

25. Personal Development & Behaviour Policy

Date adopted: September 2021

Review: September 2023

See EOTAS policy control document (held by Business Manager) for status, notes and actions pertaining to this policy

INTRODUCTION

This policy should be read in conjunction with the Anti-Bullying, Substance Misuse, Special Educational Needs (SEND), Accessibility, Teaching, Learning and Assessment, Positive Handling, SMSC and Attendance Policies.

EOTAS will meet its legal duties under the Equality Act 2014 and Keeping Children Safe in Education, in respect of safeguarding and in respect of students with special educational needs and disabilities (SEND). At EOTAS each student will be valued and supported to develop the skills required to achieve their potential by setting high expectations for learning, behaviour and personal development. Students are encouraged to take personal responsibility for their learning and self-development in preparation for reintegration into mainstream school, college, post-16 training or employment, and for life itself in the broadest terms.

Everyone who attends, works or visits any EOTAS provision has the right to be treated with respect and courtesy and to feel safe. As a learning community, staff and students have a responsibility to safeguard these rights.

This policy will build a framework from which to work that allows us to be consistent in our responses to learners. The policy should encourage the building of positive relationships and develop a sense of belonging to our community that values and includes everyone. The policy should keep us focused on the core principles of inclusion and positive educational experiences.

Parents/Carers and pupils' views are sought through questionnaires, meetings and ongoing dialogue which then informs the review process, to ensure it is being applied consistently, is relevant and has a positive impact on learning

Our EOTAS Values

ASPIRATION and ACHEIVEMENT

We will challenge ourselves to be the best we can be and achieve great things, make the most of every opportunity to reach our full potential. We will work hard and accept help and support so we can be successful.

RESILIENCE and RESPONSIBILITY

We will bounce back and adapt to change, be determined and take responsibility when something seems hard. Better to have tried and failed then never tried at all. We will show care and consideration, to support ourselves, others and our environment.

COURAGE and CONFIDENCE

We will trust ourselves and others and be open to try new things. This will help us grow in confidence and face our fears. Being kind, accepting differences and treating everyone as an individual. Communicating well, listening and being polite and courteous to each other.

We aim:

- to create a warm, caring, calm and orderly atmosphere of belonging that positively promotes learning and a sense of community.
- to achieve consistency of attitude and response by staff which gives a sense of security and safety. A clear, calm, consistent and fair approach
- to establish and maintain clear routines. This helps to maintain boundaries and support the development of good habits, which will be transferable and support children as they move to other environments and situations. Routines are crucial to the establishment of effective teaching and learning.
- to create the stimulating environment and the conditions that facilitate every aspect of learning.
- to promote and encourage the continual development of all staff in the understanding and working with children with SEMH and SEND to review our practice regularly
- to promote in all pupils a sense of self-discipline, self-regulation, self-calming and an ability to take responsibility for their actions
- to create a climate of mutual respect between all pupils, staff and visitors and a proper concern and respect for our environment
- to help students learn ways to manage their emotions and feelings and their responses.
- to develop a partnership with parents/carers which recognises and respects important factors in the home life and experience of the child, and through dialogue supports parents to take a proactive and confident role in the management of their children's personal development.
- to develop self-awareness and organised thinking skills

We will provide an education responsive to the whole person, including the Social, Emotional, and Mental Health (SEMH) development of all students.

It is important for all students at the EOTAS to take personal responsibility for their actions and to understand that with rights, come responsibilities and fair rules. Promoting British values and restorative practices.

- Prior to admission, Heads of College will meet with the student and parent/carer to explain expectations in terms of personal development. The student and parent/carer will be asked to complete the admission pack.
- Through the SMSC and PSHE curriculum, tutor time and student voice, students are able to discuss with staff how they can balance rights and responsibilities.

Praise, Rewards and Outcomes

Points (See Appendix E: Loric Points)

- Learning and responsibility points are used in lessons to allow students to understand expectations and learn to self-evaluate.
- The points should be discussed with students and staff at the end of a lesson or activity so students know how to improve and are clear why they received the points they did.
- Points should be determined in relation to time spent in lesson and so can only be awarded if a pupil is present.
- Points are totaled at the end of each day, discussed with tutors, pastoral key workers and recorded on SIMS.
- A pupil earning low points will result in a discussion with tutor, pastoral lead and/or staff concerned.

Students will be given every opportunity throughout the week to participate in Reflect and Restore (R&R) sessions with tutors to work on making better choices. Students that refuse this support will be required to complete twilight. A meeting will be arranged with parents/carers to discuss how to improve their behaviour for learning for the following week. All students have a pupil passport that informs staff of how to support a student and is stage one risk assessment. This is regularly reviewed and updated by the tutor and links to a student's strategies and stage 2 risk assessment.

All students will have a Reflect and Restore - Return to School Meeting (R&R RTS) following Inclusion, Alternative Provision or fixed term exclusion. Students will not re-enter their normal timetable unless they engage positively in R&R RTS meetings. Missed RTS will be rescheduled for the end of the following day post 3pm or 12pm on a Friday.

R&R RTS meetings are held at the end of the school day to maintain the stability of the school and to allow students, carers, parents and staff to follow the principles of restorative practice. Staff need to be present at these meetings to restore and build relationships.

Outcomes (See Appendix : Outcome Ladder)

It is important that students are given clear direction on what is required within the classroom by classroom teachers and staff. They need to know what the outcome will be if a behaviour continues and a choice for them to make the right decision.

Step 1 – Graduated approaches to low level incidents

<ul style="list-style-type: none">• Quiet reminder of what is required – Refer to points, use positive body language to approach a student and ask a student how they could be helped. A conversation away from other pupils to remind the student that they are able to make a better choice and the outcomes that would be in place should they not.
<ul style="list-style-type: none">• Quiet conversation outside of class with teacher/support or pastoral team.
<ul style="list-style-type: none">• Give choices such as moving seats or use of time out, and a reminder of outcomes, held back at tutor time or a parent call etc.
<ul style="list-style-type: none">• Deliver the message, then come away and allow time for take up – refer to an example of them making the right choice in the past.
<ul style="list-style-type: none">• Work outside of lesson with support if appropriate - follow up at another time.• Work outside of lesson in Pastoral Support room. Use of PST/Corridor support.
<ul style="list-style-type: none">• Refusal to take time out/no work completed, not disrupting others – teacher/tutor to discuss after school/complete work or call parent to discuss/inform and improvements needed for next lesson.
<ul style="list-style-type: none">• Persistent refusal and disruption to learning, impact on other students – Refer to Step 2 / PST who will make a decision with support of SLT as to the appropriate action. This could be twilight curriculum, Friday catch up, referral to inclusion or a progress meeting with parent.

Step 2 – Graduated approaches to

Pastoral Support Team

The role of the Pastoral Support Team (PTS) is to support learning across the school and encourage all young people to attend lessons and complete their work. They are not substitutes for the strong and consistent classroom management that needs to be provided by the teacher, tutor and the teaching assistant within each class. The PST will record and monitor when and with whom they are called to support. The lead PST will report serious concerns and patterns of negative behaviour to the Leadership team via case management.

If called to class it is essential that the PST staff gather all the information from the teacher/support staff away from the students. Next steps will then be decided and further advice given.

<ul style="list-style-type: none"> Students have been disruptive, refusing to work and are not following instructions, PST will encourage students to leave the environment - time out/pastoral support/1:1. Discuss why and coordinate with class teacher/support staff to decide next step. Reintegrate to the lesson or the next lesson if ready to return and with teacher agreement.
<ul style="list-style-type: none"> Student continues to not follow requests, engage in support or lessons and may be causing disruption to learning. They will be removed from education and placed in the hub and/or referred to virtual learning and twilight curriculum.
<ul style="list-style-type: none"> Students can be referred to inclusion through the PST team for social time or a specific lesson or if all other tutor sanctions have been exhausted.

Step 3 - Serious Incidents

- Physical violence towards others or property.
- Serious incidents of abuse of threatening behaviour.
- Possession of drugs or weapons.
- Continued and extreme disruption of others learning, out of staff duty of care.

Members of the PST team will coordinate serious incidents with SLT support. Once a situation has been assessed, several outcomes are possible. The safety of the students and staff is paramount in all situations.

If a student has been verbally abusive, violent, aggressive or threatening towards staff or student and are calm and can be managed in PST (inclusion), they will remain in the hub to complete work until an end of day RTS meeting with relevant staff to resolve issues. The meeting is solution focused so a student can return to timetable successfully.

- If a student is out of staff control, abusive, aggressive, threatening and/or damaging property. Give a clear direction of what will happen if they do not stop. Prevent students from damaging property or kicking doors, remove objects from them etc. A warning that staff will go to RPI (Restrictive Physical Intervention) Strategy if they do not move to an area indicated or stop what they are doing.
- If staff have exhausted interventions and positive handling is not possible or not working a 999 call will be made.
- A student will be excluded or placed on virtual inclusion and an RTS meeting arranged with relevant staff and parents. (See Appendix : Fixed Term Exclusions/Inclusion)
- Any Restrictive Physical Intervention is recorded in the bound and numbered book. This is a legal record monitored by key staff, the Head of Centre and the Head Teacher on a regular basis and reported on termly to the management committee. The student is encouraged to have a voice in the recording of these serious incidents so we can continually review how a situation has been managed and continually seek to improve our practices. CCTV may also be used in line with CCTV policy.

Pastoral Support Hub

The Hub will be used to place students who need some additional support or mentoring or to complete work out of class. This will have a duty member of staff and is coordinated by the PST lead.

When students are referred to twilight curriculum, virtual learning or given fixed term exclusion, PST will complete paperwork and inform the office staff to telephone and text parents/carers. Where relevant; Social Worker (or external stakeholders) will be informed.

- If a parent/carer does not respond to telephone or text message and there is an allocated Social Worker, call to ask for support. The telephone call is to inform parents and establish where a student is to go.
- Where the student is out of staff control, our duty of care to the student, staff and other students will be to call the Police to remove the student from site and parents will be informed.
- PST will arrange for the student to be escorted from School premises and make them aware that they will need to return for a restorative mentoring session and twilight curriculum.
- PST will liaise with relevant staff to arrange time slot for the session. PST will coordinate SIMS tracking and relevant paperwork.
- A confirmation text will follow to remind parents that students must return in uniform for their R&R RTS meeting and twilight curriculum.
- All staff involved to add all relevant information onto SIMS before the restorative session.
- Parent is informed if the student does not return for RTS/twilight curriculum and the slot is rescheduled.
- Letter to be sent for an exclusion as soon as possible, with details of the exclusion, the date and time of the meeting.

Support for Staff

In some of the circumstances outlined above, especially where anger and aggression have been shown, the impact of staff involved must be considered. Therefore it is important that we ensure the staff involved have the opportunity to take time where needed, away from the teaching environment to calm themselves and discuss the incident with a supportive colleague. The member of staff involved and any witnesses must have the opportunity to write up a report of the incident as soon as possible. This may need the intervention of other colleagues and members of the Senior Leadership Team in either supporting the member of staff affected by the incident and/or their teaching commitments. Opportunities at a later stage to have a de-brief regarding the incident should be made available.

Twilight Curriculum – See intake pack

The twilight curriculum is made up of 4 elements:

Extension classes for subjects
Bespoke timetable options
Restorative meetings to return to school
Induction and Assessment

Additional support

Tutors and keyworkers will review patterns of behaviour weekly and work with students to find strategies to manage particular issues. Where tutor and pastoral tutor teams have exhausted in house strategies they can escalate concerns. Pastoral teams will look at data and patterns and review risk assessments and pupil passports.

- There is a weekly case management meeting to discuss students and look at additional support. This will include referrals and strategies for in class concerns, 1:1 intervention, bespoke timetable change requests, general social care concerns and referrals to other agencies for additional support. SLCN, social care and EH, CAMHs worker etc. In the circumstances that a student has an Education Health and Care Plan, shows no improvement in behaviour for learning and the school is no longer able to meet a student's needs, an emergency annual review will be arranged in line with SEN Code of practice. Assistance is also available from the Educational Psychologists.

The following information is available to support staff in their work with the students. It is expected that all staff will have read these documents and input to them as appropriate via the planned review process.

- 1) An EHCP - This is related to the details of their individual needs.
- 2) A risk assessment/pupil passport – this outlines the behaviours that pose a risk to the student, other students and staff. It also outlines the control measures to reduce risk.

Searching Screening and Confiscation

- Students will be searched and items confiscated where staff have concerns about students carrying weapons, drugs or mobile communication devices.
- To promote a healthy school, we also remove high sugar food items and drinks that are returned at the end of the day
- All devices and phones must be switched off and handed in at the start of the day, to be collected at the end of the day. If a pupil is found with a phone during the school day, it will be confiscated and placed in the locker until the end of the day or for parents to collect.

Fixed-term and permanent exclusions: DfE guidance

Only the SLT (or staff acting under the direction of SLT and the behaviour policy and procedures can issue a fixed term exclusion.) They may exclude a student for one or more fixed periods, for up to 45 days in any one school year. The Headteacher has the power to exclude a student permanently. If the circumstances warrant this. e.g. Extreme or repeated incidents of physical violence, or incidents involving drugs or weapons.

If a student is permanently excluded, the parent/carers will be informed. This will be followed up in writing, making it clear to the parents that they can, if they wish, appeal against the decision to the Management Committee. The school informs the parents how to make any such appeal. The Head Teacher informs the LA and the Management Committee about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Management Committee itself cannot either exclude a student or extend the exclusion period made by the Headteacher. When an Appeals Panel meets to consider exclusion, they consider the circumstances in which the student was excluded, consider any representation by parents and the LA and consider whether the student should be reinstated. If the Committee's Appeals Panel decides that a student should be reinstated, the Headteacher must comply with this ruling.

Appeals against Exclusion

EOTAS follows statutory requirements relating to exclusions as laid down by the Department for Education. Full details of the guidance can be found online:-

www.education.gov.uk/schools/pupil_support/behaviour/exclusions

Monitoring and Evaluation of the Policy

This includes:

- Collecting data to monitor behaviour patterns and incidents.
- The termly reporting to the Management Committee in order to monitor and evaluate the Behaviour and Personal Development Policy, and reporting to parents/carers through the EOTAS newsletter. The Head Teacher will also report to the Management Committee on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- EOTAS keeps a record of any student who is excluded. It is the responsibility of the Management Committee to monitor exclusions, and to ensure that the EOTAS policy is administered fairly and consistently.

Review:

The Management Committee reviews this policy every two years. They may, however, review the policy earlier than this i.e. if the government introduces new regulations, or if the Management Committee receives recommendations on how the policy might be improved.

Next review:

Person(s) responsible for updating policy:

Assistant Head – Behaviour, personal development and attendance

Appendix

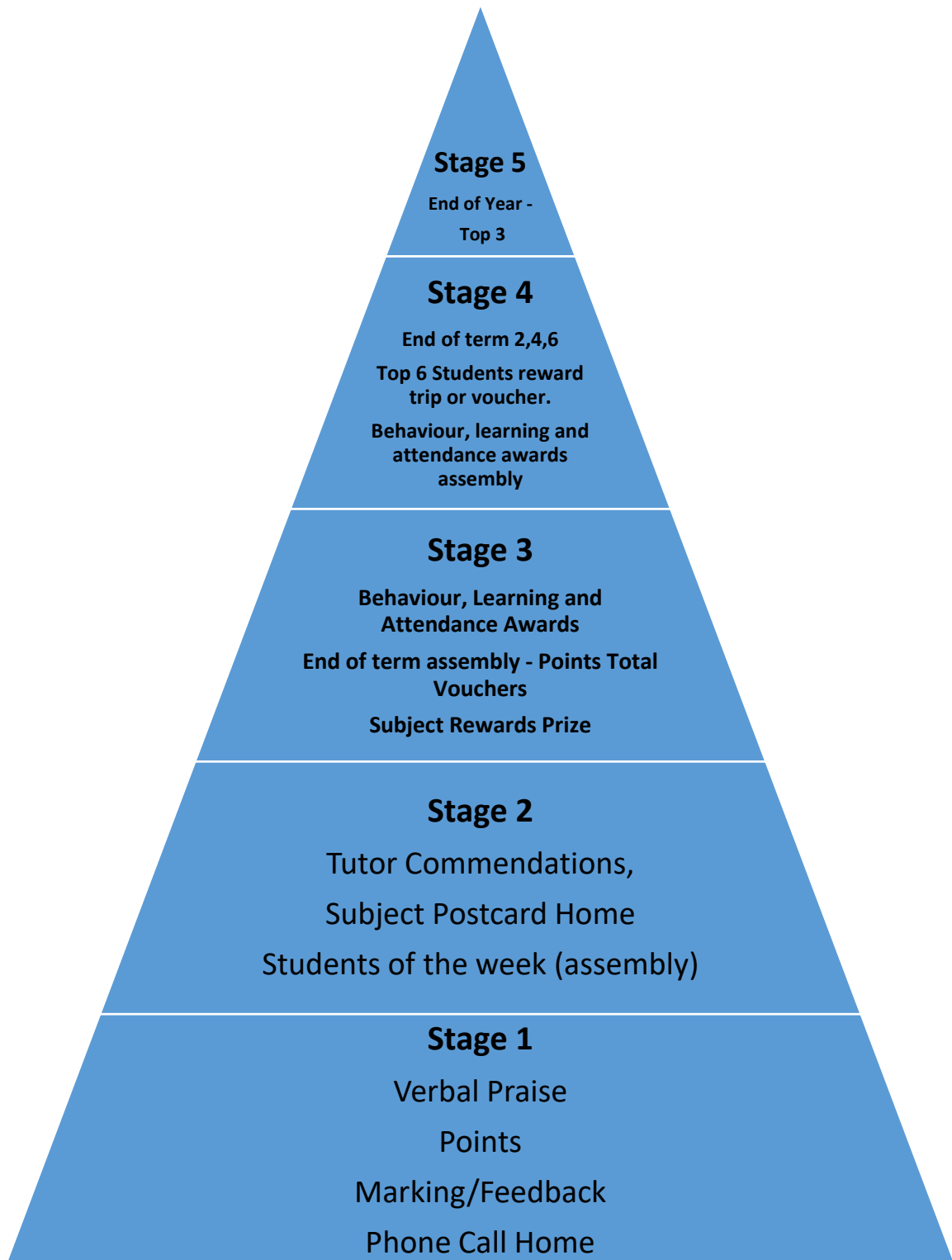
Student LORIC Points in Each Lesson

Learning Points	
Excellence: I completed all the work set and to a high standard. I met ALL of my learning targets and engaged fully in the lesson.	5
I completed all/most of my learning targets and work set to the best of my ability.	4
I only achieved some of my learning targets.	3
I only achieved 1 of my learning targets	2
I made a start on the work set at some point during the lesson	1

Responsibility Points	
Leadership - I was a good role model and leader - Respectful to others and the school, trustworthy, supportive and helpful.	1
Organisation - I was on time, with the correct equipment and ready to do the right thing. I make sure my work space is left how I found it.	1
Initiative - I take responsibility - I think things through to keep myself and others safe. I was where I was meant to be or asked for time out appropriately.	1
Resilience - I did my best. I shared staff time. I managed my feelings well when things were hard, accepting consequences and tried to put things right.	1
Communication - I was polite, I used appropriate language, I listened to others and I talked to staff when I needed help.	1

Reward Pyramid

Rewarding Efforts in Learning



Appendix: Day to day outcomes

Points and rewards
Talk through and discuss issues during tutor or pastoral time - Reflect and Restore session– complete work end of day
Staff to call parents to discuss learning in lessons
Referral to PST/Extension session/lesson removal
Possible inclusion/exclusion if persistent refusal to follow staff requests – 3pm twilight
Meeting with parents/ SLT/keyworker and subject teacher if disruption to learning continues, to form action plan for improvement.
Strategies put in place – Targeted 1:1/interventions dependent on needs.

Mixed/outreach package/subject removed from timetable/
extension sessions

Post school day flow chart

During the school day students earn points for effort and LORIC skills.



End of day

Reflect on scores for the day. Students with good points will leave school on time. If tutors identify low scores either across the day or in individual lessons, then tutees may be held back to discuss strategies and repair and restore relationships with staff and students where required. Also time for lots of positive praise!



Reflect and Restore “R and R”:

This is a chance to meet with the staff or students that have had issues in or out of class during the day. This is to find out what the issues are, how we can support and re-build relationships.

Debrief with relevant tutor following RnR to complete actions and follow up with home if needed



Twilight curriculum

A young person that has been unable to access curriculum and learning during the day, will be referred to twilight curriculum. Parent will be informed by call and text and the young person will need to return to a twilight curriculum and restorative mentoring.

Extension classes

This is set by teaching staff as part of improving outcomes, work catch up.

R and R/Inclusion/FTE guidelines

The following guidelines are laid out to ensure clarity and fairness for students. The outcomes will be consistent, however the delivery will be specific to individual student needs, pupil passport and risk assessment.

Code of conduct	Outcome	Suggested Interventions
Unauthorised use of mobile phone. Refusing to hand it in. Inappropriate use of mobile phone	DfE guidance on screening, searching and confiscation. * In class time – hand it in or removed from class.	Inclusion offered where appropriate Parent call to inform them it is potentially an unauthorized absence as per home school agreement Timescale set for return Persistent issues may generate a FTE
Incorrect uniform – refusal to wear correct uniform All students be in uniform when attending school meetings.	DfE guidance for uniform non - compliance. * If they enter school or class in incorrect uniform. No points awarded	Spare uniform offered. 1:1 work separately from peers /inclusion no access to lunch activities. Parents to bring uniform to school. Student to go home and come back in uniform - authorized/unauthorized absence. Staff to go out and purchase appropriate uniform to support family and student. Persistent issues may generate a FTE
Anti-social behaviour/ Health and safety: Swearing at staff Kicking doors/Climbing Minor damage/graffiti Disrupting reception Tampering with safety equipment and doors. Smoking	RnR – kept back after school to discuss. Friday PM if behaviours continue.	Repeated incidents – hub – virtual inclusion or FTE exclusion/ parent meeting Reparation work with facilities team for damage. PSCO/PSHE workshop session Parents informed SLT personal development workshop Referred to nurse for smoking cessation Search completed on collection.
Persistent disruptive behaviour. Not following staff requests. Disruption to others learning. Out of class/out of bounds	Low points – RnR at the end of the day with tutor and PST staff. Friday PM	Offered use of PST room Time out and return to class. 1:1 work elsewhere. - Twilight curriculum Hub/inclusion and intervention base. Continued disruption: Virtual inclusion. Parent meeting to discuss timetable.

Code of conduct	Outcome	Suggested Interventions
Bullying	Log on SIMs and complete relevant form. Tutors to work with students to restore relationships-R and R.	Separate students – safe space. Further intervention and work around bullying. Friday PM workshop Twilight Refusal to resolve – meeting with parent/carer. PSHE workshop Repeat incidents will result in a FTE or virtual inclusion and twilight.
Unsafe conduct on the bus. Not following bus code of conduct	Fixed time ban on bus. Possible FTE	Move on bus. Stop bus. Pull over let out. PSHE workshop Call parent. Call police.
Incidents of hate crime discrimination (racial, sexual, homophobic etc.)	RnR kept back end of day – discussion with student.	Possible FTE and Police involvement depending on severity. PSHE/Police workshop External agency involvement
Under the influence of drugs/alcohol	Monitored until student can be collected by responsible adult or is fit to return to session.	Dependent on need seek medical attention/contact parents/Carer/Social worker – meeting and drug support referral. Fixed term exclusion – Police informed
Fighting	1-2 days inclusion or exclusion RnR	Students restorative meeting Refusal to engage in restorative - parent meeting and unable to access curriculum if risk to others safety.
Theft	1-2 days inclusion or exclusion RnR	inclusion removal from learning environment. Possible FTE and Police involvement if property not returned. Restorative meeting with person affected.
Criminal damage	1-2 days inclusion or exclusion RnR	Go to RPI if necessary to prevent damage. Deescalate – point out safety to student. Open door and use open space to remove student from environment – guided escort Possible FTE and Police involvement depending on severity. Damage to be paid for and support to repair.

Code of conduct	Outcome	Suggested Interventions
Extreme verbal abuse and threats to staff or students	1-2 days Internal exclusion Possible FTE and Police involvement depending on severity.	Remove to safe space to calm down. Use of trusted adult/change of face. Restorative meeting/s to be arranged. Potential police follow up. Referral for external interventions – self regulation and conflict resolution
Physical assault of another student(s).	1-2 days internal/external exclusion If repeated or severe, alternative package/twilight	Remove to safe space to calm down. Use of trusted adult/change of face. Restorative meeting/s to be arranged. Police intervention Referral for external interventions – self regulation and conflict resolution
Possession of drugs/weapons or other items that pose risk to people or property.	1-5 days+ Exclusion - Removal from provision due to the high risk to staff and students	Confiscation and police involved – potential 999 call Parent informed asap Twilight, outreach, AP, change of placement. Referral to relevant external agencies U- turn Targeted intervention/workshops
Physical assault on staff or other serious incidents deemed inappropriate by the Leadership Group.	1-5 days Exclusion. Removal from provision due to high risk to staff/other students.	De-escalation. Follow up: Restorative meeting, police involvement if required. In extreme cases and repeated offences: twilight curriculum, AP, Outreach, change of provision and placement (EHCP)

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Pupil non-compliance – Uniform

Teachers can discipline pupils for breaching the school's rules on appearance or uniform. This should be carried out in accordance with the school's published behaviour policy. A head teacher, or a person authorized by the head teacher, may ask a pupil to go home briefly to remedy a breach of the school's rules on appearance or uniform. When making this decision schools need to consider the child's age and vulnerability, the ease and time it will take, and the availability of the child's parents.

This is not an exclusion but an authorised absence. However, if the pupil continues to breach uniform rules in such a way as to be sent home to avoid school, or takes longer than is strictly necessary to effect the change, the pupil's absence may be counted as an unauthorised absence. In either case the pupil's parents must be notified and the absence should be recorded. If a school is considering excluding a pupil in response to breaches of uniform policy then this must be in line with the legal requirements for exclusion.

Screening

What the law allows:

Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.

- Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.
- Any member of school staff can screen pupils.

Also note:

- If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent

Appendix

Tutor Responsibilities

- Daily contact with students at tutor time: morning and afternoon. Discussion of points scored for that day and informing parents. Accurate recording of register marks (legal document).
- Responsible for setting clear routines and expectations for learning, attendance and personal development.
- Weekly (at least) phone calls/emails to parents and carers to discuss progress and a summary of the positives and negatives of the week. Always discuss attendance. These calls should be recorded on SIMS.
- To support in RnR/RTS/attendance meetings and record actions and outcomes on SIMS.
- Monitor and complete weekly and termly targets for attendance, learning and personal development
- Read Case Management notes weekly and complete actions.
- Liaise with SENCO and MA team if one is attached.
- Communicate any issues/concerns/worries with other staff through briefing/emails/SIMS. Report back to staff with information for your tutees.
- Check uniform every morning. Collect and manage students' belongings start and end of day.
- Attend Key worker/ tutor meetings. Write reports and meet deadlines.
- Support completion of outside agency referrals, college applications etc.
- Set and manage RnR sessions – dialogue with pastoral support and staff.
- Feed back to CIN/Core Group/Professionals' meetings and attend when required.
- Deliver high quality Tutor sessions on SMSC, Reading and Literacy and PSHE.
- Support and deliver assemblies when required.
- Monitor and contribute to CLA PEPs and deliver annual review meetings for EHCPs as required.