Francis Barber PRU

Positive Relationships and Behaviour Policy

Agreed by Management Board 2nd December 2025

Reviewed Sept 2025

The work of all at Francis Barber is focused on:

Inspiring

Supporting to Achieve

Inspiring and supporting young people to achieve by providing a second chance in education.

At Francis Barber, we aim to create a safe, nurturing, inclusive, learning community with the welfare of our pupils, staff and community at its centre. We aim to employ a trauma informed approach in our interactions and support of pupils.

The promotion of positive behaviour choices is the responsibility of all members of the school community, including parents and carers, and outside agencies.

This policy refers to 6 key nurture principles which are:

- Children's learning is understood developmentally
- Our school offers a safe space
- Nurture is important for the development of self-esteem
- Language is understood as a vital means of communication
- All behaviour is communication
- The importance of transition in children's lives

Leadership and management
All staff have a responsibility to ensure this policy informs their day-to-day actions and that they apply the policy fairly and consistently. The policy will be monitored via communication on the school's MIS, SchoolPod. This policy will reviewed annually by the head's team, and agreed by the governing body.

We will measure the effectiveness of this policy by:
- Checking our attendance data daily, weekly and 6 weekly.
- Seeking pupils' views on their own mental health and well-being.
- Measuring pupils' academic progress.
- Tracking pupil behaviours across the school

This data will be used to inform a behaviour report produced termly.

Understanding Pupils at Francis Barber

Referrals to FBPRU come from:

- Wandsworth Secondary schools: permanent and fixed term exclusions prompted by concerns about a pupil's behaviours.
- Pupil Services: non-attendance at school, or because a pupil is not currently on roll at a school.
- SNAS**:** pupils with EHCP.

Pupils at FBPRU often have complex needs. They may have underlying special needs and/or have experienced trauma, which has impacted on their learning or experience of school. They may have experienced difficulties in managing behaviour for a long period and need support with reengaging with education.

We aim to meet the individual needs of pupils through:

- Systems that allow us to build an in-depth understanding of the pupil (see below).
- Good lesson planning within a robust curriculum
- Teaching pupils in small groups, or one-to-one (in special cases where this would benefit the pupil for a limited time).
- Supporting pupils through the lens of trauma informed practice

KCSIE 2025

All staff must comply with the expectations and obligations of the DFE KCSIE 2025 Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action, therefore any issues of a safeguarding nature must be recorded on Schoolpod on a safeguarding slip.

Expectations of Pupils and Staff

Pupils are supported to understand the consequences of their behaviour, both positive and negative, and how to develop positive relationships and communication skills. There is a clear set of agreed expectations shared with and understood by all staff and pupils. These expectations are displayed in all rooms and public spaces in the school.

<u>Francis Barber aims to be a safe place for all.</u>

For reasons of safety, all pupils are wanded on arrival to school, and hand in their bags for safekeeping in the office. (See 'Wanding and Searching' policy). Searches will be carried out if there is any reason to suspect a pupil is trying to bring a banned item onto the site. (See 'Banned items')

Expectations of pupils:

- Be in the right place at the right time
- Dress appropriately
- Listen to others and expect to be listened to
- Use appropriate language
- Keep hands, feet and objects and personal comments to yourself
- Look after your school environment

Expectations of staff:

- Be in the right place at the right time
- Dress and behave professionally
- Listen to others and expect to be listened to
- Use appropriate language
- Provide feedback about work and behaviour
- Look after your school environment

Trauma informed practice as a whole school approach

This policy has a strong focus on the impact that trauma often has had and continues to have on our pupils' lives.

Trauma informed approach:

- Positive interactions help build resilience
- Routines help create a safe place and pupils will learn better
- Work with pupils to set achievable goals to build self-esteem and resilience
- Work with pupils to help them understand zones of regulation
- Be mindful of triggers – triggers will be different for each child

Being a Trauma and Mental Health Informed school is a culture: it should be embedded in everything that we do and must be enacted by all staff in every interaction with pupils. The quality of our relationships with our pupils is crucial to our work. Every adult is a significant adult for pupils.

We aim to:

- Actively build trust and rapport
- Have high expectations for all pupils
- Treat pupils with dignity and respect at all times
- Listen respectfully to pupils
- Invest in relationships with pupils
- Celebrate personal achievement and the achievement of others.
- Identify pupils' strengths, help the pupil recognise their strengths and help them build on them
- Quietly but firmly hold appropriate boundaries for the pupils
- Be consistent – consistency builds certainty and safety.
- Challenge any form of racism, bullying or any other type of abuse.
- Create a culture of positive learning behaviour through modelling of positive behaviour, engaging teaching, rewards and reparation of relationships following any negative behaviour.

Zones of regulation

We recognise that emotional regulation can improve impulse control, flexibility, problem solving skills and concentration. We understand that consistency and routine is at the heart of emotional regulation.

Consequences

At Francis Barber, the focus is on supporting pupils to understand that all behaviours have consequences, both positive and negative. We have adopted restorative approaches in order to support pupils with developing positive behaviours. We do not have a punitive approach as a response to poor choices/challenging behaviour.

Supporting pupils who may have experienced trauma

We know our pupils well.

- Initial interviews are used to begin to get to know the pupil, with parents/carers, and other significant adults invited to the interview – e.g. teacher from mainstream school, social worker, school nurse. Head of School shares a pen portrait from the initial interview, to be read by all staff.
- The assessment sessions are used to find out more about the pupil's academic ability, attitude to school, interaction with peers and adults, emotional state.
- Keyworkers must read all documents relating to their pupils and familiarise themselves with the child and their history, keeping colleagues informed where necessary. Keyworkers ensure all information relevant to a pupil is up to date on SPOD, and will monitor all incidents – positive and negative – recorded on SPOD, tracking and responding to patterns and changes.
- Small numbers of pupils in each keygroup/teaching group enables all staff to get to know pupils.
- Learning about the child's Network to help support them in an aligned way

Supporting Positive Behaviour through the Curriculum

Positive behaviour is taught in school in a number of ways. The curriculum supports our students' emotional health, wellbeing and personal development, and therefore contributes to positive behaviour.

We aim to:

- Plan and deliver lessons that are engaging and relevant
- Take opportunities in lessons and in social time to reinforce positive attitudes and behaviours towards different points of view, cultures, beliefs etc.
- Provide pupils with opportunities to develop reflective and advocacy skills through discussion and exposure to a range of stimuli
- Model positive behaviours through our interactions with pupils and colleagues throughout the school day, both during lessons and in social times

Positive relationships and behaviour

Rewards

Rewards are an essential element of this policy. All members of staff, whatever their role, have the responsibility to reward pupils' positive choices and responses.

Pupils are rewarded for:

- Work and effort in lessons
- Good manners/Being polite
- Being a positive role model
- Good attendance and punctuality
- Accepting challenges
- Being resilient
- Making positive changes

The above list is not definitive.

Concerning relationships and behaviour

Concerning behaviours are challenged by all staff and recorded using the school MIS (SchoolPod). This maintains high expectation of pupils at Francis Barber.

Concerning behaviours include:

- Non-compliance with a reasonable request from a member of staff inside or outside the classroom
- Disruption to lessons and learning
- Poor choice of language: racist, sexist, homophobic language; swearing; banter
- Any behaviour that makes others feel unsafe, physically or emotionally
- Wilful damage to school property
- Bullying
- Possession of drugs, weapons, or any other banned item
- Physical aggression
- Fighting/Play fighting
- Sexualised behaviour or peer on peer abuse
- Online abuse/bullying or risky behaviours
- Truancy of lessons and leaving site without permission
- Non-compliance with school expectations regarding smoking, mobile phones, uniform
- Online behaviours causing concern or misuse of equipment

The above is not definitive but is an illustration of the behaviours that are not acceptable at Francis Barber and must be challenged.

Pupil Holding/Restraint

On rare occasions, pupils may put themselves beyond the care and control of staff onsite. Most of our staff have been trained via the Team Teach model and know that de-escalation is always employed first and thoroughly before any physical restraint. If it is necessary for colleagues to restrain a pupil, this should be done within the constraints of the Team Teach training and with the minimum distress to the pupil. If this happens, a pupil holding/restraint form must be completed and shared with Heads/DS. The incident must be recorded on Schoolpod. Parents must be informed. A plan for repairing the relationships must be put in place. It is preferable for staff to avoid a physical confrontation with pupils by moving out of the way and 'swapping out' with another colleague or not blocking a doorway unless it is to keep a child or adult safe.

Detention:
Staff may ask pupils to stay behind in a lesson (if appropriate), or meet them at the end of the school day/at the start of a break to resolve an issue. If a pupil is late for school, they will stay behind after school with their Keyworker to make up the time lost. It is not Francis Barber policy for pupils to miss the whole of break, lunchtime, or to be given formal detentions outside the school day. A pupil may be kept away from others during break or lunchtime, or be asked to remain in school after others have left the site in order to keep the pupil safe.

Exclusion.
It is not Francis Barber policy to exclude pupils. If a pupil puts themselves beyond the control of staff and their behaviour is a threat to the safety of others, the pupil will be moved to a safe place, and the parent may be contacted and asked to collect the pupil from school. A meeting with the parent/carer and the pupil is arranged for the next school day. A pupil can only be asked to leave the site with the express permission of the Head of School, Headteacher or Deputy Headteacher.

Changes to provision
If a pupil persistently puts themselves beyond the care of staff, the Head of School, in consultation with the Headteacher/Deputy Headteacher, may:

- Give the pupil an alternative timetable so they are taught 1:1 for a short time
- Give the pupil the opportunity for a fresh start by moving them to the other school site (Tooting or Westdean) for a short time or permanently.

- Give the pupil the opportunity to spend time in assessment group on the other site for a limited time.
- Arrange for the pupil to attend an alternative provision, for example Baked Bean.

For all of the above, end dates, and dates of review meetings will be specified.

Banned items

The following items are banned from the school site and will be confiscated if found in bags/the pupil's possession. These confiscated items will be given to the police or be disposed of by the school. Parents will be informed.

- Weapons or any object that is deemed to be intended to be used as a weapon
- Illegal drugs
- Drug paraphernalia: grinder, weighing scales, cigarette papers
- Alcohol
- Vapes

Pupils are required to hand in all of their possessions on arrival to school at the school office and they collect at the end of their sessions. They are provided with a personalised pack with their resources for the day.

The following must be handed in to the office on the pupil's arrival at school:

- Mobile phones
- Cigarettes/Vapes
- Lighters/matches
- Sweets/Chocolate/Snacks
- Bottles of liquid, including water. (Water/Drinks are supplied by the school)
- Food– unless by prior arrangement with the school. If a pupil has permission to bring food in to school, this must be kept in the fridge/kitchen until lunch.

Procedures for responding to positive and challenging behaviour

Schoolpod is the school's communication system. All incidents of behaviour, both positive (Good News), and challenging (Concerns), are recorded on Schoolpod (SPOD). All members of staff have access to SPOD and it is the responsibility of all staff to record incidents in a clear, factual and succinct way.

Staff should endeavour to record incidents on SPOD on the day they occur.

Good News Slips

All incidents of healthy responses/positive behaviour are acknowledged and shared using Schoolpod as Good News slips. Keyworkers display Good News on Keyworking boards and celebrate Good News with pupils. Schoolpod automatically generates certificates for numbers of Good News slips accrued. Keyworkers give these to pupils.

We aim to log a ratio of 3 Good news to 1 Concern.

Monitoring Behaviour Progress

Francis Barber uses the Electronic Behaviour Audit Form (EBAF) with all pupils. The EBAF helps staff, pupils and parents make an assessment of pupils' current behaviour in a variety of areas. The EBAF is completed when a pupil arrives at the school and then once a term. This is recorded initially and then termly, a report is then generated. This assists the keyworker and the pupil in setting appropriate targets. This will identify areas of progress. The information gathered from the EBAF will be shared with parents at the end of term

review. It is also very helpful in providing information for the educational psychologist and for Statutory Assessment

Concern slips.
<u>All</u> incidents of poor or concerning behaviour are communicated to the Keyworker by recording a 'Concern' slip using Schoolpod. It is the responsibility of all staff involved in an incident to record the concern on SPOD. Where more than one member of staff witnessed/is involved in the incident, they can add to report started by one of the members of staff involved.

It is the responsibility of all staff to record Concern slips as soon as possible on the same day where the incident has occurred. Keyworkers will then use this information to best support the pupil and communicate with home. Concern slips will be monitored to show progress or inform interventions and will be discussed during Keyworking meetings. Concerns should not be viewed as punitive, but primarily as a means of building better understanding of a pupil's needs.

Phone calls home.
Staff must speak to the Keyworker, or in their absence the Pastoral Manager or Head of School before making a negative call home. It is the role of a keyworker to communicate information on slips with parents.

Meetings with parents/carers
For serious incidents or for persistent poor behaviour choices, parents and carers may be invited in for a meeting. Meetings can be arranged by the Heads' Team, pastoral managers or Keyworkers. If another member of staff would like to arrange a meeting, they must speak to the Keyworker first.

Approaches to specific behaviours and incidents:

Damage to School Property:
The school will challenge any incident of deliberate destruction of school property, including damaging school equipment, doors, or windows, and putting graffiti on walls/furniture. Where possible, pupils will be asked to clean/help clean tables/walls they have written on. Parents/carers may be sent a bill for the cost of any repairs and/or replacement of damaged goods/property. For serious incidents, the school may pursue criminal damage supported by witness statements, which could lead to pupils having a meeting with the Safer Schools Officer or being arrested.

All incidents of damage to school property are recorded on SPOD under: graffiti, damage to school property.

Theft
The school will challenge any incident of theft. Where a child is found to have stolen school property, have stolen from another child, or stolen from a member of staff, or there is reasonable suspicion that the child has committed one of the above, the incident will be investigated thoroughly using witness statements, CCTV where available. The Safer Schools Officer will be contacted and parents informed.

Incidents to be recorded under theft.

Serious actual or threatened violence towards another pupil or member of staff:
The school will respond appropriately and robustly to any incidents of actual or threatened violence or assault towards another person. This will include in the first instance ensuring the safety of all involved. This may involve the use of reasonable force to secure a safe environment. .However, most of staff have been trained via the Team Teach model and know that de-escalation is always employed first and thoroughly before any physical

restraint. If colleagues have to restrain a pupil a safe holding document must be completed and shared with Heads/DSL. For incidents of actual or threatened violence, the school or individuals involved may pursue criminal charges supported by witness statements, which could lead to pupils being arrested. Violent or intimidating pupil behaviour can also be addressed through appropriate health and safety measures in which the risk to staff and pupils of injury and psychological distress can be managed and controlled. Individual pupil risk assessments are used in such situations.

Where it is deemed necessary for the safety of the perpetrator or the victim, or for the safety of members of staff, the perpetrator or victim may be asked to leave the site early, with the permission of the Head of School, Headteacher, or Deputy Headteacher and with the knowledge of parents/carers. Members of staff from the site may escort the child all or part of the way home. The incidents will be recorded and followed up the next school day with a meeting with parents/carers and the Head of School /Headteacher or Deputy. Any further consequences will be decided by the Headteacher/Deputy.

Where there is serious threat or violence/actual assault, the police may be called – 999 – or the school police liaison officer.

Incidents will be recorded as a Concern on SPOD under: Physical/Intimidation and in the case of serious assault/threat, and copied onto Safeguarding.

Bullying:

Bullying is treated as a serious issue and the school fully implements an **anti-bullying approach**. The needs of the victim are addressed and the re-education of the perpetrators form part of the procedures. Bullying, including LGBTQ bullying is covered in the classroom in PSHE and Keyworking.

Incidents of bullying are treated as serious incidents by staff. All incidents of bullying are reported to the parents/carers of the victim and perpetrators. It is likely that parents/carers will be invited in for a meeting with the Head of School/Pastoral Manager to discuss the incident.

Bullying incidents are recorded under Bullying on SPOD.

School Uniform:

If a pupil arrives at school out of uniform/inappropriately dressed, they can be given a plain white or black t-shirt to wear for the day, or a school jumper, and parents are informed to remind them of the importance of uniform at school. Where there are persistent breaches of school uniform policy, parents/carers will be invited in for a meeting, or pupils (where staffing allows) may be taught 1:1 for the day, away from the main pupil body, the focus is on identifying and removing barriers. The office may provide the pupil with a slip informing other of the uniform issue for the day.

Staff may allow a pupil to keep their school jumper on site if this will support the pupil to comply with the uniform expectation.

Record on SPOD under: inappropriate dress

Sexualised behaviours:

Sexualised behaviours are recorded under safeguarding and the safeguarding team are informed as soon as possible. The expectation is that pupils do not touch each other on site. Members of staff who see any inappropriate contact between pupils remind pupils that these behaviours are not appropriate on site, whatever their relationship is outside school. The Safeguarding team will advise on next actions. All incidents of sexualised behaviours are to be logged, however small/insignificant they may seem to enable us to identify patterns of behaviour and put appropriate support in for pupils as soon as possible.

To be recorded under Safeguarding:

Going off-site without permission:

It is expected that most pupils will be on site from 9.00am until 2.30pm. Some pupils are given individual timetables where their arrival and/or leaving times have been changed for particular reasons. If a pupil leaves site without permission, parents/carers are contacted immediately by text or phone to let them know where the child is. Where the child is known to social services or is deemed to be unsafe in the community or a flight risk – in the case of a looked after child - the TAC will be informed and in particular incidents, the police. The incident is recorded on SPOD. Parents/Carers will be contacted for a discussion about the incident on the same day, and where deemed necessary, invited in for a discussion with the pupil.

For reasons of safety, it is at the discretion of the Head of School whether the pupil will be allowed back onto the site if they return to the school.

This should be logged as truanting, as the pupil is leaving site without permission.

Bringing a phone on site/Using a phone on site

All pupils are expected to hand their phone in on arrival at school and phones are kept in individually marked bags in the office. All pupils and parents/carers sign an agreement to do this before starting at Francis Barber. If a pupil is found with, or using a mobile phone on site, they will be asked to hand it in at the office. The keyworker will talk to the pupil, the parent/carer will be informed. For persistent breaches of this expectation, the parent/carer will be invited in to school for a meeting to discuss the difficulty and support the pupil understand the importance of this school expectation.

Smoking or vaping

Smoking and vaping are not permitted on site. It is illegal for persons under the age of 18 to purchase vapes or cigarettes. Vapes are considered a fire risk due to the batteries. Any paraphernalia related to smoking or vaping, if seen by staff, will be confiscated. If anyone is seen smoking or vaping on site, they are asked to stop and to hand in any smoking paraphernalia to the office, it will be confiscated and parents/carers informed.
To be recorded under: Smoking

Drugs

If illegal drugs are found in a pupil's possession/in a pupil's bag the drugs and paraphernalia will be confiscated. Drugs will be given to the police to be destroyed. Parents will be informed. Where a pupil needs support with drugs use, they are referred to the Wandsworth Evolve team. Any drug paraphernalia is disposed of.
*Drugs to be recorded under concern: **Alcohol / drugs** and Safeguarding*

Weapons

If a weapon, or an object that the school deems has been brought in by a pupil to be used as a weapon, is found in a pupil's bag/a pupil's possession, the weapon will be confiscated, and the police will be informed as a supportive measure to share information around keeping themselves and others safe. Parents are informed on the same day. The incident will be dealt with initially by the Head of School and Safer Schools Officer. Further action will be taken on the advice of the Safer Schools Officer

Incidents that take place outside school

Teachers and other paid staff with responsibility for pupils have the power to discipline pupils outside school. This includes incidents of concerning behaviour on school trips and on the way to and from the school. Any incidents of concern are recorded in the usual way. If a member of staff is concerned about behaviour they witness outside the school, they should speak to the pupil concerned, but not put themselves in danger. The member of staff should

call the police if necessary, and contact the school as soon as possible to speak to a member of the head's team.

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others and damaging property.

KSP/Individualised Pupil Learning Plans hours/changes to provision:

In cases where a pupil is considered to be unsafe on site, they may be taught 1:1 for a limited time. These arrangements will be discussed with the parent/carer.

All pupils at Francis Barber have a timetable also known as a personal learning plan. Some pupils may have shorter or different hours from their peers to best meet their needs requiring a change to their timetable. Any changes to a pupil's timetable will be discussed with the parent prior to implementation and all changes to timetables will be for a limited time and subject to review. Changes to timetables are made by the Head of School or the pastoral manager in consultation with the Headteacher.

In some cases, pupils will be moved from one site to the other to support them with being successful at school and managing their needs. This could be because of issues with other pupils at that site during the school day or outside school. Changes to provision are made as a supportive not punitive measure.

Managing behaviour on site.

Reward procedures

Boards in foyers and in all Keyworking bases are used to display pupils' positive achievements. Rewards assemblies are held at Tooting and at Westdean at least once every half term when we celebrate pupils' achievements publically.

For year 11 pupils, Record of Achievement afternoon is held at the end of the exam season in June, to celebrate achievement of pupils with their parents/carers/families

Rewards:

- Verbal praise/positive affirmation
- Written praise/positive affirmation in response to work
- Sticker on chart in book
- Good News slips for any and all positive behaviour/interaction
- Positive phone calls home - made by Keyworkers or other members of staff in consultation with Keyworkers.
- Positive texts to parents/carers sent via the office
- Postcards sent home to celebrate progress and effort.
- Certificates from subjects/keyworkers/individual members of staff/Heads
- Assemblies
- Keyworking boards
- Jack Petchey award – staff nominate a pupil from Tooting and Westdean twice a year
- Attendance certificates/awards
- Group trips/activities may be arranged

Procedures for achieving healthy responses (positive behaviour)

Pupils who understand what they need to achieve and agree they wish to do so are more likely to make improvement than other pupils.

In instances where pupils refuse to comply and other strategies have been implemented, then the support of another member of staff should be engaged.

Some pupils may be issued with Learning or Movement Break Cards relating to identified needs to support them in managing their learning. If pupils need to be sent out of the lesson without another member of staff in attendance then they should be directed to the main office (Tooting Site) or the Head of School Office (Westdean Site). Where possible, pupils should not be asked to leave/sent of a lesson without being accompanied by an adult.

If a member of staff requires assistance they should gain the attention of the main office if no other adult is close by.

Break-time / Lunch-time

Staff are to arrive for their break and lunch duties on time, and in the allocated place. Where possible, staff should arrive early. If on break and lunch duty, this duty is to be seen as a priority and staff must ensure they do not use the time for clearing classrooms, preparing for the next lesson etc. If for any reason, a member of staff knows they will be late for a duty or unable to do the duty, they must let the Head of School/Pastoral manager know by phoning them directly or via the office.

Main responsibilities of staff on duty:

Ensure pupils:

- Pupil break time is not staff break time and break duties should be treated as one would treat a lesson
- At the end of period 2 and 4 colleagues who are in lessons are to bring their group to relevant break rooms and stay with them until there are enough other colleagues join
- Have opportunities to engage in positive activities, e.g. sport, card games, discussion/conversation, reading
- Display and practise good manners
- Show tolerance of others - challenge bullying
- Display socially acceptable behaviour - bad language including homophobic, sexist, racist references is not acceptable and must **always** be challenged

All incidents of positive and negative behaviours to be recorded in the usual way.

Positive Behaviour Management Strategies in the Classroom

Alongside good planning and teaching, staff are encouraged to apply their own behaviour management techniques as they develop their relationship with teaching groups. It is important to establish clear routines and expectations and implement a range of strategies that will solve any potential behavioural issues in the longer term.

Staff implement a range of strategies before implementing a consequences system. Establishing clear routines and expectations will help solve any potential behavioural issues in the longer term.

When challenge arises, staff must first issue a warning and endeavour to apply their own behaviour management techniques.

These strategies are designed to allow the learning of others to continue without it being a punitive approach.

Immediate strategies:

1. Speak to the pupil quietly
2. Reward good communications or compliance
3. Use non-verbal forms of communication to reinforce behaviour expectations
4. Move or suggest moving a pupil to another seat
5. Use praise to remind a pupil of their ability to behave appropriately
6. Pair the pupil with another pupil who will have a positive impact on their behaviour and attitude towards learning
7. Vary the activity to find ways of encouraging the specific pupil to engage positively in the learning experience.

Longer term Strategies

1. Modified intervention/ seating plan at start of the lesson
2. Consider behavioural/learning needs of individual pupils during the lesson planning process to ensure they can access and feel engaged with the learning.
3. Set targets with the pupil for future improvement
4. Discuss issue with Keyworkers or other staff to identify other possible strategies
5. Discuss issues with other staff to explore successful strategies
6. Discuss issues with Subject Leader

Removing a pupil from the classroom.

This is to be seen as a last resort, when all other strategies have been exhausted.

Between each of these stages, the pupil must be given a chance to alter their behaviour and make positive choices. Removing a pupil from a lesson is the last resort but may be necessary when the pupil continues to disrupt the teaching and learning.

In extreme cases, where immediate support is needed, the teacher contacts the office for support or goes to the door and requests support.

The teacher should not leave pupils in the room unsupervised.

1. The teacher uses a range of strategies to manage pupil behaviour. This is the most important stage as it allows the teacher to establish h and retain control, and the learning to continue.
2. Verbal request and pupil name on the board.
3. Formal warning and name ticked on the board.
4. 2nd formal warning and second tick.
5. If the pupil continues to disrupt the teaching and learning process, teaching staff may request that the pupil be removed from the classroom. If there is a support teacher in the classroom, they may take the pupil out. If no support is available in the room, the teacher calls the office who will contact a colleague on Pupil Support.

Follow up when a pupil is removed from a classroom/a teacher requests Pupil Support via the office

The teacher who called for support will record the incident on SPOD in the usual way.

Subject Teacher

If a pupil is removed from a lesson it is the subject teacher's responsibility to meet with the child to discuss and attempt to resolve issues to ensure a positive working relationship.

The subject teacher can speak to the pupil later the same day, or the next day if more appropriate.

The subject teacher may ask a keyworker, Pastoral manager, Subject Leader or any other colleague to support them with following the incident up and resolving the situation. After consultation with the Keyworker, the subject teacher may contact parents/carers to discuss the incident. It is the responsibility of the subject teacher to ensure that everything is logged and follow up on Schoolpod.

Subject Leaders

The Subject Leader is required to support colleagues' efforts to deal with instances of challenging behaviour within the department when necessary. In particular, they should be prepared to advise on lesson content, and especially the sufficiency of the differentiation built into the lesson plan. Advice can also be offered on behaviour management techniques that seem to work particularly well within the subject area.

Subject Leaders should seek advice from other Subject Leaders about strategies that appear to succeed with the particular pupil causing difficulty. They should also seek advice from key workers where this would seem to be helpful, but a clear distinction must be drawn between seeking advice and passing the problem on. However, it is important that the keyworker is kept informed of actions taken at subject level. Any action must be logged.

Keyworkers

Keyworkers discuss behaviour issues and patterns and strategies with their Keygroups on a group and individual basis. They can often offer advice to subject teachers. They will communicate with parents on a daily basis explaining issues as they arise.

Setting Keyworking Targets

- Negotiate three targets for each pupil in Keygroup (the EBAF will help with this)
- Targets are recorded in planners. Pupils take their planners with them to all lessons.
- Keyworkers monitor planners during daily Keyworking sessions.

Pastoral Managers

When it becomes clear that a pupil is causing difficulty in a range of subject areas (via SPOD), the Pastoral Managers with the support of the Keyworker is expected to intervene and work in consultation with the relevant staff, formulate a strategy for modifying the behaviour of that pupil. The Pastoral Manager would then be expected to play the leading role in ensuring effective implementation of that strategy. The Pastoral Manager is not expected to play any direct role in the sending out of pupils from lessons. Any action needs to be logged.

"…I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel …"

Maya Angelou

Appendix 1

Anti-Bullying Statement

"Bullying can take many forms. Children, young people and adults can instigate bullying and be bullied in schools. Bullying involves behaviour that is either physically or emotionally harmful, such as taunting, name-calling, making threats, excluding people from groups, kicking, hitting and damaging belongings. It is harmful to all involved: not just the person who is bullied, but also to those who bully and those who stand by. It can lead to lack of confidence, low self-esteem, depression, anxiety, physical harm and sometime suicide."
National Children's Bureau (NCB)

- Francis Barber does not accept bullying behaviours
- Bullies and victims need support to enable the situation to change
- Bullying is a whole school issue and all staff should respond to incidents
    - The caring ethos of Francis Barber encourages pupils to discuss bullying incidents and helps

maintain a safe environment

Anti-Bullying Procedures:

- Staff should challenge bullying/potential bullying behaviours no matter how small they may seem
- All staff should quickly pass on information about bullying to the relevant keyworker(s) using the reporting slips system (Schoolpod).
- The response to the bullying should enable a resolution without putting the victim at further risk (e.g. a no-blame approach, talking and listening to the parties involved and attempting a resolution)
- Should behaviour have a bullying effect on others then each incident should be recorded and a discussion with the Keyworker take place ensuring they explain the effect on the other person or people
- Inform parents of the ongoing issue and engage their support
- Ensure 'Concern' slips are carefully monitored to identify patterns in behaviour
- In some instances it may be necessary to arrange for a mentor to take a restorative justice approach and hold a meeting with all parties
- Ensure worrying patterns of behaviour are discussed at Keyworking meetings
- **Other Aspects of an Anti-Bullying Approach**

- In lessons and across Francis Barber we encourage pupils to co-operate with and understand others
- Anti-bullying is a core element of the PSHE & SRE curriculum
- Francis Barber is a 'Healthy School' which means that we are constantly developing a positive and inclusive ethos. We also have an anti-bullying leaflet produced in consultation with pupils, parents and staff.

Appendix 2 - Use of Force or Restraint

Where a pupil puts themselves beyond the care and control of members of staff, the use of force is on rare occasions required. Some staff are trained in the Team Teach method of descalation.

Where restraint or safe holding has been implemented then the form (Concern) must be completed and the pupil's family contacted.

All members of school staff have a legal power to use reasonable force

• This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

When can reasonable force be used?

• Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

• In a school, force is used for two main purposes – to control pupils or to restrain them.

• The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

DFE, Use of reasonable force, July 2013

Searching Pupils

Where it is believed that a pupil has in their possession an item that could cause harm to themselves or others or which breaks the PRU expectations then the pupil may be searched. This includes having a mobile phone on their person. Other items that may breach the PRU expectations are cigarettes vapes, junk foods or items such as sweets, which may be a disruption.

Most searches would be conducted with the permission of the pupil, however, where there is reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to suspect that the pupil is concealing a prohibited item. This would take place with a member of the senior leadership team and one other person in attendance. At least one of these people would be the same gender as the pupil.

When searches are carried out at Francis Barber, staff must pay particular attention to their own personal safety.

Searching with consent

Schools' common law powers to search:

• School staff can search pupils with their consent for any item.

Also note:

• Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.

• Schools should make clear in their school behaviour policy and in communications to parents and pupils what items are banned.

• If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.

• A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

DFE, ***Searching, screening and confiscation - January 2018***

Confiscation

Where items that are found as a result of a search will usually be confiscated and any items brought onto the school site in contravention of the school expectations will be confiscated. These will either be passed to the police (knives, illegal drugs or will be disposed of (alcohol, tobacco) or may be retained and returned to a parent at a later date (mobile phones).

Where mobile phones are the issue, data may be examined by members of staff if they reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules. This data may then be deleted or the phone may be passed to the police. Data will not be deleted if it is suspected a crime has been committed, the device will be passed to the police.

All school staff should be aware that behaviours linked to sexting put a child in danger.

The power to seize and confiscate items

What the law allows:

• *Schools' general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.*

• *The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is reasonably suspected to be an offensive weapon, it must be passed to the police.*

• *Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.*

DFE, ***Searching, screening and confiscation - January 2018***

Appendix 3 - Francis Barber - Trauma Informed Practice as a whole school approach

The ethos at Francis Barber has been developed with a strong focus on the impact that trauma often has had and continues to have on our pupils lives. The approach we take in supporting pupils aims to reflect the circumstances that our young people face. It also aims to offer an understanding of how these circumstances affect our young peoples' emotional wellbeing and behaviour and their progress as they re-engage in their learning journey and build their confidence.

Adverse Childhood Experiences (ACE's)

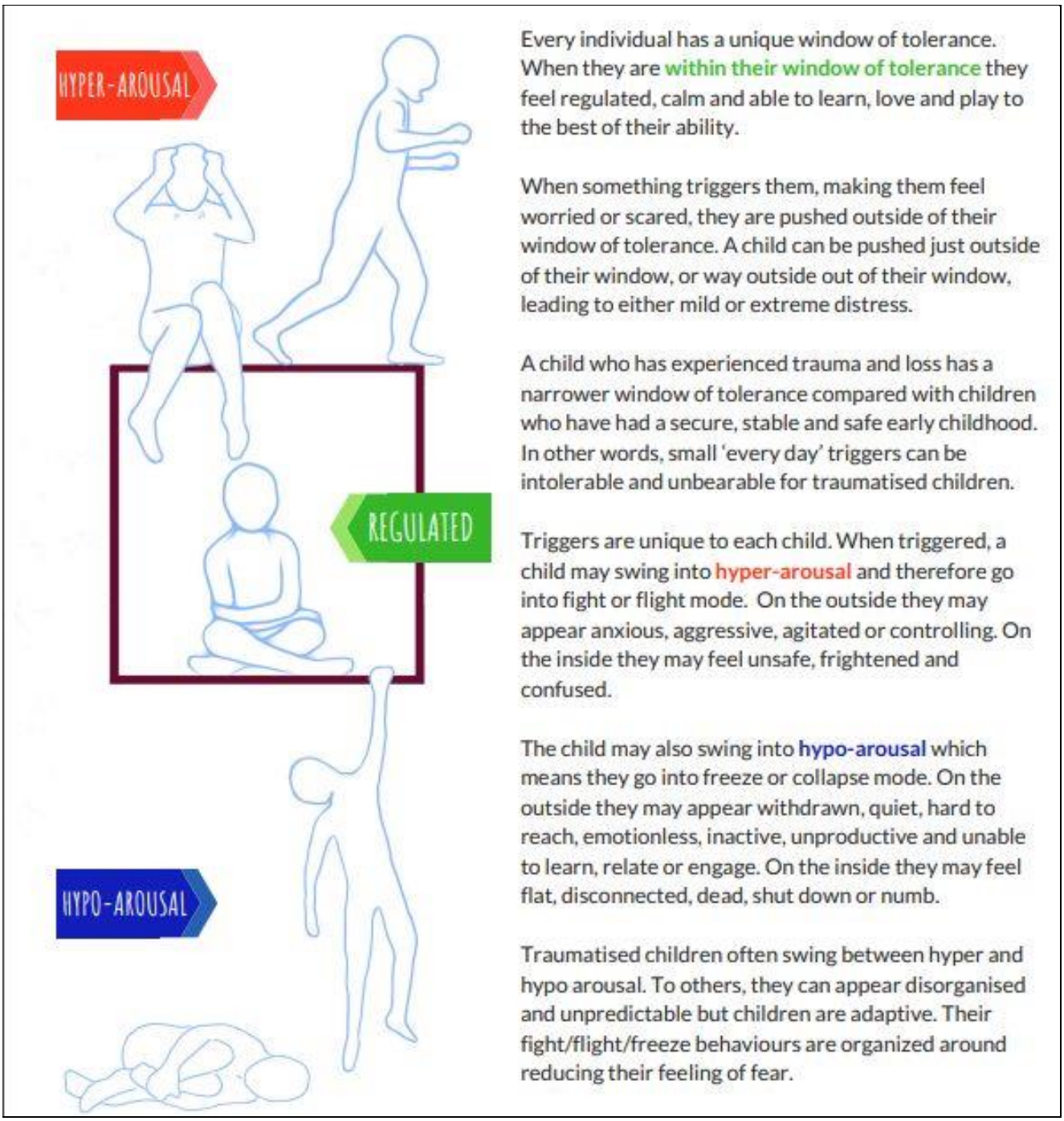
We recognize that most of our pupils will have experienced some form of ACE (Permanente, 1998) in their journey to Francis Barber.

If we don't intervene early in the prevention, recovery and buffering of Adverse Childhood Experiences, then we will continue to see the "symptoms" played out in devastating fashion, in our homes, our schools, our streets, our prisons, in our hospitals, our bodies, our emotions and our minds.

Impact

At Francis Barber we recognise the ways in which ACE's will impact upon the behaviours of a young person and their families and aim to help the young person engage in learning through a less stressful process by creating a calm and safe environment. We see we understand all behaviour as potential trauma responses and ways of communicating.

What does Trauma informed practice mean at Francis Barber?



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A Trauma Informed Approach means understanding trauma triggers and responses for staff and parents

(Below are some examples of how you can help regulate children and guide them back into their window of tolerance. Some of these may not be suitable or possible within a school setting)

Fight/Flight does the child become aggressive, hostile, non-compliant or do they avoid and run away from threatening things?

TRY REGULATING WITH ONE OR A COMBINATION OF THE BELOW

SLOW AND RHYTHMIC SEE SAW, SWING OR ROCKING CHAIR	LEANING OVER/SITTING ON A GYM BALL - GENTLE TO AND FRO MOVEMENTS		
PUSH UPS	WALL PUSH UPS	CHAIR PUSH UPS	WHEELBARROWS
LYCRA BODY SOCKS/LYCRA TUNNEL/TIGHT CLOTHING	DIGGING IN THE GARDEN	FIRM, PREDICTABLE TOUCH	
PLAYING WITH PUTTY AND PRESSING IT INTO A SHAPE	WEARING WEIGHTED VESTS/ WEIGHTED LAP PAD/SHOULDER PAD/BEAR HUG JACKET		
DEEP HUGS	SOFT FABRICS	HANDS IN DRIED RICE	SQUEEZING A STRESS BALL
RUBBING WITH A WARM TOWEL AFTER A BATH	CUSHION SANDWICH- GENTLY SQUASH UNDER A CUSHION (NB HEAD NOT UNDER CUSHION)		
SLOW CLASSICAL OR INSTRUMENTAL MUSIC	STEADY DRUMS	NATURE SOUNDS	WHITE NOISE	NEUTRAL COLOURS
DIMMED LIGHT	LOOKING AT FISH TANK/LAVA LAMP	BLAND TASTES	CHEWY BAGELS, DRIED FRUIT, TOFFEE
FAVOURITE FOOD	SUCKING THICKENED LIQUIDS THROUGH A STRAW, E.G. SMOOTHIES OR DILUTED YOGHURTS	LAVENDER OR CAMOMILE OIL	
VIBRATING TOYS (CAN BE CALMING OR ALERTING)	WEIGHT - BEARING THROUGH ARMS (CAN BE CALMING OR ALERTING)		

Freeze/Collapse does the child shut down, become withdrawn and disconnected or even paralysed with fear?

TRY REGULATING WITH ONE OR A COMBINATION OF THE BELOW

SPINNING- (TAKE CARE NOT TO OVER- ALERT)	FAST RUNNING/SKIPPING /GALLOPING		
ROUGH PLAY	SPACE HOPPER	JUMPING ON A TRAMPOLINE	DANCING TO FAST PACE MUSIC
CLIMBING	MONKEY BARS	LIGHT TOUCH/ BRUSHING	FIDGET TOYS WITH ROUGH/VARIED TEXTURES
VIBRATING TOYS (CAN BE CALMING OR ALERTING)	WEIGHT - BEARING THROUGH ARMS (CAN BE CALMING OR ALERTING)		
UNPREDICTABLE TOUCH (TAKE EXTRA CARE WITH CHILDREN WHO HAVE A BACKGROUND OF TRAUMA)	MESSY PLAY		
VARYING TEXTURES OF FABRIC	VARIED WARM/COLD TEMPERATURES	FINDING OBJECTS HIDDEN IN RICE OR PLAY PUTTY	
COOL SHOWER	LOUD QUICK TEMPO MUSIC	HIGHER PITCHED NOISES ELICIT ATTENTION SUCH AS FLUTES, CYMBALS, SINGING	
BRIGHT COLOURS	DAYLIGHT	BRIGHT MOVING LIGHTS	CRUNCHY FOODS SUCH AS PRETZELS
INTENSE TASTES SUCH AS SPICY, BITTER OR SALTY FOODS	SUCKING THROUGH A STRAW STIMULATES BREATHING	CITRUS OIL OR OTHER STRONG SMELLS	
VIBRATING TOYS (CAN BE CALMING OR ALERTING)	WEIGHT - BEARING THROUGH ARMS (CAN BE CALMING OR ALERTING)		

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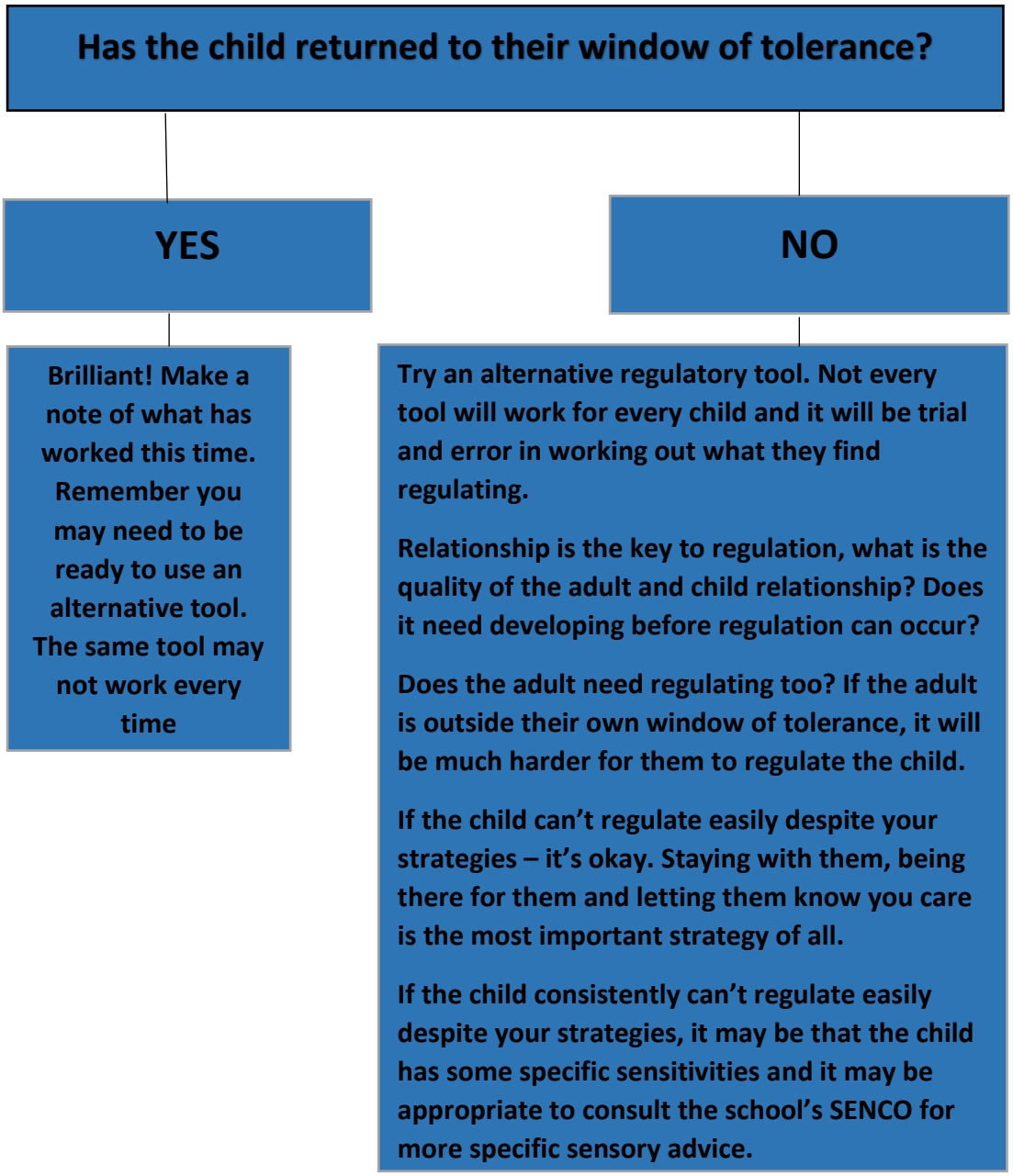
Staff at Francis Barber aim to be calm and develop positive relationships with all young people. We aim to avoid triggering young people by shouting, raised voices and rapid instructions or immediate demands. We try to create a calm and nurturing environment with a non-judgemental approach to challenging behaviours. We encourage our young people to set themselves high targets which we support by using a flexible caring approach. We challenge negative views that pupils may hold about themselves or others through mentoring and a very full PSHE curriculum.



Our approach to challenging behaviours focusses on supporting pupils:

- develop more helpful responses to situations and arousal states.
- introducing them to more helpful communication styles.
- using a restorative approach to help resolve pupils' issues.
- develop and maintain more positive relationships.
- notice their arousal levels, to help them regulate their emotions and to understand why certain behaviours are less helpful than others, and then support them in finding other more helpful ways of coping. An example of this is to encourage the young people and staff to use tools such as "The Zones of Regulation".

Zones of Regulation

By offering opportunities for pupils to engage with alternative ways of making choices, decisions and managing emotions, they are encouraged to develop approaches to overcome existing barriers to learning. Pupils are encouraged to use and reflect on their emotions using the Zones of Regulation approach.

All staff are mentors, providing spaces for pupils to explore their personal issues and overcome barriers for learning.

We take a relational approach to behaviour (building positive professional relationships with pupils). This helps the pupils feel safe in the environment and lowers their anxieties. We have established routines which help pupils feel secure in their environment. We encourage healthy approaches to lifestyles, by offering free fruit and squash at breakfast, break and lunch. We heavily subsidise lunch to ensure pupils can access a healthy meal and enourage an active lifestyle through engagement in sports or artistic activities. Our curriculum is varied offering a range of activities throughout the day and week, including the development of a wellbeing garden.

Staff:

The staff at Francis Barber are offered training in trauma informed approaches, some staff have mental health first aid training and all staff have the opportunity to engage and benefit from insightful learning using reflective forums/spaces.