



ADL ‘Person Centred Behaviour Policy’

For the avoidance of doubt, ADL is part of Momenta Connect, part of Outcomes First Group. It operates as an “online school” within the OEAS School Inspection Framework as far as is possible. However, it is not a school nor registered with the DfE for those purposes.

Signed by:

_____ Headteacher

Date: _____

_____ Chair of Governors

Date: _____

BEHAVIOUR POLICY

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1.0 INTRODUCTION

Outcomes First Group places the safety and well-being of the children and young people we educate and care for as its highest priority. We are committed to meeting their individual needs and aim to create a culture where children and young people flourish and enjoy their education. Our approach is informed by our clinical well-being strategies which are based on the most current and up to date research.

As part of OFG we recognise that all the schools have different identities and approaches, which are unique to them and reflect the needs of their students. The aim of this policy is to promote positive behaviour through a supportive and consistent approach that is based on an understanding of our children and young people’s individual needs.



ADL is a specialist provision which offers support for children and young people with complex needs. ADL provide real-time online teaching at Key Stages 3 and 4 for young people who require an alternative learning environment. We offer flexible solutions for students who currently find themselves without access to a school setting, as well as those who are unable to attend school for medical, mental health, anxiety, or behavioural reasons. ADL's local arrangements can be read in Appendix 1.

ADL has a trauma informed, needs-led approach that encourages positive behaviour by proactively recognising and flexibly supporting our students' holistic individual needs. Staff are trained to apply this approach in practice at all times and support our children and young people consistently and fairly, developing positive, respectful relationships with them.

2.0 LEGAL FRAMEWORK AND GUIDANCE

This policy complies with all relevant regulations and other legislation as detailed, including:

- [Equality Act \(2010\)](#)
- [Education Act \(2011\)](#)
- [Children and Families Act 2014](#)
- [Positive environments where children can flourish, Ofsted Guidance \(2021\)](#)
- [Behaviour in Schools \(2024\)](#)
- [Use of reasonable Force – advice for school leaders, staff and governing bodies](#)
- [Keeping Children Safe in Education, statutory guidance for schools and colleges \(January 2024\)](#)
- [DFE Guidance on Searching, Screening and Confiscation \(July 2022\)](#)

The [Behaviour in Schools \(2024\)](#) states that 'schools need to ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions'. Behaviour policies are typically informed by Behaviourist approaches; however we are aware that punitive approaches to behaviour management in schools are damaging to children's mental health. This is especially true for OFG schools who have a significant number of individuals with lived experience of trauma and complex needs.



[Behaviour in Schools \(2024\)](#) is clear that good behaviour in schools is central to a good education, with schools providing a calm, safe and supportive environment which students want to attend and where they can learn and thrive.

3.0 POLICY FRAMEWORK

Our schools are underpinned by our needs-led and Trauma Informed Practice Strategy, drawing upon evidence-based core principles of **Connect, Co-Regulate, Co-Reflect**. Both the Strategy and Accreditation has been shared with our Lived Experience Expert Group (and our Advisory Board).

This policy should be read alongside the above strategies, guidance and other relevant school and Group policies and guidance, including:

- Safeguarding Policy
- Anti-bullying Policy
- Child-on-Child Abuse/Peer-on-Peer Abuse Policy
- Suspension and Permanent Exclusions Policy
- Self-Harm/Self-Injurious Behaviour policies
- Medication Policy
- Code of Conduct and Ethics Policy
- Managing Allegations Against Staff Procedure
- Complaints Policy
- Trauma Informed Practice Strategy (Connect, Co-Regulate and Co-Reflect)
- Ask, Accept, Develop (Autism Strategy) where appropriate

4.0 PURPOSE OF THIS POLICY

The policy aims to reflect and demonstrate the importance of ADL's commitment to promoting the entitlement of young people to the highest quality of education. This policy aims to support an evidence based, person-centred and inclusive approach where students are supported to learn effective ways of managing their emotions and behaviour to prepare for their future.

4.1 POLICY IMPLEMENTATION



Everyone is expected and supported to treat one another with dignity, kindness and respect. We use an 'inclusion by design' model, meaning we create school environments which are predictable and comfortable.

This policy can be implemented alongside Individual Plans, which may identify a specific approach tailored to a student's strengths and needs.

When incidents of behavioural distress and emotional dysregulation occur, we respond promptly, predictably and with confidence to maintain a calm, safe learning environment. We consider and reflect together how the likelihood of such incidents recurring can be reduced.

5.0 OUR PHILOSOPHY

Young people are all individual and unique and we celebrate this.

- ❖ We value developing strong and respectful relationships within the whole School community. This includes young people, between staff, with parents/carers, and the wider community, such as CAMHS.
- ❖ We maintain clear boundaries and expectations to create safe and predictable environments.
- ❖ We regularly consult students to ensure their voices are heard.
- ❖ We recognise children can be distressed and can experience meltdowns or shutdowns. We also recognise that some behaviours are just part of everyone's childhood and adolescence, for example, pushing boundaries when developing independence.
- ❖ We recognise that as a whole School community we impact one another. Regular reflective practice enables us to understand, make sense of and support this impact positively.
- ❖ Our philosophy is never based on punishment but **focused on solutions**. Our young people are managing the best way that they know how, with the skills they currently have.
- ❖ There are times when children may become so distressed that additional measures may be required to keep them and others safe. Our staff are trained to respond appropriately. The whole ADL team are role models in helping our students learn more skilful ways to experience success



MAINTAINING HIGH STANDARDS OF WELL BEING TO SUPPORT POSITIVE BEHAVIOUR

Senior Leaders take responsibility for implementing measures to ensure ADL's approach to supporting needs and behaviour meets the following national minimum expectation:

- ❖ We have high expectations of students. Our expectation relating to their behaviour is always understood according to their individual strengths and needs.
- ❖ School leaders visibly and consistently support all staff in supporting students' needs and behaviour through following this policy.
- ❖ Universal and personalised measures are in place to support our students to be the best versions of themselves.
- ❖ All members of ADL's community are encouraged and supported to create a positive safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which students are safe and feel safe and everyone is treated respectfully.
- ❖ Any incidents of bullying, sexual violence and harassment, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

6.1 KEY ROLES

The Role of School Leaders - Our School leadership team is highly visible, with leaders routinely engaging with students, parents / carers/ commissioning clients and staff on setting and maintaining the School culture and an environment where everyone feels safe and supported.

Leaders ensure that all new staff are inducted into the Group and School culture to ensure they understand its rules and routines and how best to support students to participate in creating the culture at ADL. All new staff receive bespoke training as part of their induction into understanding the needs of the students through the group's Trauma Informed Practice modules and Neurodiversity training modules as appropriate. Ongoing training and support is also provided via ADL's professional development arrangements and the Group's Well-being and Clinical Team.



The Role of School Staff - All School staff are responsible for ensuring a safe environment in which students can learn, including regulation of their own emotions and behaviour, encouraging respect for others, and preventing all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying) and being alert to any signs of child-on-child abuse. Staff have an important role in developing a calm and safe environment and establishing clear expectations and boundaries. Staff uphold the ADL approach to behaviour by teaching and modelling expected behaviour and positive relationships so that students can see examples of good habits and are confident to ask for help when needed.

Staff communicate ADL expectations, routines, values and standards both explicitly through teaching skills, visual supports and in every interaction with students. Staff also receive clear guidance about ADL's expectations of their own conduct, which are set out in the Group's [*Code of Conduct and Ethics Policy*](#).

The role of students - All students deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every student is made aware, in line with their individual capacity, of ADL's standards, expectations, pastoral support, and therapeutic consequence processes. Students are taught that they have a duty to contribute to ADL's culture and are asked about their experience of ADL and provide feedback in ways that are accessible and meaningful to them. This can help support the evaluation, improvement and implementation of this policy. Every student is supported to achieve the best standards they can, including an induction and transition process that familiarises them with ADL's culture.

The role of parents/carers/ commissioning clients - The role of parents/carers/ commissioning clients is crucial in helping ADL to develop and maintain our culture and approach. Including stakeholders within the ADL community is key to ensure comprehensive support around the young person. Parents/carers/ clients are encouraged to get to know ADL's Behaviour Policy and related policies and, where possible, take part in the life of ADL and its culture.

Parents/carers/ clients are encouraged to reinforce the policy at home as appropriate. Where a parent/carer/client has any concerns, they should raise this directly with ADL while continuing to work in partnership with us.



We build and maintain positive relationships with parents/carers/clients, by keeping them updated about their child and encourage them to celebrate successes.

Focus on relationships – Positive and meaningful relationships throughout the whole-ADL community are essential to fostering a healthy environment for all. Empathy, trust and consistency are all integral in building relationships. For various reasons, children can test and challenge relationships, therefore adults responsible for them require the ability to sensitively and confidently manage the adult-child relationship. There is an expectation that we are kind to one another and help to lead and drive high standards of culture and positive behaviour across the Group to benefit young people. At ADL, our core value is “Just be Kind and disagree well”

Individual needs – We celebrate difference and make reasonable adjustments as far as possible in the technology, to enable children to access learning and engaging to the best of their ability. This approach is informed by formal assessments (e.g. Educational/Clinical Psychologist), EHCP’s, Clinical-Wellbeing Assessments and Plans and getting to know our young people – their likes, dislikes, and how to help them reach their potential. As far as possible, we use a proactive approach to anticipate likely triggers of behaviour.

7.0 CREATING AN INCLUSIVE COMMUNITY

- **Clear expectations and consistent boundaries:** We clearly communicate our expectations through speech, visuals and modelling so all staff and students (in line with their ability) are aware of the expectations and boundaries appropriate to their strengths and needs.
- **Routines:** Routines and structure are integral to the school day. For example, staff will ensure that students receive a timetable for their learning and daily activities.
- **Environment:** We create calm and welcoming spaces, taking into account the sensory sensitivities and needs of our population.
- **Communication:** We use a total communication approach which aligns with the communication strengths and needs of our population.



- **Emotional Understanding:** Many of our students may experience more intense emotional responses and/or struggle to process, share, express their emotions. We support our students to develop skills to understand and manage their emotions and behaviour. This helps supports a shared language approach within the whole-school community.
- **Rewards and Recognition** – We recognise and celebrate effort as well as achievement. Examples of our rewards and reinforcements include praise, ‘You are a Star postcards,’ virtual trips/ days out and certificates. Efforts and achievements will be shared with the wider community, such as parents/carers/ clients. Rewards are never taken away from a student once they have been earned for the intention of providing a sanction.
- **What we do not support** – this list is inclusive, but not exhaustive – the Group does not support talking about children in front of them or others, shouting at one another, swearing, and disrespectful language.

8.0 RESPONDING TO DISTRESS AND NEED

There are times when our students become distressed and may require other sources of support. When a member of ADL staff becomes aware; they respond empathically, predictably, promptly and clearly in line with this policy.

The first priority will be to establish the physical and emotional safety of students and staff and to restore a calm environment. Keeping students safe is always the highest priority for all staff.

We will also consider whether the behaviour gives cause to suspect that a student is suffering, or is likely to suffer, harm. Staff must be familiar with, and follow, OFG’s Safeguarding Policy. All concerns, no matter how small, that a child is being harmed or is at risk of harm must be reported to the School’s Designated Safeguarding Lead (DSL) or Deputies.

ADL adopts a range of initial intervention strategies to help students support their emotional regulation and behaviour.



9.0 NATURAL AND LOGICAL CONSEQUENCES

A non-punitive and no sanctions-based approach is embraced at ADL. Positive reinforcement combined with natural and logical consequences support a positive and whole school culture.

All children require boundaries and consequences that are fair, predictable and understandable. Children are encouraged to be a part of devising these.

Natural Consequences occur without the intervention of an adult. For example, a young person might throw a favoured object when they are feeling angry which might then break and therefore cannot be used. Shame is also considered a natural consequence, and young people will require support with this.

Logical consequences are adult-led and are linked to the event, when a natural consequence may not occur or may be a safety hazard. For example, if a young person breaks a keyboard or laptop they may need the support of an adult while accessing their lessons online.

Natural and Logical Consequences will be communicated to the young person in an empathic and collaborative way, never in a shaming way.

ADL does not use punitive sanctions, for example detention, removal of privileges, continuing with a consequence at home after the incident at school. These can promote a sense of shame, are often not linked to the behaviour and therefore do not encourage our students to learn what to do instead. The consequence must always be linked to the behaviour to provide a learning opportunity.

Repairing relationships (a restorative approach) is a key part of natural and logical consequences and it is the staff's responsibility to approach this repair if it is difficult for the young person.

10.0 DE-ESCALATION



De-escalation techniques are our primary responsive strategies, these include:

- positive framing
- planned positive distraction
- diverting
- change of the environment
- changes to the team around the child (where possible and our timetable permits)
- use of space
- verbal and or visual support.

11.0 REMOVAL FROM an ONLINE CLASSROOM

Removal from a classroom is only ever considered when the safety and well-being of the individual, classmates and teaching staff are at risk. A dynamic risk assessment will be taken at that time.

The student will continue to be supervised at a level appropriate to their emotional and intellectual needs and will be integrated back into the classroom as soon as it is safe and appropriate to do so.

All Staff undergo reflective practice sessions within the ADL team and we always reflect with others on any action taken.

12.0 SUSPENSION AND PERMANENT EXCLUSIONS

All students are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-house adaptations and support .

This will also be seen as a very last resort, as removing a student from ADL as an environment with trusted adults is rarely likely to be in a student's best interests. We also recognise the impact this might have on and young person and or parent/carers/clients and will work to support the young person and their family/carers/clients. Please refer to [ADL's Exclusion/ Deactivation Policy](#), for more information.



13.0 DE-BRIEFING

It is good practice to provide a space for young people to de-brief following a significant incident and to support relationship reparation. This needs to be at a time that is appropriate and timely and when everyone is ready. We can use visual and narrative techniques to support and promote learning during any student's de-brief. It is recognised that some neurodivergent students will struggle to reflect as they may not recall memories during a meltdown and therefore, we ensure all de-briefs occur in the student's best interest. Staff are also supported to de-brief and a joint de-brief may be appropriate to support the repair of a relationship. The emphasis is on the adults approaching this repair with the child, acknowledging that this is about repairing the relationship, not to focus on the behaviour.

14.0 COLLEAGUE WELL BEING

It is recognised that managing complex needs can be stressful for individuals and for teams, and at ADL we aim to create a positive and trauma informed whole organisation culture. Our Trauma Informed Practice strategy supports individuals to be aware of and also manage their own well-being. Schools support colleagues after an incident and/or challenging day in a non-judgemental and empathic safe space and post incident de-brief/ reflective practice is mandatory. Teams are also supported with regular reflective practice groups to enable them to process the impact of their work.

15.0 RECORDING AND REPORTING

ADL has a strong and effective system for data capture, including all components of the behaviour culture (e.g.iSAMs). This is monitored and objectively analysed regularly by designated staff, with a monitoring and evaluation cycle, with engagement from school leaders and governors. This includes, behaviour incident data, attendance, permanent exclusion and suspension data, and surveys for staff, students, governors, proprietors and other stakeholders on their perceptions and experiences of ADL's behaviour culture.



School leaders and staff analyse and audit data with an objective lens and from multiple perspectives: at school level, group level and individual staff and student level. School leaders pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support. Analysing the data by protected characteristic and using those findings to inform policy and practice help ADL ensure that it is meeting its duties under the [Equality Act 2010](#).

Reporting to outside agencies: Behaviours presented by the young people which are dangerous or criminally harmful will require reporting to outside agencies, such as the police. If concerns are raised about staff, referral to outside agency may be required, such as the Local Authority or police. Staff must follow the process set out in [OFG's Safeguarding Policy](#) and [Managing Allegations Against Staff Procedure](#).

16.0 ANTI BULLYING

Children may lack the social skills required to manage relationships, and/or they may not have learnt a way of managing relationships through appropriate role modelling. Staff will remain vigilant to signs of bullying, which could be obvious or subtle, in person or online, and will be dealt with according to OFG's [Anti-Bullying Policy](#).

17.0 CHILD-ON-CHILD ABUSE and SEXUAL HARASSMENT

Please refer to the Child-on-child Abuse Policy

Following any report or concerns raised of child-on-child abuse or sexual harassment offline or online, ADL will follow the [Child-on-Child Abuse Policy](#) and notify the Designated Safeguarding Lead (DSL) or one of the Deputies immediately. They will also inform their Clinical Well-being Lead. ADL is clear that sexual violence and sexual harassment are never acceptable, will not be tolerated and that incidents where behaviour falls below expectations will be addressed. All staff are aware of the importance of challenging all inappropriate language and behaviour between students.

ADL will never normalise sexually abusive language or behaviour by treating it as 'banter,' an inevitable fact of life or an expected part of growing up. We advocate strenuously for high standards of conduct between students and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships.



It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of ADL will not be downplayed and will be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report or their experience minimised.

18.0 ONLINE INCIDENTS – Please also see the *Staying Safe Online Policy*

The way in which students relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage ADL’s culture and can lead to ADL feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents can occur both in and out of ADL. ADL is clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, and the process set out in the *OFG Safeguarding Policy* for reporting, must be followed when an incident raises a safeguarding concern. The Designated Safeguarding Lead or Deputies must be informed immediately.

ADL will address with students when their behaviour online poses a threat or causes harm to another student, and/or could have repercussions for the running of / reputation of ADL.

Please also see the *School’s Mobile & Smart Technology Policy*

19.0 SUSPECTED CRIMINAL BEHAVIOUR

In cases when a member of staff or headteacher suspects criminal behaviour, ADL will make an initial assessment of whether an incident should be reported to the police by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and ADL will make every effort to preserve any



relevant evidence. Once a decision is made to report the incident to police, ADL will ensure any further action they take does not interfere with any police action taken. However, ADL retains the discretion to continue investigations and implement their own consequences so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to make in tandem a report to the Local Authority. The School's Safeguarding Policy must be followed, with the Designated Safeguarding Lead (or deputy) being informed immediately.

20.0 COMPLAINTS

Any complaint or concern raised by a young person will be taken very seriously, and staff will be vigilant to obvious and subtle signs of this. A complaint will be dealt within in accordance with the Complaints Policy.

APPENDIX 1 ADL

1. *Managing serious breaches of conduct and persistent disruption*

- 1.1. Instances of unacceptable behaviour are taken seriously and dealt with immediately.
- 2.1. The **headteacher/ head of pastoral** will keep a record of all reported incidents to help identify students whose behaviour may indicate potential mental health problems.
- 3.1. After an initial incident of significant negative behaviour, the following sanctions can be implemented:
 - *The headteacher or member* of SLT can be called to the classroom in order to move the student or students to a waiting room, and then a [studio recorded ^[1]] breakout room, if the student will now engage, they may be permanently removed from the classroom for the remainder of the lesson.



- The **headteacher/ head of pastoral** investigates the incident and decides whether it constitutes unacceptable behaviour.
- If the **headteacher/ head of pastoral** deems the incident to be unacceptable behaviour, they will record the incident on the student's permanent record in iSAMs.
- In cases of unacceptable behaviour SLT may decide to move a student to a separate classroom or breakout room associated with their classroom away from other students for a limited period ^[2].
- ADL will only move students to an SLT supervised classroom where absolutely necessary. ADL will ensure that students' learning is not compromised during their time away from their normal class, and that any additional requirements, such as SEND needs, are met. The amount of time that a student spends in SLT supervised classroom will be up to a maximum of 3 days.
- Where deemed necessary, the student will be de-activated from the live class – the **headteacher/ head of pastoral** will determine the length of the period the student will spend de-activated. ADL will ensure that students' learning is not compromised during their time away from their normal live class, and will offer offline/ asynchronous learning opportunities to match their live class programme of study.
- Where deemed necessary, the **headteacher/ head of pastoral** will inform the student's parent/ carer/ clients and invite them to discuss the incident.



¹ This can take some time to set up in, in cases where a teacher is in immediate need of support SLT have permission from the headteacher to remove a student to a breakout room immediately.

² Zoom now allows us to stream the teaching deck and voice to the breakout room. Unfortunately, there is currently no direct chat to teacher available. This remains a wip for us to investigate use. June24

³ IF SLT are available and not teaching

4.1. Following repeated incidents of unacceptable behaviour, the following sanctions are implemented:

- The **headteacher/ head of pastoral** will consider whether the student should be excluded for a fixed term, in line with **ADL's Exclusion/ Deactivation Policy**, and will determine the length of the exclusion.
- Although unacceptable behaviour does not necessarily mean a student has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the student's behaviour.
- Where a student is identified as having SEMH-related difficulties, ADL will seek to put in place SEND support in collaboration with home schools and home LAs.
- Where SEND is not identified, but the headteacher determines that support is still required for the student, an Individual Behavioural Plan will be created to outline the necessary provisions in place.

5.1. ADL will ensure that all discipline is reasonable in all circumstances, and will consider the student's age, religious requirements, SEMH needs, any SEND, and any other relevant information.

6.1. For the purposes of this policy, ADL defines "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the



perpetrator and/or other students, including, but not limited to, the following:

- Lateness
- Low-level disruption with tool use in the online classroom
- Low-level disruption within the ADL platform
- Failure to complete classwork
- Rudeness
- Refusing to complete independent learning (IL),
- Disruption within ADL's software
- Graffiti in the online classroom

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

2. Behaviour management supports

7.1. Behaviour Management Supports will only be given when a student's behaviour is unacceptable/inappropriate, in order to help them to develop a sense of right and wrong.

8.1. Supports will be issued sparingly and only where appropriate; however, if a student fails to follow instructions or their behaviour falls below the established **Student Learning Agreement**, staff members are able to manage the students in question.

9.1. ADL will ensure that the decision to issue a behaviour management support to a student is:

- Made by a paid member of school staff, or a member of staff authorised to do so by the head teacher.
- Made in an online classroom or whilst the student is under the charge of a member of online staff.
- Reasonable, will not breach any other legislation, and will not discriminate on any grounds, such as disability, race, special educational needs and disabilities –



as per the Equality Act 2010, in respect to safeguarding students with special educational needs and disabilities, and any other equality rights.

10.1. The issuing supports will be recorded in iSAMs and use of behaviour management supports will be monitored by SLT.

11.1. Behaviour management supports will:

- Relate to a specific task or action and will be applied clearly.
- Be issued consistently and fairly, ensuring that the recipient is clear about what they are being reminded/ warned about.
- Reinforce ADL's core values and ethos.
- Not be given too easily or spread too widely.
- Not focus repeatedly on the same issue without progress.
- Not have a negative effect upon others.

12 The Deactivation of Pupils

- Deactivated from ADL, including internal, fixed-term and permanent discharge
- Meeting with the student disciplinary panel or governors' disciplinary committee
- Referral to an external agency or inclusion support

12.1. ADL will consider each behavioural incident individually and issue the appropriate support according to each individual situation.

13.1. The head teacher has the ability to excuse individual staff members from the issuing of supports, where appropriate.



3. Deactivation from ADL Course Cards/ the ADL Platform

- 14.1. In cases of deactivation, whether it is internal, fixed-term or permanent, ADL's **Deactivation [Exclusion] Policy** will be followed at all times.
- 15.1. In the event of any type of deactivation or suspension of logins to the ADL platform, the head teacher or one of SLT will inform the student's parent/ carer/ clients/carers/mentors of the removal via written notification, which outlines the nature of the incident, the deactivation duration and alternative independent learning provision supplied.
- 16.1. The decision to deactivate a student is invariably done on the grounds that the student's behaviour constitutes such a breach of ADL conduct that other support actions are not sufficient.
- 17.1. For breaches of ADL conduct, the SLT has the ability to place students on internal exclusion for a maximum of **three** days.
- 18.1. During internal exclusion, the student involved will undertake all their work whilst deactivated, which is separate to live classrooms, whilst under the supervision of the SLT.
- 19.1. For extreme breaches of school conduct, the **head teacher** can place a student on fixed-term exclusion, which will be completed by the student and can last up to **10** days.
- 20.1. The relevant staff members can recommend that a student is excluded; however, it is ultimately the head teacher's decision.
- 21.1. In the absence of the head teacher, any remaining member of SLT will make the decisions concerning a student's exclusion.
- 22.1. The head teacher has the ability to permanently exclude a student who has seriously breached ADL's **Student Learning Agreement**, or who is a persistent offender.

Permanent exclusions will be considered by the **Management Committee** for authorisation.



The exclusion process outlined in the **Deactivation [Exclusion] Policy**, will be followed at all times, ensuring that parent/ carer/ clients/carers are suitably informed and commissioning clients are made aware of their right to appeal any ADL decision.

4. Sexual abuse and discrimination

- 23.1. ADL prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. ADL's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the **OFG Child Protection and Safeguarding Policy**.
- 24.1. ADL will respond promptly and appropriately to any sexual harassment complaints in line with the **OFG Child Protection and Safeguarding Policy**; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Interventions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

5. Smoking and controlled substances

- 25.1. In accordance with part 1 of the Health Act 2006, ADL is a smoke-free environment. Parent/ carer/ clients, visitors, staff and students are instructed not to smoke in or around students when online with ADL. Students are not permitted to smoke or use nicotine products when online in class with ADL.
- 26.1. ADL has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with students related to controlled substances use occur, ADL will follow the procedures outlined in **OFG Child Protection and Safeguarding Policy**.



6. Roles and responsibilities

27.1. The **management committee** has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-organisational culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in **ADL's Complaints Policy**.

28.1. The **headteacher** is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at ADL. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by students at ADL.
- Determining ADL rules and any interventions for breaking the rules. The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parent/ carer/ clients and students at least once a year.
- Reporting to the management committee on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

29.1. The **mental health lead/ head of pastoral** is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing students with SEMH-related behavioural difficulties, and how ADL engages students and parent/ carer/ clients with regards to the behaviour of students with SEMH difficulties.



- Supporting behaviour management in line with the **ADL Social, Emotional and Mental Health (SEMH) Policy**.

30.1. The **Headteacher** is responsible for:

- Collaborating with the management committee, headteacher and the mental health lead/ head of pastoral, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in ADL.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support students with SEND, in line with ADL's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a student's strengths and areas for improvement and advising on the effective implementation of support.

31.1. **Teaching staff** will:

- Implement ADL's **Behaviour for Learning Policy** at all times.
- Maintain a positive and well-managed learning environment and focus on positive re-enforcement and engagement through learning and online lessons.
- Be always positive ambassadors of ADL, through their professional behaviour and conduct.
- Use ADL's reward system and hierarchy of behaviour management supports to promote good behaviour.
- Use the rules and responsibilities outlined in this policy clearly and consistently.
- Treat all students fairly and equally, seeking to raise their self-esteem and develop to their full potential.
- Undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, development, ability and individual needs of students.



- Record, report and share all behavioural events, both positive and negative, in our Teams log and isams in order to ensure that we have a timely, thorough and cohesive picture of students' needs. Record as appropriate in wellbeing manager when escalation and further investigation is needed.
- Raise any concerns regarding students' behaviour with the rest of the teaching team and SLT at **end of day/ start the week/ TEAMS/ Subject Achievement Team meetings**
- Take the necessary steps to effectively manage student behaviour, such as appropriate/ restriction of tools/ moving through the escalation scale of responses, placing students **into the waiting room**, using the on-call process.
- Support other members of staff with behavioural issues involving individual students or groups of students.
- Liaise with other members of staff and the SLT in order to implement effective behaviour management.
- Intervene promptly when they encounter poor behaviour or unexplained absence.
- Immediately contact the Head teacher/ SLT when there has been a serious breach of ADL's **Student Learning Agreement**.
- In liaison with the team and **Head of Pastoral**, acting as **key teacher**, contact parent/ carer/ clients/ mentors regarding their child's behaviour where necessary.
- In liaison with the team, and head of pastoral, acting as **key teacher**, keep parent/ carer/ clients/ mentors informed of any behavioural management issues concerning their child through weekly reports and additional reporting as required on a case by case basis.
- Monitor the attitude, effort and quality of the students' work.
- Suggest referrals to external agencies where necessary, e.g. wider OFG services
- Inform the SLT of relevant behaviour data and trends.



- Ensure that all records are kept up-to-date, and information shared and reported through the usual ADL channels.
- Consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.

32.1. **Students** will:

- Abide by and demonstrate commitment to ADL's core value "Just Be Kind and Disagree Well" and ADL's community code outlined in the Student Learning Agreement and ADL's Behaviour for Learning Policy at all times.
- Act as positive ambassadors and representatives of Acorn Digital Learning through their exemplary behaviour.
- Be polite and respectful of others in the surrounding community
- Work to the best of their ability and effort always, whilst allowing other students to do the same.
- Cooperate with other students and members of staff to create a positive learning environment.
- Be ready to learn by ensuring regular attendance to all lessons and arriving at in class promptly having tried their best with the Independent Learning tasks.
- Respect and value the learning platform, online classroom and their surroundings, as well as each other.
- Not act in a manner which is disruptive to the learning of others.
- Not act in a way that is detrimental to the dignity of other members of the ADL community.
- Under no circumstances put the health and safety or safeguarding of others at risk.

33.1. **Parent/ carer/ clients** will:

- Help their child abide by the **Student Learning Agreement**, ensuring the attendance and punctuality of their child, as well as reporting any absences.

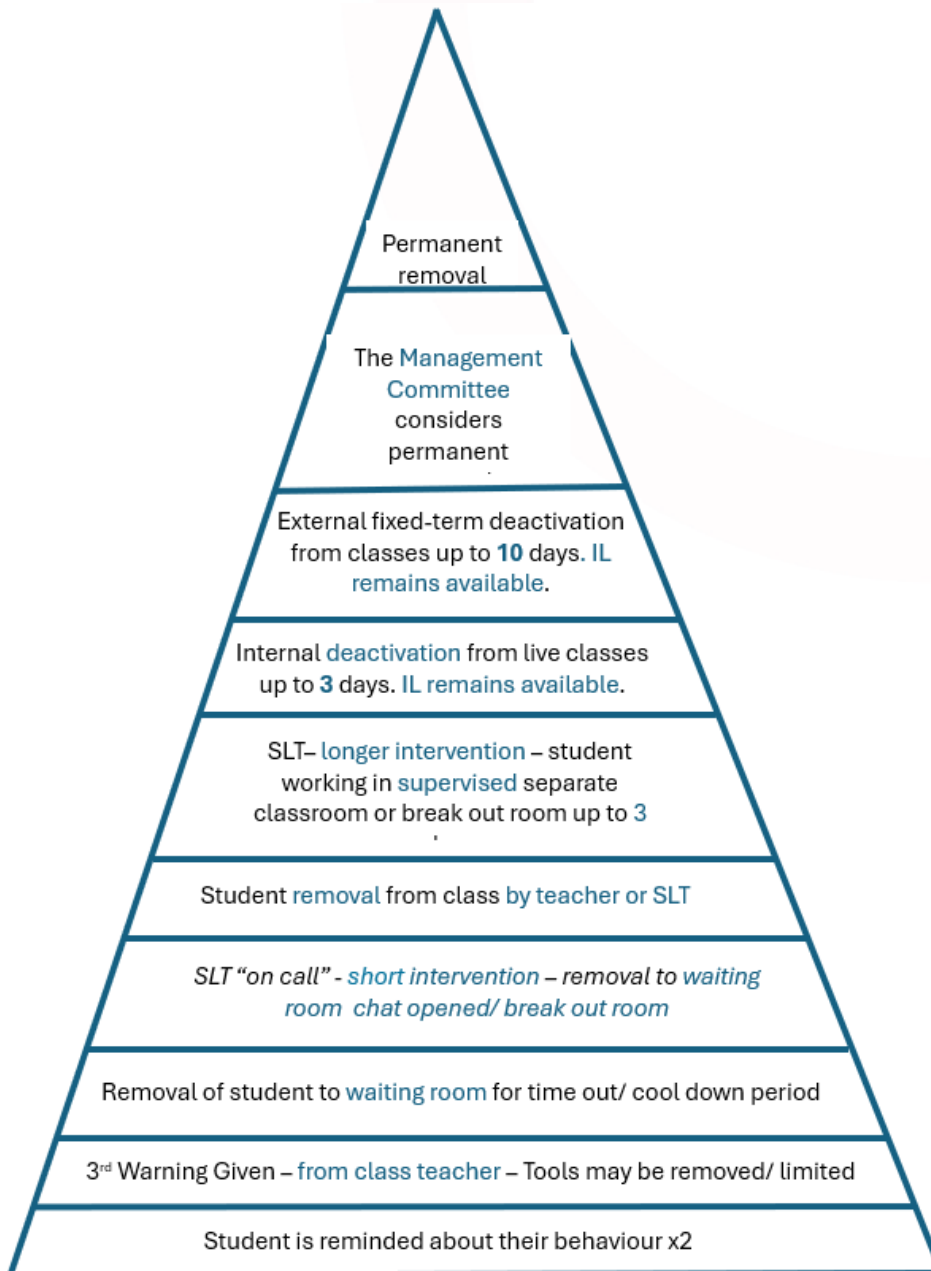


- Encourage good behaviour and for their child to be an ambassador of ADL at all times, in line with the **Behaviour for Learning Policy**.
- Share any concerns they have regarding their child's education, welfare, behaviour and life at Acorn Digital Learning with the SLT.
- Utilising routes of contact **outside** of the **LIVE** online classroom
- Support their child's independent learning.
- Support ADL's decisions in relation to behavioural issues, whilst having the right to question ADL's decisions regarding their child's behaviour.

7. Monitoring and review

This policy will be reviewed by the **headteacher / mental health lead/ head of pastoral** on an **annual** basis; they will make any necessary changes and communicate these to all members of staff.

- 34.1. The next scheduled review date for this policy is **September 2024**.





Appendix B – Exemplar Behaviour Contract

Behaviour Contract

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Student name: _____ Date: _____



My goals



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To prevent my challenging <u>behaviour</u> I can:



	These are the consequences if I don't meet my goals:



When I demonstrate challenging behaviour, you can help me by:
These are the rewards if I meet my goals:

My contract will be reviewed on: **date**

Student signature: _____

Teacher signature: _____



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