



Snowdon Village

Behaviour & Communication Policy

Trauma-Informed Edition (2026)

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1. Vision & Values

Snowdon Village is a safe, respectful, and inclusive community. We believe every pupil can learn, belong, and thrive when adults provide predictable structure, compassionate boundaries, and high-quality teaching.

Core values: Positivity • Equity • Resilience • Love

We are a Trauma Informed School (TIS award Sept/Nov 2021). High expectations and firm, fair boundaries are delivered with dignity, curiosity, and care.

Our vision

To create a relational school where every young person feels physically safe, emotionally held and academically stretched; where behaviour is understood as communication and learning is reclaimed through connection, regulation and high-quality teaching.

What our values look like in daily practice;

Positivity: Staff notice effort and progress first. We narrate strengths, celebrate small wins, and make success visible every day.

Equity: Fairness means giving each pupil what they need to succeed. We make reasonable adjustments, personalise support and challenge inequity in outcomes.

Resilience: We teach regulation and problem-solving, promote a growth mindset and frame mistakes as opportunities to learn and repair.

Love: Unconditional positive regard underpins every interaction. We keep boundaries, hold hope, and stay alongside pupils, especially when it is hard.

Belonging and inclusion for all

We are a neurodiversity-affirming, trauma-informed community. Individual needs are planned for through Pupil Passports, reasonable adjustments, and consistent routines.

Every pupil is entitled to connection with a trusted adult and access to co-regulation strategies (including the PACE Room).

We actively teach social and emotional learning alongside academic knowledge.

Relational safety

Adults lead with the **PRRR sequence: Protect → Relate → Regulate → Reflect.**

We use the **PACE stance (Playfulness, Acceptance, Curiosity, Empathy) and W.I.N.E (wonder, imagine, notice, empathy)** language stems to keep talk safe and non-shaming.

Repair follows rupture: when things go wrong, we restore relationships and learn through brief restorative conversations and clear next steps.

High expectations with compassionate boundaries

- We hold the line kindly. Instructions are clear, choices are genuine, and consequences are proportionate and educational.
- We avoid public humiliation, power struggles, and zero-tolerance practices that escalate distress.
- Every lesson is a fresh start; pupils can always turn it around.
- Staff culture and development
- All staff are behaviour practitioners. We model regulation, use consistent scripts, and seek help early.
- Training, coaching and regular supervision sustain a calm, confident workforce. After serious incidents, debrief and supervision are provided for staff and pupils.
- Partnership with families and agencies
- We work with parents/carers as partners, communicating early, clearly, and respectfully.
- Where helpful, we coordinate support with external agencies to meet holistic needs.

Triangle of Support

Each school displays a Triangle of Support, showing the emotionally available adults (*EAs*) for that setting. This ensures every pupil knows which trusted adults they can go to for co-regulation, connection, and support. The Triangle is reviewed each term and used in Pupil Passports, PRRR planning, and safety/risk protocols.

Pupil voice and leadership

Pupils shape our code of conduct, review their targets, and contribute to school improvement through structured voice activities and leadership roles.

Equity commitments

We monitor behaviour, attendance, and attainment data for patterns and disproportionality.

We take action where groups are over- or under-represented in sanctions or referrals, and we review practices for bias.

How we know it's working

- Improved attendance, engagement, and progress.
- Fewer high-level incidents and successful reintegration after difficulties.
- Pupil, family and staff feedback evidence safety, belonging and fairness.
- Consistent use of Passports, PRRR, PACE and restorative processes across settings.

2. Trauma-Informed Approach: Behaviour is Communication

At Snowdon Village, we recognise that all behaviour is a form of communication. When a child or young person displays challenging or distressed behaviour, staff first seek to understand what the behaviour is telling us, rather than focusing solely on the behaviour itself.

We ask:

“What is this behaviour communicating, and what does this young person need to feel safe, supported, and regulated?”

We understand that behaviour often reflects unmet needs, past trauma, or difficulties in managing strong emotions. Our staff respond with curiosity and compassion, not judgement. The goal is to understand the ‘why’ behind the behaviour, ensuring the young person feels heard and valued.

Staff follow the Protect → Relate → Regulate → Reflect approach, which forms the foundation of our trauma-informed practice:

Protect: Adults make safety immediately visible, separating where necessary, reducing triggers (noise, crowding, audience), and offering calm, predictable presence and language. We adjust the environment, routines and staffing so every pupil experiences physical and emotional safety, not just the pupil in distress. Protection is the secure base for regulation, connection, and learning.

Relate: Once the young person is calm, staff focus on rebuilding connections through empathy, reassurance, and understanding. This helps the young person feel safe and supported.

Regulate: Staff support the young person to regain a sense of calm and safety, using co-regulation strategies such as gentle tone, breathing techniques, grounding activities, or offering space and time.

Reflect: When the young person is ready, staff engage them in reflection, helping them understand what happened, identify feelings and triggers, and explore better ways to cope next time.

Shame-based, punitive, or exclusionary practices are avoided at Snowdon Village. Instead, our focus is on relationships, emotional safety, and restorative approaches that repair trust and promote personal growth.

This trauma-informed approach ensures that every interaction between staff and young people is grounded in safety, connection, and understanding — the essential conditions for emotional healing and learning.

Dual-Protect protocol (peer incidents):

1. Immediate safety check for all pupils; separate parties and remove audience.
2. Protective adult assigned to each pupil; brief needs check; offer co-regulation or quiet space.
3. Dynamic risk review (location, peers, items); adjust supervision/space for the next lesson.
4. Early communication with parents/carers of both pupils (same-day summary; next-steps).
5. Return-to-learn plan for each pupil (who they sit with, what to do if dysregulated).

6. Restorative pathway (timed after regulation): brief, structured, age-appropriate; safety, dignity and learning focus; follow-up check 24–48 hrs.
7. Recording on Bromcom/CPOMS; pattern review at pastoral. *(SV CORE)*

3. PRRR Model (Protect • Relate • Regulate • Reflect)

- **Protect:** Make safety visible through routines, clear choices and calm tone.
- **Relate:** Attune to feelings; connect before correcting.
- **Regulate:** Co-regulate first (breathing, grounding, movement); then build self-regulation.
- **Reflect:** Once calm, explore what happened, needs, impact and next tiny step.

4. PACE Stance (Playfulness • Acceptance • Curiosity • Empathy)

PACE is our relational stance:

- Playfulness lowers defensiveness and invites connection.
- Acceptance separates the child from the behaviour and reduces shame.
- Curiosity invites the story behind behaviour using 'I wonder...' questions.
- Empathy validates feelings and restores dignity.

5. W.I.N.E Language (Wonder • Imagine • Notice • Empathy)

WINE sentence stems help staff keep language safe and non-judgmental:

- Wonder: "I wonder if that felt unfair when..."
- Imagine: "I imagine it's hard to focus when..."
- Notice: "I notice your hands are clenched—shall we try our breathing?"
- Empathy: "That sounds really tough; thank you for telling me."

6. Roles & Responsibilities

Students: try your Personal Best; follow staff instructions; show respect; engage with support; learn from mistakes.

Staff: model calm, consistent, kind authority; design accessible learning; notice and praise; use de-escalation; apply steps fairly; record proportionately; partner with families; seek specialist help when needed.

Parents/Carers: support attendance, punctuality and uniform; collaborate on plans; share information that helps us support your child.

Leadership: ensure training and supervision; monitor data for equity; coordinate multi-agency support; assure policy fidelity.

Our ambition: Pupils graduate from relying on points/systems to valuing learning, belonging and contribution. We therefore:

- Teach learning behaviours explicitly (attention, persistence, participation, constructive talk, restorative conversations).
- Build metacognition: we teach and model how to plan, monitor and evaluate learning and behaviour (subject-embedded, not generic)

7. Positive Recognition & behaviour steps at Bristol Futures and City School

Recognition-first:

We reward effort, progress, and repair. Examples include specific praise, phone/postcard home, certificates, roles of responsibility, Personal Best points, assemblies and termly enrichment spending. (BFA +City School)

Rewards at Bristol Futures and City School

Personal bests are going digital. You will have a small copy of your timetable to carry around, but staff will be required to fill in a spreadsheet with all scores.

Rewards

- Rewards will now be termly.
- Personal best scores will translate into a monetary value:
 - Attendance – 20p
 - Uniform – 20p
 - Respect (throughout the day) – 20p
 - Lessons – 40p
- You will be able to spend your rewards on the final day of term.
 - We will not be giving you cash!
 - You can choose what you would like to spend your reward money on, with staff.
 - Taps
 - Vouchers for shops/restaurants
- There will be separate rewards for attendance, reading and total tutor points.

A day

A week

Daily -

- Postcards – awarded and sent home when a student has made progress in any way.
- Personal Best points – awarded every time a student attends lesson and engages positively.
- Positive phone calls home - from all staff

Weekly

- Celebration assemblies – Run for each year group. Individual certificates given
- Certificates/postcards home
- End of term rewards points added – see picture above
- Rewards for 100% attendance, top behavior points and subject nominations. Tutor group certificate for reading challenge
- Attendance – individual attendance rewards for each student
- Homework is encouraged with additional rewards for completed tasks

Positive Management (Steps)



All students start the day at the 'top of the steps with a fresh start and can always 'turn it around'. Every student starts the day with a positive phone call home; it is their responsibility to keep this throughout the day. Shared vocabulary references our values (positivity, equity, resilience, love) plus safety and mutual respect. Pre-emptive strategies: meet-and-greet, chunked tasks, choice, check-ins, regulation prompts.

Counterproductive & Disruptive Behaviour

Low-level issues — such as minor defiance, off-task behaviour, or briefly leaving class without permission — are managed within the classroom through calm, consistent use of the behaviour steps.

Behaviour Steps approach

Staff apply.

- **Step 1 - Reminder of behaviour expectations**

Name impact and offer a regulated choice (seat, brief reset, task tweak). Strategies to be used first, using positive relationships, reminders, and restorative language to re-engage the young person with minimal disruption to learning.

Step 2 - At this stage, another member of staff may step in to support, offering a calm reset, brief restorative conversation, or a change of space if needed. The aim is to de-escalate, preserve learning time, and maintain a supportive classroom atmosphere. Step 2 will result in a phone call home and deduction of behaviour points.

Step 3 - Reflection – short restorative chat or PACE Room; parental contact as needed. Offsite working either the same-day or the next day.

- **High-level** – possible suspension, outreach, contract/IBP; SLT involvement. Every step considers SEND and reasonable adjustments.

Should low-level issues become persistent or show a repeated pattern, the situation moves beyond classroom management. These triggers target support and review, ensuring the young person's Support or Behaviour Passport is updated with new strategies, adjustments, or agreed targets. Collaboration with the family, key workers, and wider team ensures consistency between home and school.

This approach promotes early intervention, accountability, and relationship-based practice — addressing challenges promptly while maintaining dignity, safety, and trust for all involved. Parents are informed, we address quickly using praise-first, non-confrontation, brief calm directives, and a focus on the primary behaviour. Use scripted interventions; revisit targets in Passports/IEPs; escalate to planned reflection only when needed; review support regularly.

8. Suspensions & Permanent Exclusions (PEX)

We avoid external suspensions wherever safe by using internal reflection/off-site provision. Safeguarding guides decisions via a dynamic risk assessment. Authorisation rests with Centre Lead/SLT and Principal/Vice Principal. Evidence includes CPOMS logs, staff/pupil accounts, any physical intervention report and available CCTV.

Permanent Exclusion (for pupils on SV roll) is considered only in the most serious cases and after weighing mitigating (e.g., provocation, emotional state) and aggravating factors (e.g., premeditation, harm, intimidation). Parents and Governors are notified, and appeal rights are upheld. (Please refer to the CLF suspensions policy for more information)

9. Searching, Screening & Confiscation

We may screen/search for prohibited or suspected stolen items, including lockers/bags, in line with statutory guidance and contextual safety plans. Some settings may use daily wandering to safeguard. Searching student belongings will be completed with the DSL plus one other member of staff; the student will be present. Refusal for a search to be conducted may result in Police presence (context depending).

10. Smoking & Vaping

It is not permitted in any of our schools or during school activities. Items are confiscated and parents are informed. Consequences may include points deduction, reflective learning and health education. Graduated chances are offered to hand over items; persistent refusal triggers parental contact and, where safe, same-day removal from lessons/site. Context is explored in a learning conversation.

11. Drugs/ Alcohol & weapons

Managed in line with local guidance and safeguarding. If suspected/affected: inform parents, complete dynamic risk assessment, consider medical attention or collection. Typically, a same-day health-and-safety suspension is followed by a 1-day off-site reflection and referral (e.g. Safer Connections, New Leaf) with restorative reintegration and ongoing support. We reserve the right to search student belongings. If we find illegal substances, we will access the drugs in school policy. At Snowdon Village Academy, we are committed to providing a safe, inclusive, and nurturing environment for all students, staff, and visitors. In line with statutory guidance and local safeguarding protocols, our Behaviour Policy takes a zero-tolerance approach to the possession, use, or distribution of offensive weapons and illegal substances on school premises or during school-related activities.

Decisions regarding sanctions will be made in consultation with the Education Inclusion Manager and relevant safeguarding partners.

Where appropriate, we will consider alternatives to permanent exclusion, such as:

- Fixed term suspension
- Internal reflection
- Mentoring or therapeutic support

A multi-agency support plan may be developed to address underlying needs and reduce future risk.

12. Mobile Phones

Phones and bags are handed in on arrival and returned at the end of the day. If found in possession, pupils hand in the device and may complete reflection. Persistent non-compliance leads to SLT removal from lessons/internal reflection/suspension and a reintegration meeting. Staff may allow phones on school trips as a safety precaution.

13. Prohibited items

Any student who is in possession of a prohibited item will be given the opportunity to hand in the item. Refusal to hand in the item for example a “vape” may result in a suspension

14. Absconding (Class, Site, Trips)

From class: check welfare; use agreed time-out; relational check-in. From site: note time/direction; do not follow/chase. If a child has been out of site for longer than 10 minutes, the students parent will be called, and a same-day suspension will take place. On trips: notify police immediately and school contacts; reintegration and reflection on return. Notify office/pastoral; inform parents/police as appropriate; consequence is reflection (context dependent).

15. Positive Handling (Reasonable Force) — Trauma-Informed Statement

Physical intervention is a last resort. We prioritise prevention, co-regulation, and de-escalation. Positive handling is considered only when there is an immediate risk of harm to the student, others, or significant risk of serious damage to property, and other approaches have been tried or are not feasible in the moment.

- Our staff are authorised to use positive handling; they are Team Teach Level 2 trained and use only techniques covered by that training.
- Trauma-informed approach before, during, after
- Before (Prevent & Protect).
- Use PRRR and PACE: protect safety through predictable routines; relate and co-regulate; change task/space/adult; offer clear, regulated choices; use calm, minimal language (WINE stems: I wonder / I notice / I imagine / empathy).
- Implement agreed strategies from the student's Pupil Passport/EHCP (e.g., movement break, time-in with a trusted adult, PACE Room access).
- After (Repair & Reflect).
- Student voice will be obtained and recorded in the Physical Intervention Book.
- Offer staff debrief/supervision following any significant incident.

Provide a de-brief for the student with an emotionally available adult, using brief restorative questions when calm (what happened / what did you need / what next?).

16. Graduated response to lateness:

- **1** late in a rolling week: Quiet check-in; reminder of start-of-day routines; note on Bromcom.
- **2** lates in a rolling week: Tutor conversation (2–3 minutes) using WINE/PACE language; practical plan agreed (e.g., earlier bus, meet-and-greet, breakfast club); family informed by text/phone.
- **3** lates in a rolling week: Half-day off-site working session (study hub/sister site) scheduled to catch up on missed learning. Work is set by subject teachers; attendance is recorded; a brief restorative check-out is completed. Transport and reasonable adjustments are arranged where needed/possible. A short punctuality plan is reviewed with the pupil and parent/carer with the family support worker.

Notes

- Where lateness is linked to SEND, health, caring responsibilities, transport failure or safeguarding, staff will adapt the response and support plan accordingly.
- After a punctual week (no lates), the plan resets to Step 1.

Communication, recording and review

All lates and reflections are recorded on Bromcom/CPOMS and monitored for patterns and disproportionality (e.g., by SEND, ethnicity, gender). Parents/carers are contacted at 2 lates and whenever a 3-late trigger or 3-reflection trigger is reached.

- Student plans are reviewed regularly; reasonable adjustments are added to the Pupil Passport/EHCP where appropriate.
- Success is recognised explicitly (e.g., a punctual week restores enrichment as normal and is acknowledged in tutor time).

17. Reflections and outreach

- Up to 2 reflections in a week: Tutor/pastoral review; targets adjusted on the Pupil Passport; family informed.
- 3 reflections within the same week: Outreach work will be put in place for a short period to stabilise routines and complete missed learning, with a clear reintegration plan.

18. Weekly catch-up (including Friday enrichment)

- Catch-up sessions run every Friday during enrichment
- Any outstanding catch-up from missed lessons is completed on Friday afternoon during the enrichment slot (for that week only), so that pupils re-enter the next week up to date.
- Pupils also have optional after-school and lunchtime catch-up opportunities through the week; choosing these may reduce or remove the need to use Friday enrichment time.

19. Anti-Bullying, Child-on-Child & Hate Crime

Zero tolerance for bullying, discrimination, and hate incidents. Trauma-informed responses support both harmed and harming pupils. Reporting routes are clear; investigations are timely; communication with families is proactive; consequences are proportionate; education and restoration accompany sanctions. Culture work includes curriculum, displays, and Anti-Bullying Week.

Implementation & Support for Pupils and staff

Support includes mentoring, counselling, therapy, IBPs/EHCP targets, and reasonable adjustments. Data (attendance, behaviour, attainment) informs reviews with pupil/parent voice. Staff receive training, coaching and regular supervision; emergency supervision follows serious incidents.

20. Uniform & Pupil Passports

Uniform: BFA – black BFA jumper, white polo shirt, black trousers/joggers/leggings, appropriate footwear. The Nest/Engage – home-school uniform. City School – appropriate dress for learning. Students who refuse to wear uniforms will need to work off-site with a member of staff.

Pupil Passports are concise and practical, used by all staff and reviewed regularly.

21. The PACE Room (Design, Access & Flow)

Purpose: a calm, supervised co-regulation space for restoration and readiness to learn. Not a sanction or isolation area.

Design & cues of safety: soft lighting; minimal visual clutter; clear expectations (You are safe • We can sort this • You can try again); regulation kit (sensory tools, timers, sand, Lego, colouring, breathing prompts).

22. Snowdon Village School Behaviour Policy: The Nest Approach

Introduction

At Snowdon Village, we are committed to creating a nurturing environment where every student feels valued, supported, and empowered to achieve their full potential. Our values of **Positivity, Equity, Resilience, and Love** are at the heart of everything we do, and our behaviour policy reflects this commitment.

As a **trauma-informed school**, we understand that behaviour is a form of communication. We recognize that every child has individual needs, and our approach is rooted in a deep understanding of how trauma affects learning and behaviour. Our mission is to create a safe, respectful, and inclusive environment where all students can thrive—academically, socially, and emotionally.

Our Core Values

- **Positivity:** We foster a positive, growth-minded culture where every student is encouraged to learn from their mistakes and embrace challenges with a can-do attitude.
- **Equity:** We are committed to ensuring that all students have access to the same opportunities, resources, and support, recognizing that some may need more than others to succeed.
- **Resilience:** We teach and model how to bounce back from setbacks, celebrate progress, and persist in the face of challenges.
- **Love:** We act with kindness, empathy, and care toward one another, creating a community where all students and staff feel seen, heard, and supported.

The Nest Team's Responsibilities

As part of our commitment to a trauma-informed, inclusive school, Nest Team members will:

- **Understand and Follow the Policy:** Ensure consistent application of the behaviour policy, maintaining high expectations and consistency across the school.
- **Explicitly Teach Behaviour Expectations:** Use clear, age-appropriate language to teach students the expectations. Help children understand how to be safe and respectful not only in the classroom, but also in non-classroom settings like the playground and during school trips.
- **Adapt Provision to Individual Needs:** Ensure that each child's needs are met with tailored support and adjusted learning strategies.
- **Maximize Learning Time:** Ensure that routines and transitions between activities are smooth, safe, and respectful to maximize engagement and learning time.
- **Provide Positive Reinforcement:** Use discrete reminders and publicly praise students who exceed behaviour expectations, recognizing effort and improvement.
- **Promote Self-Agency:** Encourage students to take responsibility for their learning and behaviour using the Thrive approach.

- **Model Conflict Resolution:** Teach students how to manage conflict using restorative practices, providing them with the language of reconciliation.
- **Collaborate with Parents:** Maintain open and positive communication with parents to ensure a consistent approach between school and home.
- **Foster Emotional Wellbeing:** Use trauma-informed language and strategies to support students in recognizing and managing their **BIG feelings**.
- **Ensure Safety:** In situations where a child is in crisis, trained staff will step in to provide support, using positive handling techniques when necessary.

Students' Rights and Responsibilities

All students at The Nest have the right to learn and grow in a safe, supportive environment. In turn, they are responsible for:

- **Respecting Themselves and Others:** Students are expected to treat others with kindness, compassion, and respect at all times.
- **Engagement in Learning:** Students are expected to be actively engaged in their learning, putting in their best effort and seeking help when needed.
- **Positive Choices:** Students should take responsibility for their actions, make positive choices, and actively contribute to creating a safe and welcoming school environment.
- **Emotional Awareness:** Students should recognize their emotions and learn how to express and manage them in a healthy, constructive way.

We understand that not all children will come to the Nest with these skills, therefore our job is to teach and develop these skills within our students.

Expectations of Behaviour

At Snowdon Village, we believe that behaviour is not just about following rules—it's about creating a culture where everyone can thrive. The following behaviours are expected:

- **Be Safe – Kind hands and feet:** Follow all safety guidelines, respect personal space, and look out for one another.
- **Be Respectful – listen to the adults:** Treat all members of the school community—students, staff, and visitors—with respect, kindness, and empathy.
- **Positive Communication – Kind words and faces, use your words:** Use appropriate language and behaviour, especially during moments of conflict. We teach students to resolve disagreements with **restorative justice** and conflict-resolution strategies.

Behavioural Interventions and Support

We believe in an approach that recognizes the needs of the whole child. While consequences for negative behaviour are important, we focus heavily on **restorative practices, social-emotional learning, and trauma-informed approaches**. Behavioural interventions may include:

1. **Reflection Time:** A chance for students to reflect on their actions and understand how they affected others.
2. **Positive Reinforcement:** Public and private recognition of positive behaviour, including verbal praise, rewards, and special privileges.
3. **Restorative Practices:** Guided sessions where students can learn from conflicts, using restorative conversations to repair harm and strengthen relationships.

4. **Targeted Support Plans:** For students with ongoing challenges, personalized plans will be developed, which may include one-on-one support, or other interventions.
5. **Parental Engagement:** Regular communication with parents to ensure collaboration and consistency between school and home, focusing on positive change and shared goals.

Behaviour steps

- For negative behaviour choices students will be given 'A reminder and then a warning, if this behaviour continues a student will given 'minutes' away from their gem time on a Friday.
- Students can also be given 'minutes' away from their break or lunch time play.



Gem powers

At the Nest, children earn gems for positive learning behaviours throughout the week, which contribute to "Gem time" on Fridays. This is where all gems earned by students will be celebrated. Students will then have a choice of activities of their choosing.

On Fridays, one child will be recognised as the "Gem certificate winner" and receive a prize.

Ruby  Caring kindness Thoughtfulness Friendship	Diamond  Independence, using your words Good ideas Problem solving	Emerald  Resilience Having a go bouncing back finding another way	Amethyst  Attention focus Good Listening Problem solving	Amber  Bravery Confidence curiosity	Time Lost: 
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Responding to incidents that are more serious or unacceptable behaviour:

- Teacher/support staff contacts SLT immediately and the student is taken to Behaviour Support Room/member of staff on duty.
- Depending on the behaviour and the student's calmness, the member of staff on duty will either speak to the student in a quiet area.
- The behaviour/ incident will be recorded on CPOMS) and behaviour discussed with the possibility of an intervention being explored.
- Due to the level of seriousness, this may mean that the student does not return to the classroom but instead completes 'sent out work.'
- Home will be contacted and a meeting/ conversation with parent/carers will take place. Targets may be set at this meeting if this behaviour is persistent. Meetings can take place remotely or by telephone, where circumstances dictate.

ENGAGE COMMUNICATION (BEHAVIOUR) POLICY 2025 - 2026

Engage's Vision

Engage aims to safeguard, inspire, encourage and support growth and confidence in all our young people, in all aspects of their life.

We seek to work closely with families and professionals to get the best possible outcomes for our students. We aim to enable young people to address and improve their behaviour to a high standard. We also prepare them for responsibilities, opportunities and lifelong experiences through respect, care, equity, and a partnership for their own journey.

As part of the Engage Behaviour Policy there are a range of rewards and sanctions available. These are reviewed regularly and changed according to the needs of the current cohort of pupils. Rewards should always be used in preference to sanctions, but it is recognised that in some situations with some pupils a sanction may be the appropriate strategy. The points system underpins all rewards and sanctions. The point system runs from Friday to Thursday with a reward option on a Friday afternoon.

Each day students can earn a total of 15 points through:

- 5-Personal Best- positive behaviours and safety around the setting)
- 5-Engagement- (active participation in lessons and work output)

- 5-Bonus Points (above and beyond expectations)

Every student starts the day with 3 Personal Best and Engagement points which assumes they are on track for positive behaviours, learning and safety. Students can earn more or lose these points throughout the day.

Bonus Points can be awarded if the adults notice students demonstrating above and beyond behaviours throughout the day.

REWARDS

Students can earn up to 75 points a week and can then use them to take part in one of the below activities.

Points	Rewards	
0-19	Art	Painting, Colouring, Dot-2 Dot, word searches.
20- 40	Board and Card Games	Games (Board, Card)
41-52	Computers	Computers Games
53-64	Netflix	Choice of 2 films rated 15 or below.
65-75	XBOX	Play a choice of games

Engage Classroom Expectations:

- Students to be in class promptly and ready to learn
- Coats off (as agreed)
- Main-school uniform on as agreed
- Only water is to be drunk during lesson times
- Cups and water to be used in the classroom – staff and students shouldn’t need to leave the class to get these items
- If you are teaching the lesson, it is essential that you are on time and lessons run according to the timings on the timetable
- If students are taking 5 minutes a member of staff needs to escort them and collect them
- If there is an incident that is on the serious incident list, it needs to be dealt with immediately/asap
- When the students are sent on break or lunchtime, a member of staff can follow/lead them out of the class into the common room, as there is not always someone who can supervise the students.

Responding to low-level disruption within the classroom/common area:

- If a student is affecting others’ learning/environment with low level disruptive behaviour the teacher/staff member

- Less serious behaviours could include disruption in lessons, in corridors between lessons, and at break and lunchtimes, non-completion of classwork, poor attitude, refusal to follow instructions.
- Teacher issues a reminder, 1st warning, if it continues a 2nd warning or time out of class may be offered /suggested – warnings are indicated on the whiteboard.
- If the student continues with low level disruptive behaviour, then the teacher will ask the student to take some time out of class and/or will send for the member of SLT/Staff who is on duty on that day.
- Depending on the behaviour and the student's calmness, the member of staff on duty will either speak to the student in the common area or they will chat to them in the Behaviour Support Room.
- The behaviour/ incident will be recorded (on Bromcom or CPOMS) and behaviour discussed with the possibility of an intervention being explored. This may also mean that the student does not return to the classroom but instead completes 'sent out work.'
- The Parent/Carer will be informed by Text or by telephone

Responding to incidents that are more serious or unacceptable behaviour:

- Teacher/support staff contacts SLT immediately and the student is taken to Behaviour Support Room/member of staff on duty.
- Depending on the behaviour and the student's calmness the member of staff on duty will either speak to the student in the common area or they will chat to them in the Behaviour Support Room
- The behaviour/ incident will be recorded (on Bromcom or CPOMS) and behaviour discussed with the possibility of an intervention being explored.
- Due to the level of seriousness, this may mean that the student does not return to the classroom but instead completes 'sent out work.'
- Home will be contacted and a meeting/ conversation with parent/carers will take place. Targets may be set at this meeting if this behaviour is persistent. Meetings can take place remotely or by telephone, where circumstances dictate.

Serious behaviours include

- Repeatedly NOT following the school expectations
- Any form of bullying (For further information see our Anti-Bullying Policy)
- Sexual violence, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - sexual comments
 - sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol

- Illegal drugs
- Stolen items
- Tobacco and cigarette
- Vapes
- Fireworks
- Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to

commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

- Extortion, intimidation, racism
- Use of illegal substances
- Damage to property
- Endangering self or others
- Physical or verbal aggression,
- Stealing

Reflection

Reflection is an internal alternative to fixed term suspension and is to be seen as a last resort.

- Students will be placed in reflection for reasons as mentioned above, for persistent lateness or for an accumulation of negative behaviour incidents.
- reflection will be for 1-2 lessons depending on severity
- If the student has not completed the work and/or refuses to complete the task, then reflection will be extended
- Students may only be placed in reflection by a Senior member of staff
- All staff are informed when a student is in reflection, and therefore not attending lessons.
- Attendance is notified, and the necessary code entered on the register system.
- Teachers will be asked in advance to provide work for the student in reflection and the reflection worksheets may be completed
- A standard telephone call to the student's parent/carer will be made to inform them of the reason for the reflection. A student will be on stage 2 of the report card – graduated response. This means that targets will be set for the student. The student will report to their key adult (pastoral lead) 2/3 times per week.
- A follow up call will be made to the parent/carer to report how the students managed themselves in reflection

After-School Reflections

On some occasions After-School Reflections may take place after school. The students' parents and the main school will be given notice of this prior to after-school reflection, via telephone call or by text message. After School Reflections will be for 30 minutes Monday-Thursday 2:45-3:15.

If a student receives more than 2 After School Reflections, a student will be on stage 2 of the report card – graduated response. This means that targets will be set for the student. The student will report to their key adult (pastoral lead) 2/3 times per week.

Reasons For a Reflection

Behaviours that could mean that a student at Engage receives a reflection. If any of these behaviours are seen 5 times within a week, this may result in a student receiving a suspension.

- Swearing at or about a member of staff
- Inappropriate sexualised behaviours e.g. sexual harassment or violence
- Discriminatory language or behaviours, especially those related to a protected characteristic
- Refusal to go into lesson
- Violent, aggressive or intimidating behaviour Unsafe or dangerous behaviour including 'play' fighting
- Deliberate damage to displays or equipment
- Defacing equipment or school property
- Throwing items across the classroom
- The sharing of and/or distribution of 'over the counter' pharmaceutical drug

Serious Incidents

Serious incidents will result in a placement in reflection for the rest of the day whilst the incident is investigated. This may include the taking of student and staff statements and the observation of CCTV images.

Serious incidents will result in a parent meeting, and may lead to being put on report, on reflection, a suspension or potentially an end of placement at Engage