



Behaviour Policy

November 2019

Last updated: 24/11/2019

This policy should be read alongside the OCL Behaviour for Learning Policy which includes more detail around the four levers from a Trust perspective.

Introduction

Oasis Academy Clarksfield, as part of Oasis Community Learning, is committed to developing the character and competence of every student, in line with our Oasis 9 Habits, in pursuit of all students receiving an exceptional education. This policy is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community.

The Oasis Education Charter sets out our commitment to work in partnership with our communities to transform lives and create a culture of excellence for all. It underpins our approach to leading schools:

- We model and set high aspirations and expectations for every child and young person and member of staff.
- We foster character and self-belief and encourage our students and staff to become the best versions of themselves.
- We strive for personal as well as academic and vocational excellence, achieving outcomes that drive social mobility, and give everyone freedom of choice through their lives.
- We believe that good relationships are at the heart of everything we do.



The Oasis Behaviour Policy is underpinned by 4 key levers:

- 1. Academy Vision and Values**
- 2. Personal Development Curriculum** (Enrichment, Extra-Curricular entitlement, Careers Education Information, Advice and Guidance and PSHCE curriculum)
- 3. Academy Behaviour Systems, Structures and Routines** (reward, sanction, attendance etc.)
- 4. Behaviour Training and Professional Development for staff**

Lever	Academy Leaders	Academy Staff	
1 Academy Vision and Values	Set the vision and values, in the context of the Oasis ethos and 9 Habits. Ensure over-communication, ensure all decisions are embodying and embracing the vision and values of the Academy and Oasis.	Embrace and embody the vision and values in all that you do and deliver	 Harmonious climate for learning where all young people can flourish and thrive.
2 Personal Development Curriculum (Enrichment, Extra-Curricular, PSHCE, CIAG)	Set, design and agree the pastoral curriculum in line with vision and values	Deliver the curriculum effectively and inspirationally	
3 Academy Behaviour Systems, Structures and Routines	Evaluate, design, set the systems, structures and routines that will ensure a harmonious climate for learning in line with the vision and values	Implement, the Academy's behaviour systems, structures and routines, consistently and in line with the vision and values	
4 Behaviour Training and Professional Development for staff	Design, create and deliver a cohesive and comprehensive Professional Development strategy to develop all staff in their pastoral and behaviour development in order to uphold the vision and values.	Engage and commit to the professional development, including expert and specialist pastoral training	

Lever 1: Academy Vision and Values

Values

Oasis Academy Clarksfield is driven by a powerful ethos which aspires to treat everyone inclusively and recognises the importance of a holistic approach to education. We create a thriving Academy that is at the heart of our community, committed to developing successful learners who are fully equipped for life in the 21st Century.

We aim to create an exciting, safe and stimulating environment which provides opportunities for nurturing and empowering a life-long passion for learning in all the people that we serve. We foster character and self-belief and encourage our students and staff to become the very best versions of themselves. Our Academy is a happy, vibrant and caring learning environment where risk taking and challenge is encouraged.

At Oasis Academy Clarksfield, our motto is: '[Dare to Know, Dare to be Wise!](#)'

We support our children to become wise by encouraging them to:

- Take responsibility for their own behaviour and choices, understanding the impact they have on others.
- Develop positive learning behaviours, including self-direction, resilience, good manners and self-control.
- Self-regulate (as developmentally appropriate) their own behaviour by developing skill and confidence in managing conflict and difficulty.
- Develop strong dispositions and attitudes to their own and others' learning and well-being.
- Recognise and respect the many different backgrounds and cultures that make up our community.
- Understand what constitutes 'responsible behaviour' to prepare for life in modern Britain and global citizenship in the 21st Century.

The Oasis Ethos and 9 Habits

Compassionate	Patient	Humble
Joyful	Honest	Hopeful
Considerate	Forgiving	Self-controlled

We believe that continually developing our character to become the best version of ourselves is really important for every student and staff member alike. Therefore, we actively promote and practice the Oasis 9 Habits through our Personal Development curriculum, assemblies, learning and focus days.

Expectations

Oasis Academy Clarksfield has a 'Behaviour Charter' with six main rules: to be Accountable, Care, use Teamwork, Inspire, to be Open and Never Give Up (ACTION). The primary aim of the behaviour policy, however, is not a system to enforce rules but rather to promote good relationships, so that everyone can work together with the common purpose of helping everyone to learn. Overall, it aims to promote an environment where all feel happy, safe and secure.

In order to promote an inclusive and supportive culture, all adults (including visitors and parents) are expected to:

- Treat other adults with respect at all times, therefore providing a positive role model for children and for each other.
- Refuse to shout at another individual.
- Model positive language to children, in order to encourage a shift in language throughout the school.
- Take an active role in the Repair and Reflect process to model positive conflict management and taking responsibility for actions.
- Respect every individual's right to privacy – no 'naming and shaming culture'.
- Be polite and address all individuals in a reasonable tone of voice.
- Encourage children to value their own and other's work through celebration.
- Treat all children fairly and ensure that all children feel valued by applying the behaviour policy consistently.
- Treat each behaviour incident separately.
- Reward good behaviour (in line with the behaviour policy).

All children are expected to follow our six rules of ACTION:

- Be **Accountable**:
 - To tell the truth, take responsibility for their own behaviour and not make excuses.
 - To partake in calm discussion about their behaviour, work with an adult to identify a consequence and not to argue or get angry when that consequence has been agreed.
 - To be able to say sorry when they have made a mistake and understand that this word signals a change in behaviour/mood.
 - To feel responsible for giving a good impression of themselves and the school both within and outside the school grounds.

- **Care:**
 - To be polite to all other people within school.
 - To respect adults' authority within school.
 - To listen to adults and each other and to consider each other's feelings.
 - To care for the school and its equipment, and to report any damage or graffiti that they see.
- participate in **Teamwork:**
 - To wait their turn to talk to members of staff and to each other.
 - To work and play co-operatively with each other.
 - To know how to be a good sportsman and engage in healthy competition.
- **Inspire** others:
 - To take a positive role in all classroom activities and to try as hard as they can.
 - To value and celebrate each other's work.
 - To apply BLP learning skills at a developmentally-appropriate level.
 - To walk through the school quietly and calmly.
- Be **Open** to new ideas and relationships:
 - To tolerate differences in individuality and treat these with respect, avoiding language based upon prejudices, including that based on sexuality, race and (trans)gender.
 - Embrace and enjoy challenging work.
 - To make the most of opportunities to meet and learn from new people (including visitors).
- **Never Give Up:**
 - To have aspirations for their future and recognise school's role in achieving these.
 - To support others in achieving their aspirations by demonstrating consistently good behaviours for learning.



These expectations are displayed in every classroom in the form of our ACTION boards, and discussed in whole-school and key-stage assemblies and class circle times.

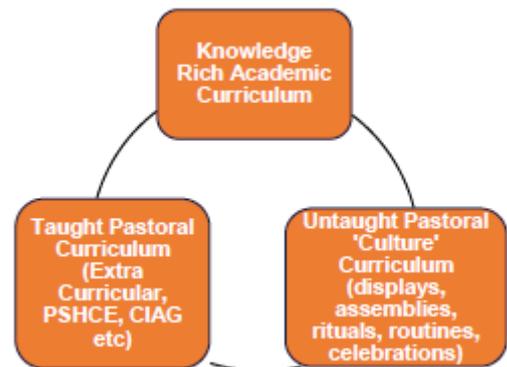
Lever 2: Personal Development Curriculum

Personal Development at Oasis Academy Clarksfield

This curriculum consists of everything outside of the academic curriculum, and covers:

1. The 'taught' curriculum:

- CEIAG (careers education, information, advice, and guidance)
- PSHCE (physical, social, health and cultural education)
- SRE (Sex and Relationships Education)
- Enrichment activities (e.g. trips and visits, non-curricular courses or workshops, etc.)
- Extra-curricular programme (e.g. before- and after-school clubs and societies)



2. Building Learning Power



Our BLP characters support children to develop their learning skills, encouraging positive interdependence and metacognition.

3. The culture created by staff behaviours and the systems and routines of our school. This is often less tangible and may be seen in the way assemblies are conducted, in class assemblies, in corridor conversations, and in signs and symbols around school.



Extra-curricular Provision:

Football, basketball, dodgeball, table-tennis, running, lego, art and craft, maths and reading booster, SumDog, breakfast club, morning sports club.

Lever 3: Academy Behaviour Structures, Systems and Routines

We aim to create a healthy balance between rewards and sanctions. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school's discipline policy is on REWARD and PRAISE, which should be given whenever possible for both work and behaviour.

Included in this policy are basic steps for behaviour management techniques. All class teachers should operate a stepped approach to sanctions, which allow children to identify the next consequence. Children for whom this approach is not appropriate will have an individual plan detailing alternative rewards and sanctions (see Personal Behaviour Plans below).

Rewards

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance.

Rewards can involve:

- Verbal praise and smiling at children.
- Verbal praise to parents at the end of the day.
- Positive comments and stickers on work.
- Dojos awarded (with reference to the element of ACTION that the child is demonstrating).
- Sending good work to other members of staff (e.g. Key Stage Leader) for reward or praise.
- Special responsibility jobs.
- Class wide rewards (decided by teacher).
- Rewards related to class behaviour charts.
- Dojo winner and maths and writing certificates, awarded in celebration assembly.
- Attendance awards.
- Star of the Week certificates.

Star of the Week certificates are awarded to children who demonstrate a specific element of ACTION throughout the week. This works on a rotational basis (e.g. week 1 = Accountable, week 2 = Care, etc). Children are chosen on a Thursday and nominated pupils' parents are invited into school to attend celebration assembly the following day.

Class behaviour charts

At Oasis Academy Clarksfield we recognise the importance of consistent praise and sanctions in helping children to take responsibility for their own behaviour. In order to ensure this consistency, the class behaviour chart forms the foundation of behaviour management in all classrooms.

The chart provides a visual reminder for young children of class expectations and encourages them to self-regulate their behaviour. It consists of a system of coloured stations (displayed in an attractive manner e.g. stars, flowers) through which children can progress.



All children begin the day on green. Those children who display aspects of **ACTION** throughout the day will be noticed by adults and moved up to silver. If a child remains on silver at the end of the day (or session for EYFS/KS1), they will receive 2 dojos.

If a child on silver continues to demonstrate aspects of **ACTION**, they will be moved up to gold. If a child is on gold at the end of the day (or session for EYFS/KS1), they will receive a sticker and a positive text home. Their name will also be written on a raffle ticket and put into a class pot. During celebration assembly at the end of the week, one child's name will be drawn to sit on the Captain's Table during Monday lunchtime.

The behaviour chart is reset by the class teacher at the end of every day, in order to allow every child a fresh start. We understand that it can be difficult for very young children to self-regulate their behaviour for a whole day, so EYFS and KS1 reset their behaviours charts at lunchtime and at the end of the day.

If children consistently choose behaviour which is contrary to our behaviour policy, they will move from green to amber, then red, and receive the appropriate sanction.

Behaviour for Learning Process

Despite positive responses as a means for encouraging good behaviour, it may be necessary to employ a number of sanctions to enforce expected standards of behaviour, and to ensure a safe and positive learning environment. As with matters relating to rewards, **consistency** is vital and should be appropriate to each individual situation. When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

Be calm – children should be dealt with calmly and firmly, referring to the element of **ACTION** which they have disregarded. Children should never be shouted at or feel threatened or frightened by an adult.

Logical consequences – As part of the Repair and Reflect process, a sanction should be identified with the child and this should always 'fit' the offence.

Fresh start – although persistent or serious misbehaviour must be recorded, every child must feel that every day is a fresh start.

Stage of Behaviour For Learning and staff leading	Triggers	Recommended strategies / procedures	Expected outcome	Monitoring / reporting	Further advice Who? /What?
Stage 1 Class Teacher.	Challenges to expectations (ACTION) and/ or disruption to learning.	Quality First Teaching strategies including: <ul style="list-style-type: none"> • Verbal reminders of school expectations, positive motivators (Praise in Public, targeted ignoring, asking the child if they are okay and non-verbal signals) and consequences made clear. 	The child responds to reminders and behaviour ceases.	Lesson observations by Senior staff to identify any trends and offer modelling / support to CT as necessary.	Behaviour Lead/ Key Stage Leader/ Colleague Advice Re: Quality First Teaching for inclusion.
Stage 2 Class Teacher.	Repeat infringement of classroom expectations (ACTION), after reminders have been given.	Final warning and child moved to amber on behaviour chart. Use the language of choice and appropriate linked positive motivators and consequences made clear.	The child follows advice of CT and makes a good choice. Their name is moved back to green.	Record use of final warning and outcome on CPOMS.	Behaviour Lead/Key Stage Leader re: consequences/ motivators.

Stage of Behaviour For Learning and staff leading	Triggers	Recommended strategies / procedures	Expected outcome	Monitoring / reporting	Further advice Who? /What?
Stage 3 Class Teacher.	Child does not follow CT advice at final warning and meets consequences or Pupil deliberately assaults another child/ swears/leaves the classroom without permission.	Child moved to red on behaviour chart. Use Reflection and Repair proforma to review and discuss with the child why he/she did not make expected choice in behaviour at final warning and identify a consequence together.	The child learns from the 1:1 debrief session. S/he repairs the situation and does not repeat the behaviour.	Reflection and Repair log to be scanned into CPOMS.	As above.
Stage 4 Class Teacher and Key Stage Leader.	When the Class teacher feels that Reflection and Repair is insufficient to meet the child's present needs.	Individual behaviour support Advice for Class Teacher re next steps. CT to meet with parents to share concerns.	The diary is used for up to two weeks and the child's behaviour and need for daily reflection is significantly decreased.	<ul style="list-style-type: none"> • Individual behaviour diary to be scanned into CPOMS weekly. • Detailed evidence of review entered into CPOMS with: <ul style="list-style-type: none"> ○ child daily ○ Age Phase Leader, CT, child and parents weekly. 	L.A services i.e. Jigsaw for advice around behaviour diaries, etc.

Stage of Behaviour For Learning and staff leading	Triggers	Recommended strategies / procedures	Expected outcome	Monitoring / reporting	Further advice Who? /What?
		Child to be placed on an individual behaviour diary, completed consistently after every lesson and transition period.			
Stage 5 Class teacher, Key Stage Leader, SLT with Lead for Behaviour and Pastoral Team Leader.	Children who do not respond positively to being on a behaviour diary and/or where there are serious concerns about the child's behaviour.	May include some or all of the following: <ul style="list-style-type: none"> • The creation of Personal Behaviour Plan evidencing adjustments. • Further work for pupil with Pastoral Team on aspects of behaviour. • All Age Assessment (A.A.A) • Access to Early Help Offer (E.H.O.) leading to the involvement of all necessary agencies. 	Outcomes may include some or all of the following: <ul style="list-style-type: none"> • The evaluation of the Child's Personal Behaviour Plan meets all planned expectations. • The evaluation of the work with the PT meets all planned expectations. • The E.H.O. plan brings about positive change. 	<ul style="list-style-type: none"> • Daily feedback to child • Appropriate review with parents. • Detailed P.B.P reviews with: <ul style="list-style-type: none"> ○ child daily ○ Key Stage Leader/Pastoral Team Leader, child and parents weekly. 	L.A services i.e. Jigsaw for help with Personal Behaviour Plan. L.A. services re All Age Assessment and Early Help Offer.

Stage of Behaviour For Learning and staff leading	Triggers	Recommended strategies / procedures	Expected outcome	Monitoring / reporting	Further advice Who? /What?
Stage 6 Class teacher, Key Stage Leader, Pastoral Team Leader and Headteacher.	Pupil at Risk of Exclusion (P.A.R.E.)	Internal Exclusion <ul style="list-style-type: none"> Organised and arranged on an individual basis. The length of the exclusion will be determined by the child's response to the consequences. We are looking for an understanding of the severity of the breach of the behaviour expectations and a change in attitude. Possible need for a Personal Behaviour Plan after exclusion. 	Child demonstrates co-operative learning behaviour and respect and is reintegrated to own class. If placed on a Personal Behaviour Plan, targets are achieved so that PBP is no longer needed.	Behaviour log to be entered into CPOMS. Record of integration meeting led by Headteacher on CPOMS. Detailed P.B.P reviews with: <ul style="list-style-type: none"> child daily Key Stage Leader/Pastoral Team Leader, child and parents weekly. 	L.A. Access Team – for advice re exclusion.
Stage 7 Class teacher, Key Stage Leader, Pastoral Team Leader and Headteacher.	Increased risk of P.A.R.E.	Fixed Term Exclusion <ul style="list-style-type: none"> Possible need for a Personal Behaviour Plan. 	<ul style="list-style-type: none"> Child demonstrates co-operative learning behaviour and respect and is reintegrated to own class If placed on a P.B.P, targets are 	Letter to Parents. Notification of exclusion sent to L.A. Record of integration meeting led by Headteacher recorded on CPOMS.	L.A. Access Team for advice re exclusion. Jigsaw for advice re Internal Exclusion (creation and use including

Stage of Behaviour For Learning and staff leading	Triggers	Recommended strategies / procedures	Expected outcome	Monitoring / reporting	Further advice Who? /What?
			achieved so that the PBP is no longer necessary.	Detailed P.B.P reviews with: <ul style="list-style-type: none"> o child daily o Key Stage Leader/Pastoral Team Leader, child and parents weekly. 	recommended recording/ reporting)
Step 8 Headteacher and identified school staff	Persistent disruptive behaviour and/ or serious breaches of the school's behaviour and safety policies.	Permanent Exclusion	<ul style="list-style-type: none"> • If appeal successful, reinstated child stays on Contract or PBP for the maximum 16 weeks. • If appeal unsuccessful, remove child from school roll. 	Letter sent to parents Copy of exclusion letter, Notification Parts One and Two and Data sheet sent to L.A	L.A. Access Team for advice re exclusion. Jigsaw for advice re Day Six Provision.

The Repair and Reflect process

At Oasis Academy Clarksfield, we recognise that young children need support to reflect upon their behaviour so that they can learn to take responsibility for their actions. As such, it is vital that they have the opportunity to discuss their behaviour in a calm, reflective way. The following proforma should be used to help them to reflect effectively and to ensure consistency.

Repair and Reflect Process KS2

Details			
Name		Date and time	
Staff leading at the time:		Class	

Where did the incident take place?			
Playground		Corridor	
Class/ lesson		Off site	
Dining room		Before / after school club	

Reflect - How did the incident start? (The child's view)

Reflect - How did the incident start? (The adult's view)

Reflect - What did you have most difficulty in doing? (tick)

Accountable		Inspire	
Care		Open	
Teamwork		Never Give Up	

Reflect: How did you feel at the time?

irritated lousy upset incapable enraged disappointed doubtful
 alone hostile discouraged uncertain paralysed insulted/ashamed
 indecisive powerless perplexed useless annoyed diminished
 embarrassed
 inferior upset guilty hesitant vulnerable hateful dissatisfied shy
 empty fuming cowardly unpleasant/miserable offensive detestable
 disillusioned bitter disbelieving despair aggressive/despicable frustrated
 resentful disgusting distrustful distressed inflamed provoked
 incensed in despair infuriated/sulky uneasy in a stew cross
 bad pessimistic/dominated worked up tense boiling indignant

Other/ in your own words

Reflect - How do you think the other person / people felt?

fearful crushed tearful terrified tormented sorrowful suspicious deprived
anxious pained alarmed panic dejected desolate
nervous
upset hurt rejected desperate scared injured worried
offended
unhappy frightened lonely timid grieved shaky victimized
heartbroken dismayed doubtful agonised threatened appalled
humiliated quaking wronged menaced alienated wary

Other/ in your own words

Reflect – What made it difficult for you to follow the adult’s advice and make a good choice when you were given your final warning?

Reflect – What could the adult have said or done differently that might have helped you to make a better choice?

Reflect - Did you damage any relationships/property?

Repair - How are we going to end this and make things better? (Ensure that the child agrees to any consequences at this point)

Reflect:
If you had a magic wand and could do things differently what would you wish for?

Repair and Reflect Process Key Stage 1

Details			
Name		Date and time	
Staff leading at the time:		Class	

Where did the incident take place?			
Playground		Corridor	
Class/ lesson		Off site	
Dining room		Before / after school club	

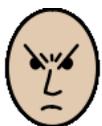
Reflect - How did the incident start? (The child's view)

Reflect - How did the incident start? (The adult's view)

Reflect - What did you have most difficulty in doing? (tick)

Accountable		Inspire	
Care		Open	
Teamwork		Never Give Up	

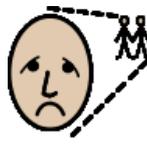
Reflect: How did you feel at the time?



annoyed



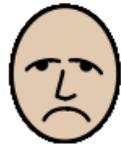
upset



lonely



embarrassed



sad



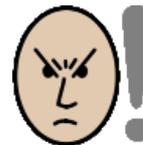
shy



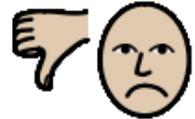
frustrated



sulky



cross



bad

Other/ in your own words

Reflect - How do you think the other person / people felt?



annoyed



upset



lonely



embarrassed



sad



hurt



frustrated



frightened



cross



bad

Other/ in your own words

Reflect – What made it difficult for you to follow the adult’s advice and make a good choice when you were given your final warning?

Reflect – What could the adult have said or done differently that might have helped you to make a better choice?

Reflect - Did you damage any relationships/property?

Repair - How are we going to end this and make things better? (Ensure that the child agrees to any consequences at this point)

Reflect:
If you had a magic wand and could do things differently what would you wish for?

Routines

At Oasis Academy Clarksfield we recognise that clear, consistent routines are vital to support good behaviour throughout the school. This policy sets out routines for beginning and end of day, breaks, lunch times and moving through school. It aims to ensure a safe, calm and happy environment for all members of Clarksfield at all times.

Beginning and end of day

Children are allowed into school at 8.40am. Doors are staffed by an LSA, who will ensure that children are entering the school calmly, and take any messages from parents. Children will continue to their classrooms where they will engage in an early morning activity (e.g. reading, arithmetic). Members of staff will be present on the mezzanine, on the corridor and in classrooms at all times to support children in moving quietly and calmly throughout school.

School finishes at 3.15. At 3.10, classes walk quietly and calmly to the playground, where they stand in their designated zone. When all children have reached their zone and are lined up calmly, the class teacher/ lead adult dismisses them to their parents. Parents are asked to stand back at this time in order to ensure that all children are sent home with the correct adult.

Designated zones are:

Nursery: Exit from the Nursery classroom door.

Reception: Exit from the Reception classroom door.

Year 1: The railings against the car park.

Year 2: The grass area near the toadstools.

Year 3: Against the wall of the building.

Year 4: Along the wall next to the Year 5/6.

Year 5: Along the ramp outside the gym (5A) and beside the garden fence (5B).

Year 6: Along the fence outside the gym.

Break and lunchtime routines

Outdoor play times can be a difficult time for some children to manage. We understand that it is very important that the routine and expectations for behaviour here are as clear as for the rest of school, to support children in managing their own behaviour effectively.

Two minutes before the end of break time, an adult on duty will blow the whistle and raise their hand in the air (the 'Give me Five' stop signal, used throughout school). All children are expected to stop at this time and raise their own hands. Once all children are still and silent, the whistle is blown again and children walk to their lines. Class teachers collect their lines at the

end of break time, ensuring that children are moving quietly throughout school.

At lunch time, children are supervised in zones on the playground. Two minutes before the end of lunch time, the sports coach will blow the whistle and raise their hand in the air. Similar to break time, all children are expected to stop at this time and raise their own hands. Once all children are still and silent, the whistle is blown again and children walk to their lines. Class teachers **must** be on the playground at the end of lunch time to collect their class and take them inside.

Moving through school

In order to ensure that children learn self-discipline and have the highest expectations of their own behaviour, it is important that movement through school is always calm and safe. At Oasis Academy Clarksfield, children are expected to move silently through the corridors. When walking in a line, the lead adult always walks at the front, to ensure the safety of children. Lines stop frequently at different points to ensure that all children are together and silent. We understand that it is important for adults to model this behaviour themselves, in order to provide a good role model for children.

Level 4: Behaviour Training and Professional Development

<p>Academy Leaders</p>	<ul style="list-style-type: none"> • Leaders are trained on using academy data systems to ensure behaviour monitoring is robust and effective. • Pastoral staff have clear targets and accountability to ensure the vision of behaviour for learning is achieved. Less than effective practice is challenged quickly and improved. • Leaders are committed to on-going pastoral professional learning for all and are relentless in providing opportunities for all staff in pursuit of this goal. • Leaders utilise the power of deliberate practice to improve pastoral quality. They build opportunities for staff to practise core skills on a regular basis. • Leaders role-model engagement in research around pastoral learning and work to disseminate best practice and key knowledge to all staff. • Leaders create an environment where great pastoral practice is used to improve pastoral quality within and beyond their own schools. • Leaders make effective use of a range of Trust expertise including: <ul style="list-style-type: none"> ○ Monitoring Standards Team ○ Directory of Best Practice ○ National Lead for Pastoral Innovation – to help us secure more rapid improvements in the quality of students' pastoral learning. • Leaders actively seek to ensure staff know how to remove barriers to learning including social disadvantage and special educational needs and disability.
<p>Academy Staff</p>	<p>To ensure that we are as 'deliberate' and 'purposeful' with our behaviour professional development as we are with our pedagogical professional development.</p> <p>To engage with expert/specialist training where necessary on the following areas:</p> <ul style="list-style-type: none"> • Mental Health First Aid • Managing an investigation of an incident • Restorative justice/mediation • Physical restraint training • Attendance systems/structures • Reintegration following fixed term exclusions • Effectively issuing a report/tracker • Impactful parent meetings • Multi-agency meetings • Managing grief • Managing self-harm • Preventing and dealing with bullying • Parental classes • Sexual orientation, gender identity LGBTQ empowerment
<p>De-escalation & Diffusion</p>	<p>Key staff complete positive handling training and all staff are trained internally on the laws and legislation around using reasonable force in schools.</p>