



# Behaviour Policy

**Approved by: H.Schofield**

**Last reviewed on: 08/2023**

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**Availability of the Behaviour Policy** This policy is available on request to students, the parents/carers of students and prospective students of the alternative provision. While students may themselves raise concerns and complaints under this policy and procedure, the alternative provision will involve parents/carers should this occur. Copies are available from the following:

The Head of School SHAPE Alternative Provision  
SHAPE, Alfreton Road, Nottingham, NG5 3NW Tel.: 0115 9\*\*\*\*\*

***A copy of the policy is also available on our website - [www.SHAPEalternativeprovision.com](http://www.SHAPEalternativeprovision.com)***

## **1) Introduction and Principles**

**1.1** SHAPE Alternative Provision acknowledges that the most effective approach to fostering positive behaviour in students is to keep them actively occupied, engaged, and enthusiastic.

**1.2** SHAPE Alternative Provision holds the belief that an effective education is built upon a robust behaviour policy that is consistently and impartially enforced. It is imperative that school staff, students, and parents/carers are well-informed about the expected standards of behaviour for all students at all times. Additionally, the behaviour policy should be reinforced and supported by senior staff and the Head of School.

**1.3** Our Behavior Policy is centred around a positive framework that incorporates rewards, providing regular occasions to acknowledge and celebrate accomplishments.

**1.4** Collaborating closely with families is our most powerful approach to monitoring behavior. We strive to actively engage all parents/carers and referrers in their student's education and support, especially when additional assistance is required. Nonetheless, we also acknowledge the importance of conducting these discussions with sensitivity, considering that certain home situations may present challenges and complexities.

**1.5** The core of SHAPE's Behavior Policy revolves around establishing a purposeful working atmosphere for both staff and students. It is built upon the following guiding principles:

- Positive behaviour is essential for successful learning, and we consider "behavioural literacy" to be a crucial skill that is on par with reading or writing.
- To promote good behaviour, we strive to create a positive, caring, and equitable environment where we can teach, model, and manage the desired behaviours. All staff members, whether directly involved in instruction or not, bear responsibility for fostering positive behaviour.
- Positive reinforcement, such as recognizing and rewarding students' good behaviours, proves to be more effective than punitive measures.
- Staff members at the alternative provision are encouraged to not only address the behaviours themselves but also to understand the underlying causes of poor behaviour.
- All students are taught that their actions have consequences, empowering them to make choices about their behaviour.

**1.6** The success of this policy will be evident when we can demonstrate the following:

- Cultivating an ethos of respect and tolerance for all individuals.
- Providing positive encouragement, praise, and recognition for good behaviour and effort.
- Supporting alternative provision staff through continuous professional development (e.g., training in class and workroom management).
- Implementing appropriate support systems for students with emotional, social, and behavioural needs, such as reward charts, designated "time out" spaces, and tutorial sessions.
- Establishing clear rules that define the boundaries of acceptable and unacceptable behaviours.
- Offering a range of consequences and rewards aimed at addressing and reducing behavioural issues.
- Equipping students with an understanding of appropriate behaviours in various situations.
- Ensuring referrers, parents/carers, and families have confidence in the alternative provision's consistency, safety, and structured approach.
- Cultivating a positive reputation for our alternative provision within the local community.

**1.7** Regular, ongoing training is part of the SHAPE Alternative Provision's responsibility to support staff. When planning staff training and CPD our students' needs are at the forefront of our thinking, ensuring the support we offer is appropriate to the needs of an ever changing cohort.

**1.8** SHAPE recognises its legal duties under the Equality Act 2010, particularly in respect of safeguarding and in respect of students with special educational needs (SEN).

## **2) Legal Framework and Obligations**

**2.1** Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

They may:

- Discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Discipline students in certain circumstances when a student's misbehaviour occurs outside of school.
- Impose detention outside school hours (although this measure is not adopted by SHAPE Alternative Provision).
- Confiscate Students' property.

**2.2** The power to discipline also applies to all paid staff (unless the Head of School says otherwise) with responsibility for students, such as teaching assistants.

**2.3** Head of Schools, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

**2.4** Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Alternative provisions have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of students.

**2.5** While Alternative provisions are not required by law to publish their behaviour policy on their website, it is good practice to do so.

**2.6** After the Deregulation Act 2015, schools no longer have a statutory obligation to have in place home school agreements. Home-school relations are important but schools can determine how best to foster these relationships. If schools choose they can have voluntary home school agreements.

### **3) Tackling Poor Behaviour**

**3.1** SHAPE Alternative Provision recognizes that just as academic subjects can present varying levels of difficulty for different students, the same holds true for learning and exhibiting positive behaviour. We understand that some students may encounter unique challenges in cultivating and displaying positive behaviour.

Certain students may demonstrate enduring and complex behavioural patterns that prove resistant to conventional approaches used in mainstream education to address such behaviours (e.g., exclusion). Resolving these significant behavioural challenges requires a comprehensive and time-intensive process. At SHAPE Alternative Provision, we are committed to providing ongoing support and guidance for our tutors through Continual Professional Development (CPD) and implementing appropriate alternative provision and support measures tailored to meet the needs of our students.

**3.2** This policy makes a distinction between low level disruption and challenging, offensive behaviour that we label as 'anti-social'.

**3.3** The following types of behaviour are inappropriate and are challenged by staff. Refrains are used to give students the opportunity to rectify their behaviour however where behaviours persist staff will issue negatives (-1) via the Class Dojo app.

- Chewing Gum
- Non-Compliance
- Disturbing Learning Environment
- Unauthorised Eating
- Failure to Remove Hood
- Inappropriate Language
- Unauthorised Departure from Lesson
- Littering
- Lack of Engagement
- Play Fighting
- Disrespectful Behaviour
- Throwing Objects

Other behavioural issues that require greater levels of intervention include and lead to students receiving a warning (-3) on the Class Dojo app are:

- Dangerous Behaviour
- Damaging Property
- Threatening behaviour
- Improper Fire Escape Usage

- Physical Aggression
- Inappropriate Sexual Touching
- Inappropriate Sexual Language
- Spitting
- Smoking / Vaping
- Unauthorised Departure from Premises
- Unauthorised Phone Use
- Unauthorised Lift Use

In addition to issuing warnings for the unauthorised use of lifts and fire escapes, students are also subject to a **£25.00 DOJO** fine for these behaviours.

Similarly, students will receive **£25.00 DOJO** fines for entering the staff room without permission.

At our institution, we uphold a zero-tolerance stance on bullying. If any of the aforementioned behaviours persistently target an individual student and are identified as bullying, our staff will take immediate action to support the victim.

The inappropriate behaviour of the perpetrators will be addressed and appropriate interventions will be implemented to rectify such conduct

(refer to Section 7 for further details).

**3.4** Where a student's behaviour is having a negative impact on the learning environment, teachers will use the Class Dojo system which will alert the student support team of negative behaviour occurring in the classroom, around the school building or at offsite activities. If this negative behaviour continues the student support team will endeavour to support the teacher in managing student behaviour and will remove students where necessary.

**3.5** Only the Head of School or in the case the Head of School is not in the building, the Business Manager has the authority to send a child home or make a decision on an exclusion. Exclusion is always a very last resort and where appropriate we will always look at alternative interventions to support students in addressing their behaviour, such as the use of our reintegration room.

**3.6** The school will carefully assess whether the behaviour under examination raises concerns regarding the potential significant harm or risk of harm to a child. In such instances, staff members are expected to adhere to the school's safeguarding policy. Additionally, they should consider whether persistent disruptive behaviour could stem from unaddressed educational or other needs.

When a student's behaviour becomes a particular concern and the Class Dojo system fails to produce any noticeable improvement, it is important for the teacher to notify the Student Support Team. By doing so, the student's key worker can be made aware of the concern and appropriate interventions can be implemented to provide further support for the student.

**3.7** To be lawful, any sanction must satisfy the following three conditions:

- The decision to impose a sanction on a student must be made by a paid member of school staff or a member of staff authorised by the Head of School
- The decision to impose a sanction and the penalty itself must be made on the school premises or while the student is under the charge of the member of staff.
- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

**3.8** A sanction must be proportionate. In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.

**3.9** Where students are excluded we will maintain contact through the students key worker who will attempt contact with both the student and their parent/carer in the morning between 8:30 am - 9:30 am and in the afternoon between 12:45 pm - 1:30 pm to replicate registration. Please refer to the Safeguarding Policy.



## **4) Reinforcing Positive Behaviour**

**4.1** SHAPE Alternative Provision strives to maintain a positive atmosphere, employing a system that emphasises rewards and offers frequent occasions to acknowledge and commemorate achievements

**4.2** We aim to create a positive, caring and fair environment to teach, model and manage the behaviours we want. Behaviour is the responsibility of all delivery and non-delivery staff.

**4.3** Every member of staff should aim to praise in every session using the Class Dojo system to reward positive behaviours.

**4.4** Other methods used on a daily basis to reinforce and reward positive behaviour may include the following:

- The ClassDojo reward system (see below)
- Reward charts to highlight students who have shown positive behaviour or achieved certificates
- Tutors/Student support team workers use extensive data on a daily basis to show positive, helpful behaviour as well as negative behaviours
- Weekly staff focus videos are broadcast in form time on a Monday morning where staff give praise to individual students or groups of students for their positive behaviour.
- Pictures are placed all around the school to promote good times at the alternative provision, which serve as a constant reminder to the students that they have a positive experience with us
- Each learner will have their own locker which has their behaviour DOJO score displayed.
- We have an end of term reward trip to recognise positive behaviours and attendance and also arrange additional trips and rewards as further incentives for students.
- SHAPE style Postcards are sent home to students who show consistent positive behaviour across the school. This could come from a member of the teaching staff, the student support team or senior leadership team.

**4.5** All positive behaviour that is worth commenting on should be recorded in class dojo and on the master documents which are provided to all teaching and delivery staff.

**4.6** The Class Dojo Reward System. SHAPE Alternative Provision uses ClassDojo as a system to record positive and negative behaviour for each individual student.

Students may be rewarded for behaviours such as:

- Outstanding Classroom Engagement
- Exemplary Work Completed
- Demonstrating Politeness
- Helping others
- Good Teamwork
- Embodying the SHAPE ethos
- Punctuality to lesson
- Maintaining focus and productivity

Our students have the opportunity to earn monetary rewards for their consistent attendance and appropriate behaviour while at SHAPE Alternative Provision. They have the potential to earn up to £5 per day, with a weekly total of £25, which accumulates throughout their time with us. Upon completion of their studies at the end of Year 11, the funds they have earned will be transferred to their account (*With Parental Consent*), provided they have met the following criteria:

- A behaviour score of 90% or above on ClassDojo
- An average of 7 or above on their weekly behaviour score
- Attendance and Punctuality is at 90% or above.

Students earn money in the following way:

If a student receives 35 positives, is on time to school between 9:00am and 9:15am and does not receive a warning they will earn £5 in their class dojo account that they could earn at the end of the year depending on their attendance and class dojo percentage.

If a student receives 30 positives on time to school between 9:00am and 9:15am and does not receive a warning they will earn £4.

If a student receives 20 positives is on time to school between 9:00am and 9:15am and does not receive a warning they will earn £3

They will lose £1 off their amount for that day if they are late. This will also go against their overall punctuality which if it is below 90% they will not be able to secure the money at the end of year 11

## 5) Responding to challenging behaviour

**5.1** Upon their enrollment at the school, all students are expected to sign a behaviour contract (refer to Appendix A) as part of their induction process on their first day. This contract clearly outlines the expected behaviours and explicitly defines what is deemed unacceptable.

During the initial 6-week induction period, students will be assigned specific targets that are closely monitored by their designated key worker. In instances where students encounter difficulties in meeting these targets, appropriate interventions are implemented to provide additional support. Every effort is made to assist students in successfully completing this induction period, ensuring their smooth transition into the school community.

**5.2** When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with established systems. A range of disciplinary measures are available and clearly communicated to staff and students. These can include:

- A verbal reprimand
- ClassDojo negative point
- Three negative points constitute a warning

Loss of privileges such as:

- Not being allowed to participate in offsite activities including afternoon activities, end of term trips and residential trips
- Negative phone call home
- Being placed on report (including being set individualised targets to reach) for behaviour monitoring by their key worker

**5.3** In addressing challenging behaviour within the classroom, our school employs a progressive sanctions system consisting of a series of steps. At each step, staff members are responsible for reminding students that they possess the power to make choices regarding their behaviour. It is equally important for the teaching staff to exercise their judgement in determining when to implement this structured system.

- A Refrain - Remind the student of the ethos and values 'Ready - Respectful - Safe', and that they have a choice. See some examples of our refrains below:

Remember here we are Ready, Respectful and Safe

You and I both know you're capable of better behaviour

What can we do right now to avoid this negative?

You've been doing so well today, don't let yourself down now?

Remember how proud your mum was at Celebration Evening

- Negative point - If the refrain and some time to make a better decision doesn't work, give the student a negative point on the Class Dojo system. The student support team will then monitor the lesson and that particular student via cameras and the online system.
- Second Negative - Students are removed from the session by a member of student support to talk to them one to one. Ask them to analyse the effect of their actions (e.g. "You are better than this", "The (Name of student) that I know makes the right choices here") We also adopt methods such as walking and talking in fresh air as a way of cooling the students current mood to return in a better frame of mind.
- Third Negative - The student will be sent to the reintegration room under supervision. The student will spend the rest of that session with the student support team who will refocus them into a more positive frame of mind using a variety of resources, techniques and relationship building skills. It is always useful to offer some discussion time outside of the session with a student who is displaying challenging behaviour; however if staff are alone with a student and if a colleague is not available to attend the discussion, tutors must remain visible to other staff or CCTV cameras.

(N.B. This policy should be read in line with Physical Intervention Policy and the positive handling policy which is attached as appendix 2)

**5.4** When contemplating whether a student should be reintegrated into the same session following an incident, it is crucial for the staff member and the Lead Tutor to engage in careful consideration. The student bears the responsibility of actively participating in the learning process within the classroom, while the teaching staff assumes the responsibility of assisting them in achieving this objective.

In cases where staff members become aware that a student's disruptive behaviour significantly hampers the progress of other students, obstructs the continuation of the session, or potentially leads to a major confrontation, the established practice is to relocate the student from the teaching or activity area. It is important to note that staff members should refrain from merely sending the student out of the room to aimlessly wander around the building.

**5.5** Staff members are encouraged to communicate with students using refrains in their normal or a softer tone, rather than resorting to raising their voices. We acknowledge that this approach tends to be more effective, as many students may respond negatively to shouting, potentially exacerbating minor situations.

**5.6** In the event that staff members observe negative or challenging behaviour warranting a comment, it is important to document it on Class Dojo as a negative mark. For more severe incidents, an incident report (refer to Appendix 3) should be promptly completed, drawing upon notes and discussions with the staff members involved. All relevant information and records should be shared with the student's assigned key worker. The outcome of the incident will be communicated to relevant staff members through CPOMS, and if deemed appropriate, during team meetings and briefings.

**5.7** All instances involving potential harm to a student, tutor, or member of the public should be diligently documented on an Incident Form or noted as a cause for concern and recorded on CPOMS. It is imperative to bring such matters to the attention of the Head of School, who will assess whether reporting to the Governing Body is necessary.

**5.8** In instances where tutors have concerns about behaviour, a meeting with the parent/carer may be arranged by the Head of School, Head of Student Support, or key worker.

We firmly believe that working in partnership with parents/carers is the most effective means of monitoring behaviour. The majority of parents/carers are supportive and understand that our actions are motivated by the best interests of the student. However, we are also aware of the need for sensitivity during these discussions, as some home situations may present unique challenges. As a result, we discourage individual staff members from directly contacting parents/carers and emphasise that any contact with home should occur only after consulting with the Head of School or Head of Student Support.

It is important to note that personal phones should not be used for making phone calls related to school matters.

**5.9** Teachers have the power to discipline students for misbehaving outside of the school premises to such an extent as is reasonable. This may include:

Misbehaviour when the student is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school

Misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Posing a threat to another student or member of the public
- Could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member.

## 6) Sanctions

**6.1** Addressing challenging behaviour through the utilisation of Class Dojo, we have implemented a system that allows all teaching staff members to access the platform via computers and mobile phones. This resource should be utilised for responding to instances of low-level disruption, such as verbal abuse or deliberate and persistent disruptions.

To manage the behaviour effectively, staff members will employ refrains listed in section 5.3. If the behaviour persists despite the use of refrains, a negative point will be assigned.

The student support team diligently monitors sessions through CCTV. In the event that another negative point is assigned during a particular lesson, the student support team will promptly intervene and remove the student from the classroom. The student support team will work closely with the student, refocusing their mindset towards a more positive outlook in preparation for their return to the class. However, if these efforts prove unsuccessful, the student will be relocated permanently and continue their learning outside of the traditional classroom environment.

**6.2** The accumulation of three consecutive negative points on ClassDojo for the same behaviour serves as a warning. Additionally, certain specific behaviours, such as smoking/vaping and causing damage to school property, are automatically regarded as warranting a warning.

It is important to note that students who receive a warning forfeit any ClassDojo rewards they may have earned on that particular day.

**6.3** Where a student begins to gather large numbers of warnings in a half term, their behaviour is more closely monitored by the student support team and a series of consequences are implemented to ensure the child's student support and welfare:

- **Five warnings** - The student's key worker will engage in a conversation with the student, employing personalised targets to closely monitor their behaviour.
- **Ten warnings** - A letter will be sent home to notify the student's parents/carers about their child's behaviour and a copy of any data collected by the key worker.
- **Fifteen warnings** - The parent/carer will be invited to attend a meeting at the provision. This meeting will provide an opportunity to discuss the student's behaviour, address any underlying issues, and explore additional measures that can be implemented to support the student effectively. Importantly it will allow the student a voice in an 'official' setting to air any grievances and address anything in particular that is contributing to the negative behaviour.
- **Twenty Five** - The student's placement will be subject to evaluation and consideration.

**6.4** Behaviours such as physical violence or intimidating threats of violence lead to:

- Removal from the provision, including time spent in our inclusion centre
- Attending a placement review meeting with the parent/carer, referrer, key worker and either one of the Head of School or Head of student support.
- Where meetings have taken place to review student behaviour, targets are set and these are then reviewed at an agreed date.

## 7) Bullying

7.1 SHAPE Alternative Provision adheres to the guidance provided by the Department for Education (DFE) regarding bullying, which defines bullying as "behaviour that intentionally harms another individual or group, either physically or emotionally, and is repeated over time." The DFE guidance further emphasises that bullying can manifest in various forms, including cyberbullying through text messages or online platforms. Additionally, it highlights that bullying can be motivated by prejudice against specific groups, such as race, religion, gender, sexual orientation, or due to a child being adopted or having caring responsibilities. Bullying can take direct forms, involving physical or verbal actions, as well as indirect forms, such as exclusion or being ignored within social interactions.

7.2 Bullying of any form is NOT tolerated at SHAPE Alternative Provision.

7.3 At SHAPE Alternative Provision, we approach all reports of bullying with utmost seriousness, ensuring swift and equitable resolution of individual incidents. Our primary focus is not only to address immediate concerns but also to teach and instil positive behaviours for the future.

7.4 Bullying can be motivated by actual differences or perceived differences.

7.5 Bullying can be:

- Physical Bullying: Includes actions such as punching, kicking, hitting, or spitting at another person.
- Verbal Bullying: Encompasses name-calling, offensive language, and discriminatory verbal abuse.
- Exclusionary Bullying: Involves intentionally excluding a person or encouraging others to exclude them from discussions or activities.
- Property Damage or Theft: Comprises deliberately damaging someone's belongings or taking personal possessions. Physical or verbal threats may be used to coerce the person into surrendering their property.
- Face-to-Face or Remote Bullying: Can occur through direct interaction or remotely, such as via the internet or text messages.
- Perpetrated by Known or Unknown Individuals: May involve someone known to the recipient or an anonymous antagonist, for example, an anonymous email.
- Cyberbullying: Encompasses various forms of online communication that intimidate, control, manipulate, belittle, falsely discredit, or humiliate individuals.



**7.6** At SHAPE Alternative Provision, we foster a culture where all staff members and students are united in our collective commitment to eradicate all forms of bullying. We firmly believe that prevention and education are the most constructive and impactful approaches in eliminating bullying from our community.

**7.7** When it comes to reporting incidents of bullying, we have established the following practices at SHAPE Alternative Provision:

- **Encouraging Easy Reporting:** We make it clear to students that they can report any form of bullying, including incidents that may have occurred outside of school, to any member of staff without fear of further bullying or discrimination. We strive to create a safe and supportive environment for reporting.
- **Serious Investigation:** Any report of bullying is treated with utmost seriousness, and a thorough investigation is conducted to gather all necessary information and evidence.
- **Appropriate Sanctions:** Students found to have engaged in bullying behaviour are subject to appropriate sanctions, which may include loss of privileges, inclusion in the inclusion program, or external exclusion. The nature, severity, and context of the bullying incident are taken into account when determining the sanctions.
- **Restorative Justice Approach:** Perpetrators of bullying are given the opportunity to take responsibility for their actions through a restorative justice approach. This process helps them understand the impact of their behaviour on others, take steps to repair the harm caused, and prevent any future repetition.
- **Collaboration with Parents/Carers:** We work closely with the parents/carers of the bullying perpetrators, keeping them informed about the investigation's outcome and involving them in the resolution process.
- **Support for Victims:** Victims of bullying receive support, including assigning them a designated adult as their primary point of contact for expressing ongoing concerns. If necessary, external agencies such as counsellors may be engaged to provide additional assistance.
- **Thorough Documentation:** All instances of bullying are recorded in accordance with our Behaviour policy. This helps to identify patterns and enables us to respond effectively to address and prevent further incidents.

**7.8** When incidents of bullying occurring outside of the school are reported to our staff, we conduct thorough investigations and take necessary and appropriate action in response.

## **8) Sexual Abuse in Schools**

In order to prevent the normalization of sexual abuse, SHAPE places great importance on maintaining a safe and respectful environment where such behaviors are not tolerated. Sexual abuse, in any form, is unequivocally unacceptable. The Department for Education (DfE) identifies various manifestations of sexual abuse, including:

- Bullying, including cyberbullying.
- Physical abuse, encompassing acts such as hitting, kicking, shaking, biting, hair pulling, or causing any form of physical harm.
- Sexual violence, which involves offenses like rape, assault by penetration, and sexual assault.
- Sexual harassment, which includes making sexual comments, remarks, jokes, engaging in online sexual harassment, upskirting (secretly taking pictures under a person's clothing to view their genitals or buttocks without their knowledge).

It is crucial that any instances of sexually inappropriate behaviour, including sexual touch, sexualized language, or derogatory remarks about another gender, are promptly addressed and not overlooked. Such incidents, along with any corresponding teacher responses, must be diligently recorded to ensure proper documentation.

## **9) Confiscation of inappropriate items**

**9.1** At SHAPE Alternative Provision, we have implemented rules mandating that all students surrender their mobile phones upon entering the school premises. These mobile phones are securely stored in student lockers and returned to the students at the conclusion of the school day.

**9.2** To maintain a conducive learning environment at our alternative provision, we have established guidelines regarding the presence of electronic devices. Apart from mobile phones, other electronic equipment such as music players, tablets, and handheld computer games are not permitted to be brought onto the premises. Students are expected to hand in these items, along with their mobile phones, upon arrival. Similar to mobile phones, these belongings are securely stored in student lockers and returned to the students at the end of the school day.

Furthermore, we request that certain items be surrendered upon entry to the alternative provision.

These include:

- Crisps
- Chocolate, sweets
- Chewing gum, or any form of junk food.

The Head of School has Authorised the following members of staff to conduct searches on Students:

Leyona Starbuck  
Lauren Bardill  
Matthew Kingdom

It is important to note that all school staff have the authority to conduct searches on students.

- This applies when the searcher reasonably believes that there is a risk of serious harm being caused to a person if a search isn't carried out urgently
- It's not reasonably practical to summon another member of staff (to carry out the search or act as a witness) within the time available

However, it is our best practice to ensure that only those authorised by the head of school can conduct searches.

All students attending the school have signed a behaviour contract, indicating their consent to being searched upon arrival at the alternative provision. See Appendix 1

**9.3** The alternative provision strictly prohibits the presence of certain items within its premises, without exception.

These prohibited items include:

- Knives and any object identified as a weapon
- Alcohol, illegal drugs, or any drug-related paraphernalia, including "grinders."
- Stolen items
- Cigarettes
- Fizzy drinks
- Cigarette papers
- Lighters, and any other smoking-related paraphernalia, including "vapes"
- Fireworks
- Pornographic images
- Any item that has been or is likely to be used to commit an offence, cause personal injury, or damage property.
- Items explicitly banned by the school rules, subject to search procedures.

These items will **not** be given back to the student and will be securely kept in the Head of School's office until a parent/carer or the police can collect, if they choose to do so.

Staff members are legally authorised to conduct searches for prohibited items, even without obtaining explicit consent. Students discovered in possession of any of these items may face permanent exclusion from the provision, and the items will be confiscated. In appropriate cases, confiscated items will be either destroyed or handed over to the police.

Weapons, knives, and extreme or child pornography must always be handed over to the police. In other cases, it is the teacher's discretion to determine when and if a confiscated item should be returned.

For further guidance on the proper handling of prohibited items, please refer to the DfE Guidance Document "Searching, Screening, and Confiscation," which outlines the necessary procedures and legal requirements.

## **10) Power to use reasonable force**

For additional details, please refer to the Physical Intervention and Positive Handling policy, which is provided as appendix 3.

**10.1** Within our alternative provisions community, staff members possess the authority to employ reasonable force when necessary. This includes situations where it is required to prevent students from engaging in illegal activities, causing harm to themselves or others, or causing damage to property.

Maintaining a positive environment and upholding discipline within the classroom are also considered when determining the appropriate use of force.

**10.2** Furthermore, authorised school staff members are permitted to utilise reasonable force, considering the circumstances, while conducting searches without consent for prohibited items mentioned in the previous section. Such searches aim to prevent potential offences or harm from occurring.

For more comprehensive information, please consult the DfE Guidance Document on the Use of Reasonable Force.

## **11) Key Points for Staff**

When faced with instances of misbehaviour, it is essential to approach the situation without taking it personally. Recognizing that students are in the process of learning appropriate behaviours involves acknowledging that they may not always exhibit exemplary conduct.

A crucial skill to develop is the ability to separate the behaviour from the individual. By doing so, we can avoid engaging in unnecessary confrontation. It is not uncommon for young people to seek confrontation, especially if it aligns with their accustomed behavioural patterns.

Using sarcasm should be avoided as it often undermines effective communication and can escalate tensions. Once a sanction has been administered, it is important not to dwell on it incessantly. Our fundamental message emphasises that each day presents a fresh opportunity for students to make better choices.

Consistency in the implementation of the behaviour management system is crucial. Students come to expect and respond positively to a consistent approach. Therefore, it is essential to utilise the system for both acknowledging positive behaviours and addressing challenging ones.

Whenever needed, do not hesitate to seek help and support. We have a network in place to provide assistance and guidance whenever you feel it is necessary.

## **12) Malicious allegations against staff**

In cases where a student deliberately fabricates or makes a malicious accusation against a member of staff, appropriate disciplinary measures will be considered by the Head of School in accordance with our policy. These disciplinary actions may include, but are not limited to, exclusion from the school.

For an allegation to be deemed malicious, there must be substantial evidence demonstrating a deliberate intent to deceive. The allegation must be proven to be entirely false, leaving no room for doubt or ambiguity. The Head of School will carefully evaluate the evidence to determine the appropriate course of action in such instances.

### **13) Monitoring, evaluation and review**

To ensure the continuous relevance and effectiveness of this policy, the governing body undertakes regular reviews, conducted at least once every year. These reviews are carried out in addition to any updates necessitated by changes in legislation or guidance. The purpose of these reviews is to assess the policy's implementation and gauge its overall effectiveness.

The promotion and implementation of this policy extend throughout the entire alternative provision. It is our commitment to ensure that all staff members and stakeholders are fully aware of the policy's content and actively adhere to its guidelines. By fostering a culture of awareness and compliance, we aim to create a safe and supportive environment for all individuals within our alternative provision.

## **Appendix 1: Student Behaviour Contract**

This contract serves as a guide to help students align their behaviour with the principles outlined in the SHAPE Behaviour Policy. By signing this contract and embracing its simple expectations, students can ensure a positive and secure experience during their time at SHAPE Alternative Provision.

**As a student of SHAPE Alternative Provision, I commit to the following:**

- **Respect:**

I will treat staff members, fellow students, and the learning environment with respect.

- **Academic Effort:**

I will always try to give my best effort in the subjects I have chosen.

- **Communication:**

I will maintain respectful language within and around the premises.

- **Positive Engagement:**

I will aim to achieve a consistent record of over 90% positive points on my class dojo.

- **Attendance and Punctuality:**

I will prioritise my attendance and punctuality, aiming to maintain a record of over 90% attendance.

- **Seeking Support:**

I will address challenges or issues I may have by seeking assistance from the student support team.

- **Search Consent:**

I agree to undergo searches upon entry to the alternative provision as part of our commitment to maintaining a safe and secure environment.

- **Phone Policy:**

I will hand in my mobile phone upon entry to the alternative provision.



- **Embracing Diversity:**

I will respect the diverse nature of our alternative provisions community.

- **Dress Code:**

I will comply with the dress code, ensuring that my attire aligns with the established guidelines.

**As a student of SHAPE Alternative Provision, I will refrain from engaging in the following behaviours:**

- **Threats:**

I will not use any form of threatening behaviour, whether physical or verbal, towards fellow students or staff members.

- **Violence:**

I will not engage in acts of violence towards any individual within the alternative provision community.

- **Discrimination:**

I will not discriminate against others based on their race, ethnicity, gender, religion, or any other characteristic.

- **Sexual Inappropriateness:**

I will not engage in any form of sexually inappropriate behaviour, including sexual touch, using sexualized language, or belittling or marginalising individuals based on their gender.

- **Distractions:**

I will not distract or hinder other students' learning experiences.

- **Restricted Areas:**

I will refrain from using the reintegration space unless it is necessary and authorised.

- **Smoking:**

I will not smoke cigarettes or use a vape on school grounds during school hours.

**By signing this contract, I acknowledge my commitment to upholding these expectations and contributing to a positive and conducive learning environment at SHAPE Alternative Provision.**

Student Name:

Pupil Signature ..... Date: .....

## **Appendix 2: Parent Contract**

This contract serves as a means to establish a shared understanding and collaboration between home and the alternative provision, ensuring that the student conducts themselves in alignment with the SHAPE Behaviour Policy. By agreeing to the parental contract, we foster a consistent approach that enhances the likelihood of a positive and secure experience during the student's time at SHAPE.

**As a Parent/Guardian of a SHAPE Alternative Provision pupil, I commit to encouraging and supporting ..... 'LEARNER NAME' ..... in the following ways:**

### **Respect:**

I will encourage my child to treat staff members, fellow students, and the learning environment with respect, fostering a culture of mutual regard.

### **Academic Diligence:**

I will motivate my child to apply themselves fully to the subjects they have chosen, striving for personal excellence in their educational pursuits.

### **Language and Conduct:**

I will work with my child explaining the importance of using respectful language and displaying appropriate behaviour within and around the school premises.

### **Positive Recognition:**

I will support my child in aiming for a consistent track record of over 90% positive points on their class dojo, recognizing the value of showcasing positive behaviours.

### **Attendance Commitment:**

I will highlight the significance of regular attendance, encouraging my child to maintain a over 90% attendance, and understanding the importance of consistent participation in their educational journey.

### **Communication Channels:**

I will guide my child to address any problems or concerns they may encounter by approaching the student support team, fostering effective communication and proactive problem-solving.

**Consent to Search:**

I acknowledge and consent to my child undergoing searches upon entry to the alternative provision as part of our commitment to maintaining a safe and secure environment.

**Phone Policy:**

I will ensure that my child complies with the alternative provision's phone policy by handing in their mobile phone at the designated location upon entry. Alternatively, if my child brings their phone, they will securely store it in their locker during school hours.

**Embracing Diversity:**

I will promote an understanding and acceptance of the diverse nature of our school community, encouraging my child to appreciate and respect the unique needs and perspectives of others.

**Dress Code Compliance:**

I will ensure that my child adheres to the alternative provision's dress code, ensuring that their attire aligns with the established guidelines.

**In addition, I will discourage my child from engaging in the following behaviours:****Threats:**

I will emphasise the importance of not using any form of threatening behaviour, whether physical or verbal, towards fellow students or staff members.

**Violence:**

I will communicate the expectation that my child will not engage in acts of violence towards any individual within the alternative provision community, promoting a safe and harmonious environment.

**Non-Discrimination:**

I will guide my child to treat all individuals without discrimination based on their race, ethnicity, gender, religion, or any other characteristic, fostering an atmosphere of inclusivity and respect.

**Sexual Appropriateness:**

I will discourage my child from engaging in any form of sexually inappropriate behaviour, including sexual touch, using sexualized language, or demeaning individuals based on their gender.

**Minimising Distractions:**

I will highlight the importance of my child avoiding behaviours that may distract or hinder other students' learning experiences, promoting an environment conducive to focused education.

**Restricted Areas:** I will communicate to my child that they should refrain from accessing the learning hub unless it is necessary and authorised.

**Phone Policy:** I will ensure that my child does not bring their mobile phone into the school premises during school hours, adhering to the policy set forth for minimising distractions and maintaining a productive learning environment. If they do bring their phone, I will guide them to securely store it in their locker.

**Smoking:** I will communicate to my child that smoking during school hours is strictly prohibited, adhering to legal and health regulations.

**By acknowledging and signing this contract, I demonstrate my commitment to supporting my child in upholding these expectations and contributing to a positive and conducive learning environment at SHAPE Alternative Provision.**

**Parent Name:**

Adult Signature ..... Date: .....

\*The alternative provision will record any concerning behaviour on the Safeguarding software (CPOMS)

## **Appendix 3: Physical Intervention and Positive Handling Policy**

### **Introduction**

**1.1** This policy is founded on the guidance provided by the Government on the Use of Force, recognizing the need for appropriate intervention in situations that pose a clear risk to the safety of SHAPE Alternative Provision's students, staff, and property.

**1.2** SHAPE is committed to ensuring that all staff and adults entrusted with the safety and well-being of young individuals handle incidents involving aggressive or reckless behaviour in a professional manner. Positive handling techniques will only be employed as a last resort, in accordance with the DfE and SHAPE behaviour guidelines. Moreover, the application of positive handling will always be within the framework of a respectful and supportive relationship with the students. Our primary aim is to minimise the risk of injury to both students and staff.

**1.3** It is crucial to comprehend and implement this policy in conjunction with the alternative provision's behaviour policy and approach to behaviour management, along with individualised learning plans for students.

**1.4** The Education Act 1996 (Section 550A) states that teachers and authorised staff have the lawful authority to use reasonable force to prevent a student from committing an offence, causing harm, disrupting the good order and discipline of the alternative provision. While tutors at SHAPE are not contractually obligated to carry out restraint procedures or undergo related training, the Head of School, Senior Managers, and Lead Tutors at SHAPE are trained in appropriate techniques. This policy applies to all staff members authorised to employ positive handling methods.

**1.5** It is imperative for all staff members authorised to utilise positive handling techniques to understand that they **MUST NOT** engage in the following actions:

- Use corporal punishment as a means of discipline.
- Inflict pain on individuals to compel compliance.
- Deprive individuals of food or drink as a form of punishment.
- Impose the wearing of inappropriate clothing on individuals.
- Engage in any behaviour that humiliates or degrades the child or young person.

By adhering to these guidelines, SHAPE Alternative Provision ensures a safe and respectful environment that upholds the welfare and dignity of all individuals involved.

## **Approach To Best Practice**

**2.1** The principles outlined below for positive handling should be considered in conjunction with other relevant policies at SHAPE Alternative Provision, including behaviour management, anti-bullying, child protection, and health and safety.

**2.2** In accordance with the Education Act 1996 (Section 550A), staff members must assess the reasonableness and appropriateness of utilising positive handling in the following situations:

- When there is a risk to the safety of staff, students, or visitors.
- When there is a potential for significant property damage.
- When a student's behaviour seriously undermines good order and discipline.
- When a student is involved in committing a criminal offence.

This assessment will take into account the specific circumstances of the incident. It is important for all staff members to recognize that the use of positive handling is intended to manage behaviour positively and prevent the situation from escalating, particularly when there is a clear or emerging risk of injury.

**2.3** Staff members will prioritise de-escalation strategies and view positive handling as a last resort when maintaining a safe environment. In cases of disruptive or antisocial behaviour, every effort will be made to employ positive behaviour management techniques to prevent the situation from worsening.

**2.4** Staff members will demonstrate an understanding of the significance of actively listening to and respecting young individuals, fostering a calm and supportive environment. This understanding is particularly crucial when working with students who may have emotional and behavioural needs that contribute to increased aggression.

**2.5** All staff members will recognize the importance of addressing the underlying feelings and emotions that drive behaviour, in addition to addressing the behaviour itself. By acknowledging and responding to these underlying factors, staff can effectively support students and foster positive change. By upholding these principles, SHAPE Alternative Provision ensures a safe, supportive, and inclusive environment that promotes the well-being and positive development of all students.

## **Practise Regarding Specific Incidents**

**3.1** At SHAPE Alternative Provision, all policies and practices regarding student supervision are tailored to meet the specific needs and behaviours of our students. This, in conjunction with our behaviour approach, aims to minimise the necessity of employing positive handling techniques.

**3.2** When physical intervention is deemed necessary, careful consideration will be given to the age and capabilities of the young person involved, ensuring that the chosen approach is the least detrimental option.

**3.3** Staff members intervening in situations involving young people will seek assistance from their colleagues at the earliest opportunity. Single-handed interventions increase the risk of injury and lack of witness. Collaboration among staff provides a safer and more effective approach.

**3.4** In the event that a staff member recognizes a situation escalating to a point where positive handling may be required but feels unable to perform such intervention, they have a duty of care to clearly instruct the student(s) to cease the behaviour and seek help using any available means. They must also be knowledgeable about de-escalation strategies to defuse the situation.

**3.5** If a staff member becomes aware that another staff member is physically intervening with a student, they have a responsibility to offer support and assistance as needed, ensuring the presence of a colleague during the intervention.

**3.6** Whenever possible, staff members who have not been involved in the initial confrontation leading up to an incident may be better positioned to intervene or restrain the student, if necessary.

**3.7** It is acknowledged that a student's behaviour may be negatively influenced by the presence of an audience. Therefore, whenever feasible, the audience will be removed. If complete removal is not possible, the student and staff member(s) will relocate to a quiet space that is not entirely private, such as having two staff members present or leaving a door partially open to ensure awareness of the situation.

**3.8** Staff members will understand the importance of calmly and gently explaining to the restrained student that the intervention is intended to maintain the safety of all individuals involved. They will communicate that once the student has calmed down, they will be released.

**3.9** The level of force employed will be proportionate to the risk presented by the situation, ensuring an appropriate response.



**3.10** All staff members are aware of the backup system in place to promptly summon assistance during emergencies. This may involve contacting the Head of School or head of student support via telephone, walkie-talkie, or by sending a student to request immediate help.

## Positive Handling

4.1 SHAPE Alternative Provision acknowledges that positive handling may be necessary in certain situations, including but not limited to:

- When a student physically attacks a member of staff or another student.
- Instances of physical altercations between students.
- Engaging in or on the verge of intentional property damage or vandalism.
- A student possesses a risk of causing harm or damage due to accidents, rough play, or misuse of dangerous materials or objects.

4.2 In appropriate circumstances, the following approaches are considered reasonable:

- Holding for security and to alleviate anxiety, particularly when there is a potential risk, even if the student is not yet out of control. This approach is most effective when a student is feeling anxious or confused. Staff members should exercise caution to ensure their actions are not perceived as aggressive by the student.
- Physically interposing between students to prevent or separate them.
- Blocking a student's path to de-escalate a situation.
- Using controlled pushing as a means to resist a student's movement, provided it falls within the boundaries of reasonable force. It is important to note that forceful pushing that may cause the student to fall over is not considered acceptable.
- Escorting a student by holding their hand or arm to guide them when necessary.

## Holds to be avoided The following

SHAPE Alternative Provision strictly prohibits the use of certain holds or physical actions when it comes to positive handling. The following actions are **strictly** forbidden:

- Holding a student around the neck, by the collar, or in any manner that may impede their ability to breathe.
- Slapping, punching, or kicking a student.
- Twisting or forcefully manipulating a student's limbs against their joints.
- Tripping a student intentionally.
- Holding a student by their hair or ear.
- Forcing a student to remain face down on the ground.

These holds are deemed inappropriate and can cause harm or distress to students. At SHAPE, our priority is to ensure the safety and well-being of all individuals, and as such, these actions have no place in our approach to positive handling.

## **Recording an incident**

At SHAPE Alternative Provision, we maintain thorough and accurate records of all incidents that involve non-routine interventions.

The following guidelines are in place for recording such incidents:

**6.1** An incident report, provided in (Appendix 3 - 6.4), will be completed in detail to document the incident.

**6.2** The staff member directly involved in the incident will create a contemporaneous record within twenty-four hours of the incident.

**6.3** Other staff members who witnessed the incident or provided additional support will also make contemporaneous notes.

**6.4** The incident record will include the following information:

- Names and job titles of the staff members who used reasonable force.
- Names of the students involved.
- Date, time, and location of the incident.
- Names of staff and students who witnessed the incident.
- Reason for the incident report.
- Behaviour exhibited by the student leading up to the incident.
- Attempts made to resolve and de-escalate the situation.
- Degree of force used and how it was applied.
- Duration of the force applied.
- Response of the student and the eventual outcome.
- Details of any injuries sustained by staff or students (photographs, if possible).
- Details of any property damage (photographs, if possible).
- Information on any required medical treatment (accident book completion, if necessary).
- Follow-up actions, including communication with parents/carers.
- Involvement of other agencies, such as police or Social Services.
- Post-incident discussion with the student involved.

Here is the link for our internal incident report form: [SHAPE - Incident Form](#)

**6.5** If appropriate, student witnesses may also be asked to provide a written account.

**6.6** A copy of the incident report will be kept on the student's file and retained for reference.

**6.7** SHAPE will comply with legislation regarding the reporting of injuries to students or staff.

**6.8** Students who are identified as likely to require positive handling as part of their behaviour management will have an Individual Behavior Plan, which will be developed alongside their Individual Education Plan. This plan takes into account the student's behaviour-related risks and is shared with all relevant staff members, parents/carers, and the student (if appropriate).

By maintaining comprehensive incident records, we ensure transparency, effective communication, and appropriate measures to address incidents and support the well-being of all individuals involved.

## **Debriefing Arrangements**

**7.1** Following an incident, a thorough check will be conducted to identify any signs of injury on both the student and the staff member involved. Prompt first aid will be administered to individuals requiring it, and appropriate medical treatment will be sought.

**7.2** After the incident, the student will be given time to regain composure while under the supervision of staff. Once the student has calmed down completely, a senior staff member or their designated representative will engage in a discussion with the student to understand the underlying reasons for the incident. The student will be given an opportunity to share their perspective. Efforts will be made to rebuild the relationship between the student and the staff member(s) involved, taking all necessary steps to foster a positive connection. If it is not possible to speak with the student on the same day, the debrief will be scheduled as soon as the student returns to SHAPE.

**7.3** All staff members involved in the incident will be granted a debriefing period to recover and reflect. External support may be made available to them as needed. A senior staff member or their designated representative will provide support and guidance to the staff members involved.

**7.4** The Head of School will be promptly informed of any incidents requiring positive handling. The Head of School or their designated representative will initiate the recording process if it has not already begun (refer to section 6.0) and thoroughly review each incident to ensure that valuable lessons are learned.

## **Training Needs of Staff**

**8.1** SHAPE Alternative Provision recognizes the importance of providing appropriate training for staff who may be involved in positive handling situations. Staff members will actively identify their training needs in this area to ensure they are equipped to handle such situations effectively.

**8.2** In anticipation of potential positive handling scenarios, SHAPE will regularly review and refine its approach and techniques in collaboration with its consultant/trainer. This proactive approach ensures that staff are well-prepared to respond to challenging situations.

**8.3** Staff members trained in positive handling techniques are required to participate in annual training updates to maintain their skills and knowledge. It is crucial that their training records are consistently updated to reflect their ongoing professional development in this area.

## **Authorisation of Staff to Use Positive Handling**

**9.1** SHAPE Alternative Provision acknowledges that positive handling should be a rare occurrence and reserved as a last resort to ensure the safety of the environment. Our primary aim is to create a safe and supportive learning environment where positive behaviour management strategies are prioritised.

**9.2** Teaching staff, by the inherent nature of their roles, are authorised to utilise positive handling techniques as necessary. Support staff will require specific authorization from the Head of School, which may be granted temporarily or permanently. Formal notifications will be provided to authorised staff members.

**9.3** To uphold best practices, regular sessions will be conducted to practise and refine positive handling techniques. These sessions will also serve as a platform for disseminating any updated information or revised strategies. All staff members, including non-teaching staff who have been authorised to use positive handling techniques, are welcome to participate in these meetings, which may be incorporated into the SHAPE normal schedule or pastoral meetings.

**9.4** In the event that a complaint is received regarding the use of physical force by staff, SHAPE Alternative Provision is committed to conducting a thorough investigation following our established complaints procedure. We take all complaints seriously and strive to ensure a fair and transparent resolution process.

## **Arrangements For Informing Parents/Carers**

**10.1** SHAPE Alternative Provision is committed to maintaining open communication with parents/carers regarding our policy on positive handling. We ensure that parents/carers are informed through the following channels:

### **Introduction Letter:**

At the initiation of this policy, all parents/carers will receive a letter outlining the introduction of the policy. This letter will provide information on how to obtain a copy of the policy for their reference.

### **SHAPE Brochure:**

Our brochure will include a dedicated section that highlights SHAPE's legal obligations in maintaining a safe environment. This section will also address the possible use of positive handling as an absolute last resort when dealing with challenging situations involving students.

### **Incident Communication:**

Following any unplanned incident where positive handling is employed with a student, parents/carers will be promptly informed of the incident and the reasons behind the use of positive handling. This ensures transparency and keeps parents/carers informed of any significant occurrences.

### **Policy Accessibility:**

The complete policy on positive handling will be readily accessible on the school's website, allowing parents/carers to review and familiarise themselves with its contents.

Additionally, the Governing Body of SHAPE Alternative Provision will receive an annual report detailing the number of incidents where positive handling has been employed. This reporting mechanism ensures oversight and accountability in the use of positive handling techniques within our school community.