel that it has been put right for them and it will not happen again. If a pupil has done something ‘wrong’, they will be offered opportunities to put things right and to reflect upon/change their behaviour to prevent the incident from reoccurring. Everyone needs to understand that there are consequences for their behaviour.

By using Restorative Approaches, everyone is able to have their say and listen to the voice of others. The following questions are asked to establish the facts and a way forward:

- What happened? (Truth-telling)
- What were you thinking/feeling? ( when it happened) (Impact)
- How did you feel in your body? (Impact)
- Who has been affected by this? (Impact)
- What do you think about this now? ( reflection)
- What is different for you now? ( reflection)
- What Can we do to make it better? (Solution-Focused, Repair and Resolution)

Due to the communication and understanding needs of the pupils we are working with, we have set visual questions and resources with images they can pick from to support them when conflict arises to help them work through the incident to be able to reflect and repair in the long term. We use this as a learning process for the children ensuring it’s a consistent message for them. Examples of one of our resources below that we work through, we have different stages of resources depending on the needs and abilities of children. Each class has a set of RP resources.



Before these conversations can occur, everyone needs to feel calm and safe. It may be that some pupils need to be removed from the situation or classroom and directed to a safe place for this to occur.

Depending on the situation, Team Teach approaches or a Positive Handling approach may be used to remove a child from an unsafe situation. As a consequence of some behaviours, a pupil may need to have 'reflection/ time out/ ' of lessons, break, or lunchtime to ensure they understand the impact of their behaviour. These times will be supported by a member of staff and will be conducted in a Restorative manner. Details of the incidents will be recorded on our school system (Cpoms) and parents/carers will be informed.

As part of the reparative process within Restorative Approaches, actions and repair work will be put in place in accordance with the nature and severity of the incident.

### **Positive Praise and Rewards:**

Throughout the year, pupil's positive behaviour will be celebrated in line with the school's values: **Relationships, Kindness, and love for learning.** Our school values will be shared with pupils on a regular basis during, for example, assemblies and incidental reinforcement throughout the day. We aim to ensure pupils understand the meaning of our values and why they are important.

Pupils' accomplishments will be celebrated within in their classrooms in a manner that is suitable for each individual class (e.g. a 'Wow Wall' or 'recognition board'). Pupils that exceed expectations or demonstrate something considered to be 'exceptional' will be celebrated by the Leadership Team (including positive praise, special stickers and celebration assemblies). Our emphasis is to catch them being and doing good.

Each class may use individualised systems to encourage positive behaviours. Parents/carers should be made aware of any additional incentives so that they can support the school and their child in promoting positive behaviours.

### **Sladewood Academy's Approach to Physical Touch**

Sladewood Academy is a Relational School with an ethos that pupils need to feel safe emotionally and physically. We create safe bases for all pupils in classrooms and around the school to help provide this feeling of safety.

The quality of a child's relationship with significant adults is vital to their healthy development and emotional health and wellbeing. To provide the best support to pupils, this sometimes means physical touch is necessary, especially taking into account the varying needs of our pupils who need physical touch as part of, for example, physiotherapy, sensory diets, or positive and/or preventative behaviour strategies. It is recognised that consent will always be sought through verbal and non-verbal means in the majority of situations.

Some pupils may require emotional support from school as a result of having been subject to trauma, distress, or a challenging start in life. It is with this in mind that staff seek to respond to children's developmental needs by using appropriate safe touch if requested by the child, as well as teaching and reinforcing the importance of consent (e.g. asking 'would you like a hug?' or responding to a child's outstretched arms by offering a hand to hold or a hug).

Our policy takes into account the extensive neurobiological research and studies relating to attachment theory and child development that identify safe touch as a positive contribution to brain development, mental health, and the development of social skills.

## **Different Types of Touch**

### **Casual/Informal/Incidental Touch**

Staff use touch with pupils as part of a normal relationship and when initiated by the child, for example, comforting a pupil, giving reassurance, and congratulating. This may also include holding a child's hand whereby it is necessary for safety purposes (e.g. when offsite or during handovers). The benefit of this action is often proactive and can prevent a situation from escalating.

### **General Reparative Touch**

This is used by staff working with pupils who are having difficulties with their emotions. Healthy emotional development requires safe touch as a means of calming, soothing, and containing distress for a frightened, angry or sad pupil. Touch used to regulate a pupil's emotions triggers the release of the calming chemical oxytocin in the body. Reparative touch may include sitting on an adult's lap if written and agreed in the Occupational Therapy Plan or Behaviour Support Plan (with face-to-face always being avoided and always within sight of other staff). This will be age and stage appropriate. Other examples of this type of touch include patting a back, squeezing an arm, or hand or foot massage.

### **Contact Play**

This is sometimes used by staff adopting a role similar to a parent/carer in a healthy child-parent relationship. This will only take place when the pupil has developed a trusting relationship with the adult and when they feel completely comfortable and at ease with this type of contact, and have initiated this type of play. Contact play may include an adult chasing and catching the pupil, or an adult and pupil playing a game of building towers with their hands.

This sort of play releases the following chemicals in the brain:

- Opioids - to calm and soothe and give pleasure
- Dopamine - to focus, be alert, and aid concentration
- BDNF (Brain Derived Neurotropic Factor) - a brain 'fertiliser' that encourages growth.

For more information on positive touch please see the following trust policy: [SANDMAT - Positive Touch Policy .pdf - All Documents](#)

### **Restrictive Physical Intervention (Power to use Reasonable Force and Contact)**

Sladewood Academy takes pride in providing a safe learning environment for our pupils. However, we recognise that our pupils may become dysregulated. We will always do our best to help pupils regulate their emotions using communication skills, sensory techniques, distraction techniques, and removing triggers (where possible).

We acknowledge that there may be times when children need more help to regulate and remain safe. This can require positive handling. At Sladewood, we have adopted the Team Teach approach to managing behaviour that challenges. All of our teaching and non-teaching staff have been trained in the use of this approach and we have tutors within the Trust who carry out initial training, ongoing refresher training, and advise staff on managing behaviour.



Team Teach promotes the least intrusive positive handling strategy and offers a continuum of gradual and graded techniques, with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies being used and exhausted before positive handling strategies are utilised. It should be stressed that 95% of Team Teach strategies are about diversion and diffusion and only 5% about a physical intervention.

Following guidance and advice from Department of Education (July 2013) 'Use of Reasonable Force', teachers have been made aware of situations when the use of restrictive physical interventions may be necessary. They are to:

- Prevent the pupil from hurting themselves
- Prevent the pupil from hurting others
- Prevent the pupil from damaging property
- Prevent the pupil from causing disorder.

If a restrictive physical intervention is carried out, then the minimum force necessary must be used for a minimum time. The restrictive physical intervention itself must be reasonable and proportionate to the behaviour being carried out by the pupil and must be in the pupil's best interest.

All incidents of restrictive physical intervention must be recorded on Cpoms within 24 hours (unless extenuating circumstances prevent this, such as a significant injury to a staff member) and parents/carers informed on the same day that the incident has occurred. Only staff that have completed Team Teach training will be authorised to carry out a restrictive physical intervention on a pupil unless in extreme circumstances.

Having too many members of staff in view during a restrictive physical intervention can contribute to pupils remaining in a crisis state, so if members of staff are not involved or helping it is essential that they move themselves away from the situation.

'Change of face' is an extremely important tool to use after an episode of restrictive physical intervention as it is very likely that, in the initial period this, the pupil will be very angry with the staff member/s who carried out the restrictive physical intervention. Therefore, a 'change of face' to members of staff not involved in the restrictive physical intervention may help the pupil to regulate.

*Team Teach techniques seek to avoid injury to the pupil but it is possible that bruising or scratching may occur accidentally and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the pupil remains safe.*

*Additionally, due to the nature of the behaviours displayed by some pupils, there will be times when staff members receive injuries themselves.*

Any injuries that occur to pupils or staff during a restrictive physical intervention or episode of challenging behaviour by a pupil must be recorded on both Sleuth and on the school accident reporting system.

For further information about restrictive physical intervention, please see the [SANDMAT - Restrictive Physical Intervention Policy Sept 2023.pdf - All Documents](#)

Being involved in a Positive Handling incident can be a very challenging experience for a member of staff from both a physical and emotional perspective. Therefore, it is imperative that staff members are provided with adequate support from within their teams after any Positive Handling incident. A staff debrief will be carried out each day.

Where possible staff members should be offered a short time-out, so that they have an opportunity to reflect upon the situation and regulate their own emotions. Staff teams are encouraged to reflect upon all incidents of Positive Handling, considering any pre-cursors or triggers leading up to the events, and whether the situation could have been managed differently.

Staff are welcome to discuss any concerns, queries, thoughts, or feelings they have with a member of the Leadership Team if they have been negatively affected by a Positive Handling incident.

### **Sleuth – Recording and Monitoring Data**

Sladewood Academy uses 'Cpoms, a web-based system that allows us to track and record all behavioural incidents and concerns.

Behaviour incidents are logged by the staff member involved in this incident within 24 hours of the incident occurring. All staff members will be given their own login details for Cpoms. It is the responsibility of the staff member who has observed the incident, been involved with the incident, or has concerns to report this on Cpoms. Cpom reports will be used in informing the need for interventions put in place to support in meeting the pupil's needs.

A member of the Leadership Team will follow up all instances recorded on Cpoms of bullying (verbal, physical, or online), sexual harassment, racism, homophobia, and any other occurrences of discriminative behaviours. Staff will address this by implementing an appropriate reflective approach for the pupil and behaviour. A Behaviour Support Plan will be put in place for pupils who have frequent records on Cpoms displaying the following behaviours: physical aggression, fighting, unacceptable language, sexualised behaviour, sexual violence, and unsafe online interaction.

All Safeguarding concerns on Cpoms are sent through to the Safeguarding and Operational Safeguarding Leads.

All reports related to a Positive Handling Incidents (PHI) will be tracked, monitored, and reviewed regularly by the School Leaders. Where there is an upward trend of PHI in relation to a specific pupil, consideration will be given to convening a multi-agency meeting to address this escalation in behaviour. Pupils' risk assessments and all relevant paperwork will be updated following significant behaviour incidents.

### **Absconding**

If a pupil is missing (not seen by any staff), a member of the Leadership Team must be notified. An extensive search of all buildings and school grounds should be made by staff. If they remain unaccounted for, the protocol below will be followed:

1. Time and place of the last sighting of the pupil to be established

2. Once the child has been known to have gone missing, the Head Teacher to call the Police to report MISPER (missing person)
3. Reception staff to prepare the photos for police if required
4. Parents/carers are informed by the Headteacher if the police are called
5. Upon return of pupil, parents/carers/Social Care are to be contacted to inform as required
6. Address issues regarding absconding, to be discussed at earliest opportunity with pupil, their family and staff
7. Pupil Risk Assessment to be updated/put in place to highlight the risk of absconding.

If a pupil is on site and threatening to abscond then the following process will be followed:

- Class LP or a member of the HLLP team should closely supervise the pupil and, if attempting to leave school grounds, encourage them to return to school. If the pupil proceeds past/out of the school gate, staff will take appropriate actions to keep the pupil safe.

### **Bullying and Child-on-Child Abuse**

Sladewood Academy is an inclusive school and all forms of bullying, abuse, and victimisation of others will not be tolerated. When a pupil shows bullying behaviours towards others, this will be challenged and the behaviour will be addressed. This will include supportive measures as required by the perpetrator.

The victim(s) will be offered every support to overcome the stress and trauma caused by the perpetrator. Parents/carers of both the perpetrator and the victim will be informed of incidents and actions taken. A Cjoms log of incidents and outcomes will be made for analysis of effectiveness of action taken. If bullying becomes persistent, we will follow guidance in the Safeguarding Policy regarding Child-on-Child abuse and follow the general principles relating to this as set out in Keeping Children Safe In Education 2024 .

We recognise that, due to their individual needs, not all pupils will understand that the way they are behaving or treating others constitutes bullying or abuse. This may relate to in-person contact as well as interactions on-line. Therefore, our PSHE curriculum will be differentiated in order to support our pupils in being able to identify possible bullying or abuse, immediate actions they can take, and who to report to if this is occurring.

### **Interoception**

Interoception is a feeling we feel within a body and the interoception curriculum helps us to identify what this feeling is, whether it be hunger, thirsty, hot or cold or an emotion. We believe that understanding feelings in our body and where we are feeling it, is the first step to understanding our emotions and feelings and in turn being able to eventually self regulate. This is the pre step before Zones of regulation. Pupils will be supported to understand feelings and sensations in their body so they can eventually link these to emotions and in turn be able to regulate these big feelings they are having. We do weekly interoception lessons on our body parts and sensations we may feel in each part of our body. Interoception awareness is used as part of our check ins on a daily basis.

### **Zones of Regulation**

The Zones of Regulation is an aspect of curriculum related to social and emotional development, focused on self-regulation and emotional control. The aims of this approach are to develop emotional language, increase self-awareness, support the development of coping skills and strategies for times of emotional

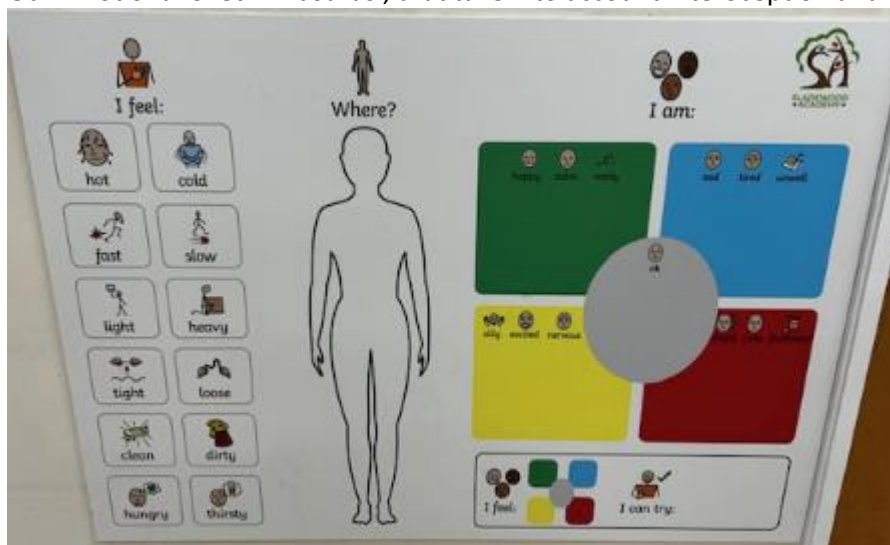
dysregulation, encourage independent thinking about emotions, and to support children to understand why they feel the way they feel.

There are four 'zones' with corresponding colours: green zone (e.g. happy, calm, ready to learn), blue zone (e.g. sad, tired, sick), yellow zone (e.g. excited, stressed, worried), and red zone (e.g. angry, panicked, out of control) – please see the pictures below for more information. The zones recognise that 'positive' emotions can also give rise to feelings of overwhelm and dysregulation, such as being overjoyed or elated.

At Sladewood Academy, we encourage pupils to check-in regularly with how they are feeling using a colour-coded chart. This will be introduced to the children in keeping with each individual class' approach to teaching and learning, to ensure children understand the chart and its purpose. Adults will also check-in with their feelings throughout the school day, modelling a positive approach to doing so, use of emotional language, and highlighting that it is okay to feel a variety of different emotions. Check-ins can happen freely within the school day as children will always have access to the chart. Teachers and Learning Partners will respond to the emotional check-ins accordingly by, for example, acting as Emotionally Available Adults to talk to, reinforcing skills and coping strategies for emotions, or offering comfort and reassurance.

During the year, we aim to develop our Interoception Curriculum and will begin to utilise this alongside and/or instead of the Zones of Regulation. This will focus on emotional wellbeing, including check-ins and 'how and where' we feel emotions in our bodies.

Our Emotional Check in boards , that take into account interoception and Zones of regulation;



### **Conducting Searches**

Sladewood Academy staff can search a pupil for any item, should the pupil consent. If consent is not given, the Headteacher and authorised staff have a statutory right to search pupils (or their possessions) where there are reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items include knives or other weapons, alcohol, illegal drugs, stolen items, tobacco/e-cigarettes, fireworks, pornographic images, or any article that may have been used to commit an offence (or is likely to be used to commit an offence, damage to property, or injury to a person). Staff can confiscate any prohibited item found as a result of the search. Depending on the item and context of the situation, Sladewood staff may have to report possession of the item to the police.

### **Legal Duties**

Under the Equality Act 2010, we have a duty not to discriminate against people on the basis of their age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010. As it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

**Please see the below appendices for further information regarding:**

- **Intent, Implementation and Impact for behaviour (Appendix 1)**
- **Stages of behaviour and/or attitudes, and Sladewood's expectations (Appendix 2)**

**Intent**

- To understand that everyone's (staff and pupils) behaviour has an impact on others
- To create an environment in which everyone feels safe - relationships are based on mutual respect and an understanding of the needs of all involved
- Encourage pupils to think independently about their emotions and begin to understand why they feel this way
- To be treated with respect and treating others with respect, leading to being in the right frame of mind to learn effectively
- To recognise and praise positive behaviour
- Develop resilience and improve social interaction in wider community
- To further support with the development of independent skills

**Implementation**

**Staff**

- To use principles of Restorative Practice and Trauma Informed Approaches
- To model positive behaviours and support the building of positive relationships through relational interactions
- To plan learning opportunities to engage, challenge and meet the needs of all pupils
- To provide clear and supportive boundaries for pupils
- To maintain a safe and calm learning environment
- To use visible recognition boards and positive praise language
- To be calm and supportive in reflective dialogue with pupils to ensure everyone is socially engaged, rather than socially defensive
- To be consistent in their approaches in line with the 'Sladewood Way'

**Pupils**

- Be Respectful - towards themselves, others, their environment, and community
- Be Ready- to learn and engage with lessons, interventions, and opportunities offered to them
- Be Safe - to keep themselves and others safe at all times
- Engage in Restorative Practice principles and approaches in order to build, maintain, and repair positive relationships.

**Impact**

- To be able to identify, self regulate and manage their emotions, feelings and sensations in a safe and healthy way
- Achieve their best in a caring and safe environment
- Pupils to become as independent as possible
- Pupils are able to contribute to society and feel valued, developing a positive sense of self-worth
- Pupils develop and maintain healthy friendships and know how to keep themselves safe
- To further prepare pupils to be respectful, moral, and polite adults
- To be able to adapt to change and transition between different stages of their life
- Make successful transitions to their next step in their development
- Pupils fulfil their potential and become the best they can be

Resource category	Criteria	Expectation	What does this look like?	Other information
<b>Step 1</b>	Ready, Safe, Respectful  Engaged in tasks set  Behaving within acceptable norms  On task  Following instructions  Compliant  Calm	Listening and responding to adult instructions and school rules  Class team  LP to give a short 1:1 support	Everyone engaged with learning  Behaving appropriately following school rules and set expectations.	From our relationships with pupils allowing us to address their needs and wants  Teacher/ LP being shadowed by apprentices looking at good practice  Recognition board  Recognition by SLT
<b>Low Level Behaviour</b>	<b>Step 2</b>  Low level disruption  Not following instructions	LP deployment  Change tasks/ Refocus  Time in a different space within the classroom  Pupil to go to a quiet area with a LP  Compromise  Sensory break  Movement walks	LP monitoring mood and offer level of support aiming for pupils to reengage with learning  Could be at desk, quiet area if needed  Older pupils might be left in a quiet room for a small period of time.	In class safe space/ individualised safe zones  Dojo points/ recognition board  Time with LP/ teacher/ EAA
<b>Serious Incident</b>	<b>Step 3</b>  Unacceptable language  Unacceptable action  Inappropriate online interaction	HLLPs- inclusion- change of face Deescalate  Time out/ Use of safe space:	Body language and facial expressions, shut down, crying, fidgety  Out of the classroom  Hitting at things  Dysregulated	Remove triggers  Give space and time  Safe space  Check in with external teams
	<b>Step 4</b>  Significant harm to self or others  Physical aggression/assault  Sexual harassment/ violence	Inclusion Team Senior teachers  SLT team	Disruptive behaviour  Unsafe, ripping, biting, physically aggressive to others  Fights  Risk to harm others or self	Inclusion team  Update risk assessment  Meeting with parents/ carers