



Three Towers
An Alternative Provision Academy
Expanding Horizons

Behaviour & Relationships Policy

Including our Statement of Behaviour Principles

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THREE TOWERS



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Statement of Behaviour Principles

“Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe, and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally.”

(DfE Behaviour in Schools, 2022)

Three Towers fully accepts these principles, and we acknowledge that society expects good behaviour as an important outcome of the educational process. We aim to create and maintain a safe and happy teaching and learning environment, built on mutual respect and personal responsibility; an environment where the learning, social-emotional and personal needs of learners are met; and one in which we empower learners to achieve their potential.

By removing barriers to learning that have often become entrenched over time, we work to support reintegration back to mainstream school, transfers to specialist settings and/or further education, or progression into the world of work. Everyone is expected to behave in a safe and respectful way, to accept responsibility for their behaviour and to encourage others to do the same. All members of our school community have a right to:

- feel physically and emotionally safe at all times;
- always be treated with respect and dignity;
- express their feelings in an appropriate way;
- work without disruption;
- improve and make progress in whatever they are doing.

Learners as individuals, members of teams, members of the school community are expected to:

- **be safe** and adhere to school rules and follow staff instructions;
- **be respectful** of themselves, others, the environment and of other peoples' points of view;
- **be responsible** for and work to improve their own behaviour, and support their peers to do the same; and
- be ready to learn.

It is accepted that behaviour management and good discipline is a whole school responsibility, and so all staff are expected to:

- always treat learners with fairness and respect;
- maintain high expectations of and aspirations for all learners;
- model appropriate behaviour;
- recognise and reward appropriate behaviour;
- challenge behaviours which do not adhere to school expectations;
- be consistent in using the rewards and sanctions systems.

Restorative Practices are used throughout the school to support in resolving conflict and preventing harm. Staff will work with a learner around the root cause for their presenting behaviours and help them resolve incidents through intervention including mediation, 1-1 mentoring and group discussion. This enables learners to understand and take responsibility for their actions and take key steps to put things right.

Items which are illegal or considered dangerous are not allowed on our sites. If staff suspect that a learner has illegal or dangerous items in their possession, they should follow the protocol for searching learners.

All staff have the power to use reasonable force to prevent learners from committing an offence, injuring themselves or others, or damaging property. *The Headteacher is informed of any incident that has led to the use of these powers. All such incidents are recorded.*

1 Context

Three Towers is committed to the creation of teaching and learning environments where the academic, social, and personal needs of our learners are appropriately addressed. We aim to empower our learners to achieve in an atmosphere of safety and mutual respect.

By removing barriers to learning that have often been entrenched in former educational settings, we work to support transfers back to mainstream or special school, further education, and/or the world of work. Everyone is expected to behave in a safe, respectful, and responsible way, to be accountable for their actions and to encourage others to do the same.

All staff are expected to challenge behaviours which do not adhere to school expectations and to be consistent in using the rewards and sanctions systems. It is acknowledged that behaviour and good discipline is a whole school responsibility.

2 Aims

We aim to:

- create and maintain a positive culture that promotes excellent behaviour, ensuring that all learners have the opportunity to learn in a calm, safe, and supportive environment;
- establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school;
- outline the expectations and consequences of behaviour;
- provide a consistent approach to behaviour management that is applied equally to all learners; and
- define what we consider to be unacceptable behaviour, including bullying and discrimination.

This policy provides a simple, practical guide for staff, learners, and the parent/carers, which outlines our approach to behaviour management that:

- defines what we consider to be unacceptable behaviour, including bullying;
- outlines how learners are expected to behave;
- outlines our system of rewards and consequences;
- outlines the roles and responsibilities of different people in the school community with regards to behaviour management;
- promotes self-esteem, self-discipline, and self-regulation;
- provides a consistent approach to behaviour management;
- recognises and positively reinforces acceptable behaviours; and
- teaches appropriate behaviour through positive behaviour interventions.

This policy applies to all learners when or in school, when travelling to and from school and on educational visits.

3 Legislation, Statutory Requirements & Statutory Guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation: advice for schools](#)

- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Restrictive interventions, including the use of reasonable force, in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

4 Definitions

Misbehaviour is defined as:

- disruption in lessons, in corridors between lessons, and at break and lunchtimes;
- non-completion of classwork or homework;
- poor attitude;
- incorrect uniform.

Serious misbehaviour is defined as:

- repeated/persistent breaches of the school rules;
- any form of child-on-child abuse, including but may not be limited to;
 - bullying;
 - abuse in intimate personal relationships between children;
 - physical abuse;
 - sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent);
 - sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments including sexual jokes or taunting; physical behaviour e.g., interfering with clothes; and online sexual harassment, such as unwanted sexual comments and messages (including on social media);
 - causing someone to engage in sexual activity without consent;
 - upskirting;
 - initiation/hazing type violence and rituals;
 - consensual and non-consensual making or sharing of nudes and semi-nudes, including those generated using AI.
- misogyny/misandry;

- vandalism;
- theft;
- fighting;
- smoking/vaping;
- racist, sexist, homophobic or discriminatory behaviour;
- possession of any prohibited/banned items. These are:
 - knives or weapons;
 - alcohol;
 - illegal drugs;
 - stolen items;
 - tobacco and cigarette papers;
 - fireworks;
 - pornographic images;
 - mobile phones and similar devices;
 - any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the learner).

In addition to the list of prohibited items listed in DfE statutory guidance, Three Towers considers the following items to be prohibited:

- electronic cigarettes and vapes;
- chewing gum;
- energy/high caffeine content drinks;
- tailcombs.

5 Bullying

Bullying does not have a legal definition, but the Department for Education defines bullying as

“behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can involve an imbalance of power between the perpetrator and the victim. This could involve perpetrators having control over the relationship, which makes it difficult for those they bully to defend themselves. The imbalance of power may be physical, psychological, derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate.”

(DfE “Preventing and Tackling Bullying,” July 2017)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069688/Preventing_and_tackling_bullying_advice.pdf

Bullying is, therefore, deliberately hurtful; repeated, often over a period of time; and difficult to defend against. It can include:

Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality) or perceived characteristic
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of

	nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or Indirect verbal	Name-calling, sarcasm, spreading rumours, teasing, insulting gestures, or mimicry;
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our **Anti-Bullying Policy**, which is on the website.

6 Roles & Responsibilities

6.1 The Rowan Learning Trust is responsible for ensuring that appropriate systems for filtering and monitoring, and cyber security are in place on school devices and networks.

6.2 The Local Governing Committee (LGC) is responsible for:

- monitoring the effectiveness of this policy;
- holding the headteacher to account for its implementation;

6.3 The Headteacher is responsible for:

- reviewing and approving this policy annually;
- engaging with learners, parents/carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported;
- devising and giving due consideration to the schools' statement of behaviour principles;
- ensuring that the school environment encourages positive behaviour;
- ensuring that staff deal effectively with inappropriate behaviour;
- monitoring how staff implement this policy to ensure that rewards and consequences are applied consistently to all groups of learners;
- ensuring that all staff understand the behaviour expectations and the importance of maintaining them;
- providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all learners to participate fully;
- offering appropriate training in behaviour management and the impact of SEND and mental health needs on behaviour, to any staff who require it so that they can fulfil their duties as set out in this policy;
- ensuring this policy works alongside the Safeguarding & Child Protection Policy to offer learners both support and sanctions when necessary;
- ensuring that the data from behaviour logs is reviewed regularly to make sure that no groups of learners are being disproportionately impacted by this policy;
- ensuring that online safety is a running and interrelated theme while devising and implementing the school's approach to safeguarding and related policies, including understanding safety considerations and legal responsibilities where the school uses generative AI .

6.4 All staff are responsible for:

- creating a calm and safe environment for learners;

- establishing and maintaining clear boundaries of acceptable learner behaviour;
- implementing this policy consistently;
- communicating the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with learners;
- modelling expected behaviour and positive relationships;
- providing a personalised approach to the specific behavioural needs of learners;
- recognising hidden stressors for vulnerable learners, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour;
- being alert to new and emerging online harms, including risks associated with AI, misogynistic or misandrist content, and financially motivated sexual extortion (sometimes called sexting);
- considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations;
- recording behaviour incidents promptly on ClassCharts and, if required CPOMS;
- challenging learners to meet the school's expectations.

6.4.1 The Core Leadership Team (CLT) will support staff in responding to behavioural incidents.

6.4.2 Subject tutors have immediate responsibility for the behaviour within their classroom. It must be made clear to learners that they should be adhering to our behavioural expectations. Where there are instances of inappropriate behaviour, staff must be clear that they are personally prepared to do something about it in the first instance. Subject tutors must follow the classroom management response alongside the expectations. (*Appendix 1*)

6.4.3 Form Tutors are vital to the good behaviour of learners. They are responsible for expecting and maintaining high standards within the form group. They should deal initially with problems arising with learners liaising with other colleagues where appropriate.

6.5 Parents/Carers should:

- get to know the school's behaviour policy and reinforce it at home where appropriate;
- support and encourage their child in adhering to the school's behaviour policy;
- inform the school of any changes in circumstances that may affect their child's behaviour;
- accept that their child may make mistakes and trust that we, like them, want the best for their child;
- discuss any behavioural concerns with staff promptly;
- attend meetings and/or take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions);
- ensure their dealings with school and our staff – either in person, on the phone or in emails/texts - model the polite, respectful approach we promote in school for their children;
- support our approach to behaviour management in line with this policy;
- raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school;

- ensure that their contact details held by school are accurate and any changes are shared promptly; and
- take part in the life of the school and its culture.

We endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them and any agencies that may also be supporting the family to tackle behavioural issues.

6.6 Learners are made aware during their induction of the expected standard of behaviour they should be displaying at school and that they have a duty to follow the behaviour policy. We explain:

- our key rules and routines;
- the rewards they can earn for meeting the behaviour standards, and the consequences they will face if they do not meet the standards; and
- the support that is available to them to help them meet the behaviour standards.

Learners are expected to:

- behave safely, respectfully, and responsibly showing consideration for themselves and others;
- commit to developing/improving their ability to self-regulate and change inappropriate behaviours;
- support each other to improve their behaviour at the same time working to improve their own behaviour; and
- meet the uniform requirements fully at all times.

Learners are supported to:

- meet the behaviour standards and will be provided with repeated/extended induction sessions wherever appropriate;
- develop an understanding of our behaviour expectations, policy, and wider culture;
- develop/improve their ability to self-regulate and change inappropriate behaviours;
- work positively with adults and each other; and
- have pride in themselves, their work and progress as well as in the school.

Learners are asked for feedback on their experience of our behaviour culture to support the evaluation, improvement, and implementation of this policy.

7 Our Expectations of Learner's Behaviour

We encourage success by supporting learners to meet the following expectations in school, online, travelling to and from school and in the community:

Be safe

- Follow health & safety rules in lessons, around site, on transport, online and during offsite activities;
- Be in the right place at the right time;
- Move sensibly and quietly around the building e.g., walk when moving between lessons and when using the stairs;
- Wait to be let through doors;
- Respect other's personal space;

- Use equipment only for its intended use as directed by staff;
- Keep your hands and feet to yourself at all times.

Be respectful

- Follow the school uniform expectations;
- Follow instructions from staff first time;
- Speak politely to others e.g., say please and thank you, use your manners;
- Listen when others speak and wait your turn in conversations;
- Allow yourself and others to learn;
- Look after the school property/equipment, displays, the school buildings including doors and our outside environment;
- Eat & drink in appropriate places.

Be Responsible

- Ensure you place your personal items in lockers when you arrive in school;
- Show your best self and be proud;
- Be a good friend and role model;
- Make your own informed choices and try to challenge yourself to be even better;
- Take responsibility for the language and words that you use;
- Accept the consequences for your own actions whether they are rewards or sanctions;
- Raise concerns with staff if you have a problem or need help.

7.1 What does this mean in practice?

Be Safe

Learners are expected to always follow our health and safety policy and refrain from any behaviour or activity that is dangerous to themselves or others. This includes upholding our no smoking/no vaping expectation.

Parents/carers are expected to reinforce the importance of being safe and support us in any disciplinary matters concerning safety. We expect parents/carers to follow any health & safety guidance given by staff when attending school premises/events.

Staff are expected to always follow our health and safety policy. If staff feel a learner's behaviour is unsafe, they must immediately ask them to stop and use PRICE techniques to de-escalate the situation and keep everyone safe. We expect staff to know and follow learners' positive behaviour support plans (PBSPs).

Everyone is expected to follow our Anti-bullying policy. Bullying stops people feeling safe.

Be Respectful

Learners are expected to interact with staff, visitors, and each other using polite verbal and non-verbal communications. We expect that where this has not happened learners will discuss issues in meetings with staff to prevent further problems and repair relationships. We expect that learners will not disrupt the learning of others or cause damage to property, equipment, or learning materials.

Parents/carers are expected to set high standards for the way their children speak with staff and other learners and support us in any disciplinary actions where this is necessary. We expect parents/carers to interact respectfully with staff and other learners.

Staff are expected to treat our learners and their families with respect. We expect staff to have high expectations of, and aspirations for learners' behaviour and achievement and to be positive role models.

Be Responsible

Learners are expected to be on time to school and lessons and to engage throughout. As part of being a responsible member of the Three Towers community, we will support learners to take greater responsibility for improving their own organisation and self-control. By also taking greater responsibility for their own actions and thinking about those actions can affect others, we will prepare learners to become responsible 21st Century citizens.

Parents/carers are expected to meet their legal obligations regarding school attendance and engagement. This means we expect their support for our ethos and rules as well as accepting our policies. We encourage parents/carers to recognise that their child may not always make the right choices and do not make excuses or condone poor behaviour.

Staff are expected to role model our expectations in their everyday practice with all members of the school and wider community. There is an expectation that staff guide and challenge learners to make good choices. We expect that non-engagement will be challenged and worked through constructively and restoratively with the learner(s) concerned.

7.2 Behaviour Outside of School

Showing the wider community that we are proud of our school is of great importance. Staff have the power to discipline learners for misbehaving outside of the provision premises and can discipline learners at any time when they are:

- taking part in any academy-organised or academy-related activity;
- travelling to and from the provision;
- whilst wearing the academy uniform;
- identifiable as a member of Three Towers.

We can also discipline learners at any time for misbehaviour which:

- has repercussions for the orderly running of our school;
- poses a threat to another learner or member of the public;
- could adversely affect the school's reputation.

In any of these circumstances members of the core leadership team (CLT) may additionally take the decision to notify the police of the learner's behaviour and or make relevant referrals to external agencies e.g., Prevent, social care etc.

7.3 Mobile phones - Refer to Mobile Phone Policy

8 The Thrive Approach

"The Thrive Approach is a dynamic, developmental and trauma-sensitive approach to meeting the emotional and social needs of children."

(www.thriveapproach.com)

As a school, we have embraced the Thrive Approach: we recognise and accept that relationships are key to the behavioural support provided for students at our provision.

Our relationships are founded on the principle of holding unconditional positive regard for every learner within our community. At the core of this approach is the profound belief that each learner possesses inherent worth and potential.

Positive relationships play a critical role in establishing trust. We prioritise the development of strong, supportive, and respectful relationships amongst everyone at our provision. These relationships are built on open communication, empathy, and active listening. We recognise that it is our responsibility to develop trusting, positive relationships, not the responsibility of the learner and their family.

We are committed to fostering an environment where learners feel genuinely seen, respected, and supported, irrespective of their backgrounds or challenges. By embracing a culture of unconditional positive regard, we aim to create a community that not only prioritises the wellbeing of its members but also recognises and nurtures the unique strengths and qualities each learner brings. Through this relational lens, we aspire to cultivate an inclusive and uplifting atmosphere that empowers young individuals to flourish academically, socially, and personally.

We adopt a trauma-informed approach, recognising that past experiences may influence behaviour: trauma can have a profound and lasting impact on individuals' emotional and psychological well-being. By understanding and addressing the potential impact of trauma, we aim to create a safe and predictable environment where young people are supported with the healing process.

W.I.N

We recognise the language can have a powerful and positive impact on learners' behaviour, so we have adopted the Thrive approach of using:

- W I wonder
- I I imagine
- N I notice

Staff will use these phrases to encourage learners to link how they are feeling to their behaviour. Enabling learners to experience validation of their feelings whilst developing more positive responses and behaviours.

P.A.C.E

PACE stands for Playfulness, Acceptance, Curiosity and Empathy.

Staff use these principles to help to promote the experience of safety in our interactions with young people. Young people need to feel that adults have connected with the emotional part of their brain before they can engage the thoughtful, articulate, problem-solving areas.

- Playfulness - The purpose of playfulness is to enjoy being together in an unconditional way. This gives the message that the relationship is stronger than things that go wrong.
- Acceptance - Unconditional acceptance and positive regard is fundamental to a learner's sense of safety because it shows that you have connected with their feelings without judgement. Accepting the learner's feelings and emotions does not mean accepting unwanted behaviour and it does not mean agreeing with the

learner's viewpoint, but for true acceptance to take place, it is important that the learner also knows staff can see them beyond their behaviour.

- Curiosity - Staff will continuously demonstrate to learners that they are interested in what is going on for them and willing to support them.
- Empathy - Staff will use empathy to ensure learners know that their feelings are important and that as staff, we are alongside learners in times of difficulty. Staff will demonstrate how to cope and will always endeavour to understand how learners feel.

9 Behaviour Curriculum

We know that many of our learners' experience challenges in regulating their emotions and behaviours for a variety of reasons when they arrive, so it is vital that learners understand what we expected of them. Staff use a common framework of simple language around 'be safe, be respectful and be responsible' to support learners in developing the habits of acceptable behaviours and self-regulation/self-control. We do this by:

- being clear with learners what is and is not acceptable behaviour;
- working with learners to develop these acceptable behaviours as part of their everyday life;
- model the behaviours we expect, and challenge behaviour that is discriminatory, harmful, or disrespectful including that influenced by prejudice, misogyny, misandry, and/or harmful online content;
- providing an environment for learners to practise acceptable behaviour;
- recognising and acknowledging improvements in behaviour;
- rewarding learners who demonstrate our behaviour expectations in and out of lessons.

9.1 Promoting Positive Behaviour

One of the most effective behaviour management strategies in schools has been shown to be careful planning that prevents difficulties from arising.

Inappropriate behaviour is more likely to occur when learners lack a sense of purpose and / or structure, are presented with opportunities to misbehave or are struggling to deal with external factors unrelated to school. It is preferable to prevent unwanted behaviour from occurring as dealing with unacceptable behaviour wastes time, can lead to confrontation and is stressful for all involved.

This principle is relevant to all aspects of our work both academic and social. Measures can and should be employed to prevent potentially damaging situations from arising. Teaching staff are responsible for setting the tone and context for positive behaviour in their classroom.

9.2 Preventative strategies create a context where acceptable behaviour is positively encouraged, and misbehaviour is reduced. Following PRICE principles, all learners have a positive behaviour support plan (PBSP) in place at the start of their journey with us. This highlights primary, secondary, and even tertiary strategies to support learners with concerning behaviours.

An ethos is developed which emphasises co-operation, responsibility, concern for others and self-respect. Learners know which kind of atmosphere they prefer in school and what they expect of a 'good teacher.' Our experience has shown that over a range of ages

children produce a very similar list of characteristics that they look for in adults who work with them. Learners want adults to:

- be just and fair;
- challenge them in their learning;
- greet them every day and make the day a pleasant one;
- have a sense of humour;
- help them to learn and feel confident;
- show an interest in them;
- treat them as valued individuals.

and

- *not to get upset or angry in the face of inappropriate behaviour but seek to understand.*

Although they want this for themselves, they also want to for other learners because it makes the learning situation more comfortable. It is evident that learners prefer to learn in a relaxed yet purposeful atmosphere where adults are safely in control; where they can progress their learning with success and be acknowledged by people who matter. We believe that where learners feel they are valued they respect adults and accept their authority. Similarly, we recognise the implicit need for young people to develop the skills that make positive relationships with adults possible. (Appendix 2)

It is critically important that our staff working build strong relationships, develop high levels of personal resilience and have high expectations where the quality of learning behaviours are concerned. (Appendix 3)

Staff will never ignore or attempt to excuse poor behaviour. Rather, they will attempt to understand its communicative intent. We aim to ensure that learners have clear boundaries reflected in a behaviour expectation framework that is underpinned by a clear system of rewards, sanctions, and individual support. A common language provides a consistent response where behaviour is unacceptable.

9.3 The Language of Choice is part of helping our learners to take responsibility for their behaviour. We actively encourage them to choose the right thing to do, by explaining the consequences of their choices, both good and bad. This is part of our approach to the “behaviour curriculum.” We use specific descriptive praise when we see them making a good choice – we can never do too much of this. We link consequences to the choices they make, to help them make the best choice. This language:

- helps them to manage their own behaviour;
- helps them to take responsibility as well as increasing their sense of responsibility;
- increases their independence;
- is positive;
- overtly links responsibility, choice, and consequence;
- regards mistakes as part of learning;
- removes the struggle for power.

9.4 Interventions from skilled staff team and/or external agencies provide individual support for learners and their families to deal with ongoing issues. Staff provide pastoral interventions that are underpinned by personal relationships and the careful management of anger, frustration, or uncertainty in a safe setting. Where possible it is always our aim to

ensure learners are back in their lessons where we know our curriculum will give them the greatest chance of success.

9.5 Proactive intervention are personalised interventions to help learners identify what triggers their inappropriate behaviour. By learning to recognise these triggers learners can choose whether to manage them or not. Learners are encouraged to use a safe space or The Zone as a strategy to help them calm down and manage their behaviour when they have hit a trigger. Learners should return to class as soon as they are calm and are able to continue learning. Learners can still earn all their positive points if the safe space or Zone is used appropriately.

9.6 The Zone / Safe Space are an integral part of classroom management procedures on both sites (**Appendix 4**). We recognise that at times learners may need to take some time away from the classroom as a strategy to help them calm and self-regulate their emotions. On both sites we have safe spaces for learners to do this. Primary learners can access the *Safe Space*, and secondary learners can access *The Zone* at their request to self-regulate their emotions and/or behaviour and still achieve full points for their lesson.

If a learner is not making acceptable choices or struggling to regulate then they may be asked to go with a member of the pastoral staff. Points can still be earned if a learner makes the right choices. If the learner is asked for a second time, they will not be awarded any points, and a reminder of consequences will be given.

9.7 Communication between staff and families that is timely and clear supports the management of appropriate behaviour and promotes good discipline. Routine attendance at briefings and meetings allows the staff team to share relevant information regarding learners. Informal conversations during the school day are also critical. Without the timely sharing of information, detailing personal events outside of school for example, staff members are forced to react to behaviour that might otherwise be prevented or prepared for.

10 Responding to behaviour

10.1 Routines to Support Behaviour

We know that children thrive and learn well in an environment where routines for learning and conduct are an embedded part of the culture. To help learners regulate/manage their own behaviours, we have routines that support our learners by fixing desired behaviours in their minds. These routines must be explicitly taught for **all** activities; we do not assume learners know them. They include:

- entering and leaving the provision (including handing in personal items not conducive to learning e.g., vapes, mobile phones/smart watches, outdoor clothing, inappropriate objects, drinks, snacks, and sweets, chewing gum);
- entering lessons and starting to learn promptly;
- dismissal from lessons;
- requesting support from adults in lessons;
- form time, assembly, presentations, and celebrations;
- break and lunch time routines;
- fire evacuation and assembly routines;
- travelling to and from school e.g., conduct on public transport and other school provided transport.

These routines empower learning and support safe movement of learners. They remove the need for learners to remember several different routines and expectations. They provide structure, familiarity, and familiarity to the provision day. The more consistency there is over routines e.g., cross department, cross class, the easier it is for our learners to learn them.

10.2 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. The Teachers' Standards (Part 1) sets out the clear expectations that teachers set high expectations which inspire, motivate and challenge learners. It is also a requirement that they adapt teaching to respond to the strengths and needs of all learners and that they manage behaviour effectively to ensure a good and safe learning environment.

It is important to plan our response to dysregulated and unwanted behaviour. Teaching staff plan lessons in great detail. However, staff should also plan and rehearse strategies for dealing with unwanted negative or disruptive behaviour. This is important because our successes in promoting good discipline and in de-escalating conflict have a huge impact upon the amount and the quality of learning taking place in our classrooms. To support this, staff will receive training on de-escalation techniques and positive framing, giving opportunities for self-reflection and shared practice.

In modelling the high expectations expected, staff will:

- create and maintain a stimulating environment that encourages learners to be engaged;
- display the school rules & information about how rewards points are earned in their classroom;
- develop a positive relationship with learners, which may include:
 - greeting pupils in the morning/at the start of lessons;
 - start on time and follow the entry routine
 - establishing clear routines;
 - communicating expectations of behaviour in ways other than verbally;
 - highlighting and promoting good behaviour;
 - concluding the lesson/day positively and starting the next lesson/day afresh;
 - having a plan for dealing with low-level disruption;
 - using positive reinforcement.
- have an expertly planned lesson with the necessary resources available for all;
- plan a lesson which captures interest and explains relevance;
- ensure learners have clarity of intended learning;
- use positive language to frame the expected conduct rather than highlighting the negative behaviours so that learners can learn what good behaviour looks like;
- use a range of well-rehearsed de-escalation and classroom management strategies to maintain a highly purposeful learning environment;
- ensure learners are made aware of how they will be assessed both formatively and summatively;
- manage the space, monitoring all learners' work and behaviour continuously;
- be mobile, rarely sitting at their desk;

- give feedback regularly and constructively, using our Feedback and Assessment policies;
- maintain a tidy, organised, and productive classroom; follow the empowering routine for lesson exit to support the calm and purposeful movement of learners around the academy site;
- remember your individual actions affect the power of our collective action.

10.3 Safeguarding is a key function of schools. We recognise that:

- changes in behaviour may be an indicator that a learner needs help or protection;
- specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household can significantly affect behaviour.

We will consider whether a learner's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

10.4 Recognising & Responding to Positive/Appropriate Behaviour

When a learner's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward and use the opportunity to reinforce our culture and ethos. We use ClassCharts to record all positive behaviours and learners can use any points they have earned to "purchase" items from our reward shop. Positive reinforcements and rewards will be used to reinforce the routines, expectations and norms of the school's behaviour culture.

As part of our approach to teaching acceptable behaviours, we tell people what it is exactly that we like about what they are doing, which reinforces the behaviours we want to promote e.g.

- 'I liked the way you lined up quietly'
- '_X_. Thank you'
- 'Thank you for returning to class so promptly'

We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved engagement academically and personally. As we aim to promote appropriate behaviour rather than just prevent/punish inappropriate behaviour, extensive use is made of praise. Praise is a potent force for promoting appropriate behaviour. Over-use is not a problem – under use is. **Staff should seek every opportunity to 'catch learners being good' and praise/reward them for this.**

We believe that it is not always possible to respond to behaviour in the same way for every child because each child is unique, however all learners will be treated equitably under this policy, and it is useful to have a guiding framework of responses to the types of behaviours displayed. Appropriate behaviour expectations form the basis of our reward system. All learners are rewarded if they meet the three core expectations:

- Be safe;
- Be respectful;
- Be responsible.

Routine appropriate behaviour should not be taken for granted but regularly recognised and commended. Individuals and groups should be praised for:

- a positive approach;
- considerate or thoughtful behaviour;
- good effort;
- overcoming difficulties.

Recognition of, and rewards for positive/appropriate/expected behaviour will be rewarded in a range of ways including but not limited to:

• discrete visual acknowledgement - smile, nod, wink; • verbal praise – private and public; • positive points awarded through ClassCharts; • bonus points; • use of rewards shop; • positive written comment on work; • work being displayed; • instant reward such as stickers; • enrichment activities;	• phone call / praise postcards / letters home; • Random Acts of Kindness recognition; • certificates; • Star of the Week/Term certificate; • prizes/vouchers; • celebration assemblies; • reward trips; • mention in staff briefings; • meetings with CLT members.
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10.5 Recognising Misbehaviour

Learners are expected to be safe, to be respectful and to be responsible when moving around the site in between lessons and during social time. They are expected to wear our uniform properly at all times.

Where this does not happen, learners will be addressed by a member of staff who will positively frame the behaviour that is expected. The member of staff may refer to CLT to ascertain whether a sanction is needed. Where a learner is not respectful during any interaction with a member of staff this will be addressed through restorative actions.

As well as general misbehaviour, we are particularly mindful of specific misbehaviours which we will also address.

10.5.1 Child-on-child abuse - we recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”, as this can lead to a culture of unacceptable behaviours, misogyny and an unsafe environment for learners.

All child-on-child abuse is unacceptable and will be taken seriously. Most cases of learners hurting other learners will be dealt with under this policy. Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. **Refer to our Safeguarding & Child Protection Policy** for further information.

10.5.2 Off-site Misbehaviour - we may apply sanctions if a learner has misbehaved off-site when representing the school or when clearly identifiable as a Three Towers learner such as:

- when travelling to and from school;
- taking part in any school-organised or school-related activity such as on a school trip;
- wearing school uniform;

- in any other way identifiable as a member of our school.

Sanctions may also be applied where a learner has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- could have repercussions for the orderly running of the school;
- poses a threat to another learner;
- could adversely affect the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the learner is under the lawful control of a staff member (e.g., on a school-organised trip).

10.5.3 Online Misbehaviour - we can issue behaviour sanctions to learners for online misbehaviour when:

- it poses a threat or causes harm to another learner;
- it could have repercussions for the orderly running of the school;
- it adversely affects the reputation of the school;
- the learner is identifiable as a member of the school.

Sanctions will only be given out on school premises or elsewhere when the learner is under the lawful control of a staff member.

10.5.4 Suspected Criminal Behaviour - if a learner is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, we will endeavour to preserve any relevant evidence to hand over to the police. If we decide to report the matter to the police, a member of CLT or the learner's Head of House will make the report and the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate. We will not interfere with any police action taken. However, we may continue to follow our own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

10.4.5 Zero-tolerance Approach to Sexual Harassment and Sexual Violence - we will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored. Learners are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. Our response will be:

- proportionate;
- considered;
- supportive;
- decided on a case-by-case basis.

We have procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- responding to a report;
- carrying out risk assessments, where appropriate, to help determine whether to:
 - manage the incident internally;
 - refer to early help;
 - refer to children's social care;
 - report to the police.

Refer to our Safeguarding & Child Protection Policy.

10.5.6 Malicious Allegations - where a learner makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, we will consider whether to discipline the learner in accordance with this policy. Similarly, if a learner makes an allegation of sexual violence/harassment against another learner and that allegation is shown to have been deliberately invented or malicious, we will consider whether to discipline the learner in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false, or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the learner who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. We will also consider the pastoral needs of staff and learners accused of misconduct. **Refer to our Safeguarding & Child Protection and Managing Allegations against Staff Policies**

10.6 Responding to Misbehaviour

We recognise that learners accessing alternative provision will misbehave due to a variety of external factors. We understand that poor behaviour in moments of high emotion is not necessarily chosen behaviour, and that all behaviour is communication. However, we do not have the learners' best interests at heart if inappropriate behaviour is condoned or excused by adults. We believe that appropriate boundaries and positive habits of behaviour are best reinforced through the application of timely and proportionate sanctions.

Unacceptable behaviour/misbehaviour will not be ignored or tolerated. We understand that every act of behaviour has a context, and we always consider this, but when a learner's behaviour falls below the standard that can reasonably be expected of them, staff will respond to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so learners know with certainty that misbehaviour will always be addressed. When giving behaviour sanctions, staff will also consider what support could be offered to a learner to help them to meet behaviour standards in the future.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising, including situations where staff may need to use physical intervention, in some circumstances restrictive physical interventions.

Refer to our Use of Physical Interventions Policy

As with rewards we believe that it is not always possible to respond to misbehaviour in the same way for every child, but all learners will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified (e.g. whether a learner has specific vulnerabilities) and considered.

It is important for our learners to clearly link a specific behaviour with its consequence, and the consequence needs to be a natural one which makes sense to the learner. Rather than just prevent/punish misbehaviour, we need to support learners to modify their behaviours. If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote e.g.

- 'I liked the way you lined up quietly'
- '_X_. Thank you'

- 'Thank you for returning to class so promptly'

We are also giving them positive feedback and personal recognition.

Consequences & Sanctions used in response to unacceptable behaviour include but are not limited to:

• discrete visual acknowledgement; • verbal reminder – private and/or public; • verbal warning – private and/or public; • negative points recorded through ClassCharts; • loss of points as “a fine” for damage to property/equipment; • phone call home; • letter home; • work to be completed at end of day; • school-based community service, such as tidying a classroom; • 1:1 support/intervention by pastoral staff;	• loss of free time; • removal from the classroom; • Restorative Justice; • reparation; • referring the learner to a senior member of staff; • timetable/group changed; • parental meeting; • agreeing a behaviour contract; • reduced timetable / review of provision; • suspension; • police call-out; • permanent exclusion, in the most serious of circumstances
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It is vital that staff use a wide range of strategies to help support learners to improve their behaviour and meet behavioural expectations in the future. We may use one or more of the sanctions that have usually been identified in the learner's Positive Behaviour Support Plan (PBSP). This means that we use a staged approach gives clear signal to learners of the inevitable consequences of continued misbehaviour.

- Reminder - Staff use the language of the expectations to explain e.g., “you are not being safe/respectful/responsible.....” If a learner does not correct their behaviour the staff should approach the learner and remind them quietly of the expectations.
- Warning 1– If inappropriate behaviour continues staff should give the learner a formal warning e.g., “XXX, I am giving you warning one around your use of language”. This should relate back to not being safe/respectful or responsible.
- Warning 2 – If there is still no improvement explain that the learner has received a second warning and will now not earn their points.
- If all strategies have been tried without success and the learning of others is still being affected staff should direct that learner to the safe space/Zone with the support of TA/pastoral staff. Learners will spend up to 15 minutes working through the issue with a member of the pastoral team or self-regulating before returning to class if appropriate. If the learner is not ready to return to class staff will be asked to send appropriate work so that they may continue with their learning until the end of the lesson.
- Where appropriate, a restorative justice session should take place before the learner returns to the class they were removed from.

10.6.1 Restorative Justice (RJ) is adopted wherever possible and offers an opportunity to bring those harmed by conflict and those responsible for the harm into communication, allowing everybody affected by a particular incident to play a part in repairing the harm and finding a positive way forward. Restorative meetings and practice in the school will be facilitated by staff who have had extensive training in restorative solutions. (Appendix 5)

10.6.2 Reparation means repairing relationships, or ‘making good’ in some way. We believe that learners should always be given the opportunity to repair, and that they want to do this. We support learners to take responsibility for what they have done and to repair it with the other person(s) involved/affected.

In cases where damage to school property has occurred, learners and/or their families may be asked to make up to a full contribution to covering the cost of the damage or clean-up required. Learners may have their points deducted from ClassCharts as part of a “fine.”

10.6.3 Removal from the classroom for a limited time may be necessary reactive measure in response to serious or persistent breaches of this policy. Removal from the classroom is not the same as seclusion which is strictly non-disciplinary ([see section 10.7.3](#)). Learners who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction used to:

- restore order if the learner is being unreasonably disruptive;
- maintain the safety of all learners;
- allow the disruptive learner to continue their learning in a managed environment;
- allow the disruptive learner to regain calm in a safe space.

It will only be used once all other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Learners are reintegrated into the classroom as soon as it is appropriate and safe to do so: when must be sure they have regulated their behaviour prior to returning to class – we support them to do this whilst they are away from the situation in the classroom.

Parents/carers will be informed on the same day if their child is removed from the classroom as a reactive measure. Alternative approaches are considered for learners who are frequently removed from class and form part of a behaviour plan agreed with parents/carers. Staff record all incidents of removal from the classroom in ClassCharts.

10.7 Use of Reasonable Force & Restrictive Interventions

Restrictive interventions are used to prevent, restrict or subdue movement of the body or part of the body of a learner. It describes both physical and non-physical actions aimed to restrain learners in different ways. Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

Staff have a legal duty to record and report all:

- significant incidents using force;
- restraints including RPI and seclusions

We record all incidents on CPOMS and inform parents/carers either by phone call or email as soon as possible, and at the latest by the end of the school day on which the incident occurred. ***Refer to our Restrictive Intervention & Use of Force Policy***

Our approach to restrictive interventions follows the [DfE’s latest guidance on restrictive interventions](#).

10.7.1 Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact with learners using no more force than is needed for the least amount of time, the application of which will depend on the circumstances. We do not have a “no contact” policy and will not grant any requests by parents/carers or staff not to use reasonable force and/or other restrictive interventions.

All staff have a legal power to use reasonable force, in the certain circumstances, to prevent a learner from:

- hurting themselves or others;
- committing an offence;
- damaging property;
- causing disorder among learners, in or out of class;

Reasonable force must:

- **always** be used as a last resort;
- be used in a way that maintains the safety and dignity of all concerned;
- be applied using the minimum amount of force and for the minimum amount of time possible;
- **never** be used as a form of punishment;
- **never** involve restraining a learner in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen;
- **never** be used if the learner is on the ground. If a learner is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible;
- **always** be recorded on CPOMS and reported to parents/carers.

All staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in its safe and lawful use and in preventative strategies. We use PRICE methods and deliver annual training to staff.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the learner, including SEND, mental health needs or medical conditions.

Reasonable force or physical intervention includes, for example, guiding a learner away from something or someone or removing objects from them but it also includes *restrictive physical intervention* (restraint).

10.7.2 Restrictive Physical Intervention (RPI) must:

- **always be used as a last resort** after all other interventions have been exhausted as a result of a (dynamic) risk assessment – this might apply when an individual learner needs physical interventions using PRICE strategies as a part of an on-going positive handling plan.;
- used by staff who have had the recognised up-to-date PRICE training;
- be used in a way that maintains the safety and dignity of all concerned;
- be applied using the minimum amount of force for the minimum amount of time possible;
- be used wherever possible as part of a planned approach in a positive handling plan;

- be used if the learner is putting himself or others in danger and where failure to intervene would constitute neglect;
- **always** be recorded on CPOMS and reported to parents/carers.

10.6.3 Seclusion is a non-disciplinary intervention that keeps a learner confined to a place away from others and prevents them from leaving, for the safety of that learner and/or others. It is considered a form a restrictive physical intervention and is:

- **only** as a safety measure when a learner is experiencing high levels of emotional or behavioural dysregulation;
- never used as a threat or punishment;
- **not** a disciplinary response to deliberate or willful misbehaviour.

During seclusion, the learner will be:

- secluded in a safe place that does not feel threatening or intimidating to them e.g. a secure space in the playground, the Zone or a familiar classroom;
- supervised at all times by at least one member of staff;
- allowed to leave as soon as the immediate risk of harm has reduced.

10.8 Searching, Screening and Confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

10.8.1 Confiscation - we have the right to confiscate, retain, or dispose of a learner's property as a punishment if reasonable in the circumstances. School staff can confiscate any prohibited item listed in Section 4 found as a result of the search. We can and will also confiscate any item which is harmful or detrimental to school discipline. If appropriate, such items will be returned to learners after discussions with senior leaders and parents/carers.

We will usually treat confiscated items in the following ways:

- mobile phones will be returned to the learners at the end of the day;
- weapons, child pornography, or items which are evidence of an offence will be handed to a police officer;
- alcohol and fireworks will be disposed of and will **not** be returned to the learner;
- controlled substances will usually be passed to the police but may be disposed of by our staff if there is good reason to do so. CLT will consider the relevant circumstances to determine whether they can safely dispose of the seized article. Where staff suspect that a substance is controlled it will be treated as a controlled substance;
- items which have been or could be used to commit an offence, or to cause personal injury or to damage property can be handed to the police or disposed of;
- stolen items may be handed to the police or returned to the owner. They may also be retained or disposed of if returning them to their owner is not practicable. The police will not be involved for low value items

We will inform parents/carers where alcohol, illegal drugs or potentially harmful substances are found and/or confiscated.

Three Towers and its staff are not liable for any loss of, or damage to, any item they have confiscated in accordance with our policies and procedures.

Complaints about searches will be dealt with through the school's complaints procedure.

10.8.2 Screening - on arrival at school each day, learners are expected to put their personal possessions including mobile phone, smart watch, bus passes, and money etc. into their locker as well as any items considered not conducive to learning. Learners are not permitted to keep any of these items on their person when in the building. These items are not 'confiscated' and will be returned to learners on their departure.

It should be noted that we remain highly concerned about the use of e-cigarettes and vapes and the yet unknown associated health risks. Any behaviours involving such items will be treated seriously and the provision will expect full parent/carer support.

If staff suspect a learner has tried to conceal a prohibited item on their person, they may screen ("wand") the learner to check. This is non-invasive; it is carried out using an electronic wand over the surface of clothes without body contact.

10.8.3 Searching a learner - staff have a statutory right to search learners if they believe they have prohibited items concealed on their person. This is a personal search and **not** an intimate search. We will **never** conduct strip searches of learners.

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the learner, and there will be another member of staff present as a witness to the search.

Urgent searches - in exceptional cases an authorised member of staff of a different sex to the learner can carry out a search without another member of staff as a witness if:

- the authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the learner; **or**
- it is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and make sure a written record of the search is kept.

Non-urgent searches - if the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (DSL) (or deputy) or pastoral member of staff who may have more information about the learner. During this time the learner will be supervised and kept away from other learners.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the learner is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the learner has agreed. An appropriate location for the search will be found. Where possible, this is away from other learners. The search will only take place on the school premises or where the member of staff has lawful control or charge of the learner, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- assess whether there is an urgent need for a search;
- assess whether not doing the search would put other learners or staff at risk;
- consider whether the search would pose a safeguarding risk to the learner;
- explain to the learner
 - why they are being searched;
 - what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”;
 - how and where the search will be carried out;
- give the learner the opportunity to ask questions;
- seek the learner’s co-operation.

If a learner refuses to allow a member of staff to carry out the search of their person or possessions, we will try to determine why the learner is refusing to comply. If they still refuse to cooperate, they will be isolated and supervised until parents/carers have been contacted and come to the school.

The parent/carer will then be asked to carry out or witness the search. If either the parent/carer cannot attend or the learner refuses to be searched by/in front of their parent/carer a search, then an appropriate behaviour sanction will be applied.

If the learner refuses to co-operate with the search, then the authorised member of staff will decide whether to use reasonable force to search the learner. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the learner harming themselves or others, damaging property or causing disorder. The authorised member of staff can use reasonable force to search for any prohibited items identified in section 4, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a learner’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- hats, scarves, gloves, shoes or boots

The authorised member of staff may use a metal detector to assist with the search.

No learner will be allowed into their lesson until the search has been carried out.

Searching a learners’ possessions means any items that the learner has or appears to have control of, including:

- desks;
- lockers;
- bags;

A learner’s possessions can be searched for any item if the learner agrees to the search. If the learner does not agree to the search, staff can still carry out a search for prohibited items (listed in section 4) **and** items identified in the school rules. An authorised member of staff can search a learner’s possessions when the learner and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is

not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL) - the staff member who carried out the search should inform the DSL without delay:

- of any incidents where the member of staff had reasonable grounds to suspect a learner was in possession of a prohibited item as listed in section 4;
- if they believe that a search has revealed a safeguarding risk.

All searches for prohibited items (listed in section 4), including incidents where no items were found, will be recorded in the school's safeguarding system, CPOMS.

Informing parents/carers - parents/carers will always be informed of any search for a prohibited item (listed in section 4). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- what happened;
- what was found, if anything;
- what has been confiscated, if anything;
- what action the school has taken, including any sanctions that have been applied to their child.

Support after a search - irrespective of whether any items are found as the result of any search, we will consider whether the learner may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the DSL. The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

10.9 Failure to Complete Sanctions will likely result in an escalation to a more serious sanction.

11 Serious Sanctions: Suspensions and Exclusions

Whilst Three Towers is inclusive and aims to support learners as they work through issues in school, there are occasions where learners breach the Behaviour & Relationships Policy and may need to be separated from their peer group. To do this we may alter the timetable or provision offered, adjust or amend hours, offer 1-1 intervention and/or place learners on a targeted behaviour contract which is reviewed regularly by Heads of House in conjunction with the leadership team.

For safety reasons there may be occasions when a learner may be required to leave the premises. This is done under the direct supervision of staff and is usually part of a plan that has been agreed with parents/carers prior to being used. However, if this is not the case and a dynamic risk assessment indicates that instant removal is required this will be done before/as parents/carers are contacted. In cases where a learner refuses to leave an appropriate member of staff will contact parents again and, if necessary, other agencies e.g., police or Social Care.

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following extensive use of in-school sanctions and interventions. The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Suspensions and exclusions are conducted under our Suspensions & Exclusion Policy and in line with Department for Education guidance: [Suspension and permanent exclusion guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

12 Responding to Misbehaviour from learners with SEND

We recognise that learners' behaviour may be impacted by a special educational need or disability (SEND). We are mindful of our legal duties including:

- taking reasonable steps to avoid any substantial disadvantage to a disabled learner being caused by the school's policies or practices ([Equality Act 2010](#));
- using our best endeavours to meet the needs of learners with SEND ([Children and Families Act 2014](#));
- if a learner has an education, health and care plan (EHCP), the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

when devising all school policies as all learners referred to Three Towers have SEND needs at the point they are referred; some learners are already undergoing education, health and care needs assessment (EHCNA) and some may obtain an education, health and care plan (EHCP) whilst attending here. The primary need of all our learners is SEMH. For learners who have had no previous SEND input, we will assess those learners as part of the induction process to determine what underlying needs they have that have not previously been met. We will involve other professionals as necessary including educational psychologists, medical practitioners and/or other relevant professionals to support and advise on specific needs.

Learners may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others depending on their specific SEND needs e.g. those who have difficulty communicating verbally might show their needs and discomfort through their actions.

When incidents of misbehaviour arise, we will consider them in relation to a learner's individual needs, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a learner's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

We work with learners and their parents/carers to:

- try to identify all likely triggers of misbehaviour during their induction and incorporate these into the learner's pen portrait so that staff can plan appropriately;
- develop preventative and deescalation strategies;
- develop proactive strategies to reduce the likelihood of restrictive physical interventions being used
- identify key staff with knowledge of and relationships with learners to help manage trigger points when challenging behaviour is most likely to occur;

We also use "separation rooms" – The Zone – where learners can regulate their emotions away from the classroom (see section).

We recognise our duty to prevent learners with a protected characteristic and/or SEND from being disadvantaged, so our approach to challenging behaviour may be differentiated and reasonable adjustments made to sanctions (and rewards/incentives) to cater to the needs

of the individual learner. This is considered by the SENDCo during regular behaviour reviews, and when looking at each learner's personalised provision map.

Where necessary, support and advice may be sought from external agencies e.g., educational psychologists, medical professionals, and/or others to identify and/or support specific needs.

12.1 Learners with an education, health and care plan (EHCP)

The provisions set out in the EHCP must be secured and we co-operate with the local authority and other bodies. If we have a concern about the behaviour of a learner with an EHCP we will contact the local authority to discuss the matter and may request an emergency review of the EHCP if necessary.

13 Support Pathways

The majority of learners respond positively when staff work within these guidelines. A small percentage of our learners need additional support to improve their behaviour. This might include:

- changing the class group/input from the TA/varying the classroom management;
- drawing up a Behaviour Contract, detailing action to be taken when identified behaviour occurs. This is shared with the learner, parent/carer, and other staff (for consistency);
- making the routines more detailed;
- moved to a bespoke curriculum/alternative timetable.

Support is even more important following a sanction, so we will consider further strategies to help the learner to understand how to improve their behaviour and meet the expectations of the school. This may involve any or all the above and following steps.

13.1 Involving Parents/Carers is often key to supporting our learners to become the best version of themselves. Where a learner is persistently falling short of our expectations to be safe, be respectful, be responsible and be ready to learn, the parents/carers will be invited to meet with a senior member of staff to discuss the support pathways available.

Parents/carers receive regular telephone/email updates (daily, weekly, fortnightly etc.) plus regular reviews and then more written reports three per year which can be discussed at the termly learner review days.

Parents/carers have an important role to play in the positive behaviour of their child, and we recognise it can be difficult for parents/carers when their child has experienced social, emotional, and/or mental health concerns. We encourage parents/carers to work with us and as adults, we ensure that while we acknowledge individual needs, we do not make excuses for young people but teach them how they can do better.

13.2 Monitoring / Key Support from Pastoral Staff aims to help a learner to improve their effort and attitude in class by allocating them a key member of staff who will review their behaviour progress daily. Parents/carers will be informed that their child is being monitored for an initial period of one week. At the end of this monitoring period, the key staff member will decide whether to complete, extend or escalate for the following week.

13.3 Timetables changes may be in the best interest of a learner depending on the severity of their need. This may be a temporary amendment to their timetable which could mean that their time is reduced from full-time. The time spent on reduced provision is reviewed at

our weekly Admissions & Placement Panel meeting with the intention to gradually increase the time spent in lessons/provision. Alternatively, for older learners a permanently adjusted timetable may be agreed, which means their provision differs slightly from the rest of their form.

13.4 The Zone / Safe Spaces are designated places where learners are given the appropriate time and support to re-regulate before discussing what has taken place. It is recognised that when a learner is dis-regulated in their behaviour or feeling angry about a situation that they have encountered, they are generally not able to listen and accept what an adult has to say to them at that moment: their emotional state needs to be balanced with the need for them to be safe and follow staff instructions.

13.5 Access to our In-house Counsellor is a core part of the support pathways that are offered. Demand for this can far outweigh availability and there may be a waiting list for this level of support.

13.6 Referral for further support (internal and external provision) may be necessary for learners with social, emotional, and mental health needs beyond those experienced by most learners attending our provision.

14 Learner Transitions

14.1 Incoming Learners are supported through a robust and well-planned induction process to familiarise them with the behaviour policy and the wider school culture.

14.2 Outgoing Learners are supported to transition to their next placements through a robust plan managed by the local authority. To ensure behaviour is continually monitored and the right support is in place, information on behaviour issues is shared with new settings for those learners transferring to other schools/settings.

15 Recording & Tracking Incidents

All behaviours are recorded through ClassCharts. This enables us to track positive and negative behaviours across the provision as well as individually for learners.

All learners are rewarded for meeting learning and behavioural expectations. Learners are also rewarded for their effort in the lesson and the quality of the work they produce, as well as for meeting our behavioural expectations in the lesson.

Staff are encouraged to award “Bonus points” when opportunities arise e.g., acts of random kindness, modelling appropriate behaviour, excellent effort, exceeding targets etc. In addition, staff can award “be safe,” “be respectful” and/or “be responsible” points when learners show this around school, on trips and in the community.

Good and improved attendance and punctuality, which demonstrate good behaviour for learning are also rewarded.

15.1 Recording Incidents

All behaviour incidents deemed by staff to warrant an official response should be recorded using ClassCharts and referred to appropriate Form Tutor/ Head of House. All information in regard to a severe incident is recorded in full through the PRICE serious incident form.

Remember one person should write up the incident in its entirety, including:

- **A – Antecedents** (what happened immediately beforehand)
- **B – Behaviour** (or description of incident or event)

- **C – Consequence** (for all concerned, both long and short term if applicable)

If more than one member of staff is involved, they should be named in the overall write up. These staff should also write up their account of the incident without adding further negative points. This information allows us to assess responses and can be used to identify patterns of behaviour over a period of time. All incidents should be recorded objectively and dispassionately and focuses on the evidence and behaviour in hand, removing emotions. Where possible, the class teacher should make decisions about outcomes (e.g., discussed with learner or telephoned home) and mark as resolved. Where staff feel unable to resolve an incident, they should ensure they refer to the appropriate Head of House or member of CLT.

Staff feelings about behaviour incidents can be/are discussed with colleagues in other forums.

16 Continuous Professional Development (CPD)

Behaviour management forms an integral part of our regular CPD cycle. As part of their induction process and continuous strive for improvement, staff are provided with regular training on managing behaviour, including training on:

- the needs of the learners;
- how SEND and/or mental health needs (met and unmet) can impact behaviour; and
- de-escalation & physical intervention training (PRICE).

17 Monitoring & Evaluation

To ensure consistent behaviour management across all aspects of our provision that is appropriately adapted to the age/ability of the learner, we will observe and feedback to staff on good practice and areas for development.

17.1 Monitoring and Evaluating Behaviour uses the data on the following:

- behavioural incidents, including removal from the classroom;
- attendance, suspensions and permanent exclusions;
- incidents involving use of reasonable force, including restrictive interventions;
- incidents of searching, screening and confiscation;
- perceptions and experiences of the school behaviour culture for staff, learners, parents/carers and other stakeholders.

The data will be analysed termly from a variety of perspective such as individual level, by time of day/week/term, by subject to identify patterns and seek steps to reduce incidents. We will also use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of learners are identified by this analysis, the school will review its policies to tackle them.

17.2 Monitoring this policy

This policy is reviewed at least annually, or more frequently if needed and amended to include updated guidance and recommendations on good practice. At each review, the policy will be approved by the headteacher and LGC.

UNICEF - UNCRC

The UN Convention of the Rights of the Child sets out human rights of every person under 18 and applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities, or any other status, whatever they think or say, whatever their family background (Article 2). Articles directly relating to this policy are:

3 (Best interests of the child)	15 (Freedom of association)
5 (Parental guidance & a Child's evolving capacities)	16 (Right to Privacy)
12 (Respect the views of the Child)	28 (Right to education)
13 (Freedom of expression)	29 (Goals of education)
14 (Freedom of thought, belief & religion)	

Appendix 1: Expectations of Effective Teaching Staff

Pastoral Staff – Designated Staff

Meet & Greet on arrival at school

Ensure:

- learners are welcomed to school positively at the start of each day;
- learner's personal belongings have been placed in lockers/handed in on arrival;
- learners are in correct school uniform and adhering to uniform expectations;
- any issues (uniform, personal items) are resolved before escorting learners to lesson;
- that the office staff are informed of learner's arrival so that an accurate register is taken;
- learners are escorted to their form/ lesson.

Form Tutors

Meet & Greet

- ensure you are in your teaching room in preparation to meet and greet your learners at the door.

Attendance

- mark registers correctly and input to ClassCharts;
- monitor learner attendance and alert to lateness and patterns of absence;
- reward good attendance on a weekly basis (Weekly improved/ 100% attendance);
- work with other agencies and parents as appropriate.

Behaviour & Pastoral Support

- ensure that all the learners in the group understand the school behaviour expectations, as outlined in this policy, both in class and around the school;
- monitor behaviour progress through ClassCharts and discuss points if appropriate, focus on emphasizing positives;
- ensure learners are engaged in their lesson;
- inform Heads of House of any issues with individual learners and consult with parents as appropriate;
- organise the classroom including a form noticeboard and display;

Subject Staff

Staff should aim to create a calm atmosphere that is conducive to work and learning by:

- greeting learners on entry to the room so that they are welcomed positively into the classroom;
- providing a 'do it now' (DIN) task so learners are engaged in learning on entry to the room;

- being consistent with school expectations (be safe, be respectful and be responsible);
- planning appropriate learning experiences that are relevant to the learners' academic and social needs, adapting teaching methods as necessary;
- providing varied tasks that are sufficiently challenging and achievable;
- showing flexibility and adaptability where planned activities fail to engage;
- teaching at an appropriate pace; ensuring that there is a clear sense of progression.

During the lesson staff should:

- plan and share clear personalised learning outcomes, attainable in the time available;
- reinforce the school's expectations of 'be safe, be respectful and be responsible;'
- model tasks clearly with explicit success criteria;
- monitor progress;
- provide individual feedback to learners on all progress made academically and socially, correcting errors in ways that emphasise the learning opportunities they present;
- support and encourage learners by offering appropriate praise, help and explanations where necessary;
- discuss reward points at the end of each lesson.

All staff:

The recognition of achievement is important. Reward learning and endeavour by:

- awarding points in line with this policy;
- asking the learner to share their work with others;
- collecting important pieces of work for learner achievement portfolios;
- displaying work prominently and attractively;
- informing parents of positive experiences and achievements
- informing staff and peers of progress in the learner's presence;
- using spontaneous praise.

Appendix 2: Classroom Management Strategies

Verbal, non-verbal strategies – staff will use the following strategies as appropriate:

- be consistent with expectations, routine, and structure;
- comment on learner's interests e.g., football;
- give positive feedback on work;
- offer positive support if learner appears not to understand the task at hand;
- planned/tactical ignoring;
- provide protection and strength to help a learner control their impulses by standing close;
- physical interventions using PRICE Methods e.g., hand on shoulder;
- removing distracting objects;
- restructuring the environment/work/task/activity;
- sending on an errand etc.
- show discrete or overt approval with non-verbal signs: smile, nod, eye-contact, hand gesture;
- show discrete or overt disapproval with non-verbal signs: Coughing, eye-contact, hand gesture;
- tension reduction through humour.

Examples of rewards and sanctions used in School

Rewards	Sanctions
Smile, approving look, nod etc.	Reminders of targets, rules, and choices
Public or private praise	Verbal reprimands (private)
Stickers	Verbal reprimands (public)
Certificates	Cool Room / Zone use
Positive points	RJ
Work on display	Reparation
Reward/Attendance Trips	Time Out (planned)
Assertive discipline – rewarding others' positive behaviour.	Withdrawal from privilege
Phone call home	Discussions with parents/carers
Note of praise home	Withdrawal from trips
Bonus Positive points	Repeated warnings
"Saying "Thank You"	Work in isolation: Positive points can still be awarded.

Appendix 3: Building & Maintaining Positive Relationships

The quality of our relationships with each other are crucial and provide a framework to help us to provide good models of behaviour at all times for our learners, many of whom may have less helpful relationship models in life outside of academy. Each adult is a significant adult for our learners. To foster successful, enabling relationships we need to:

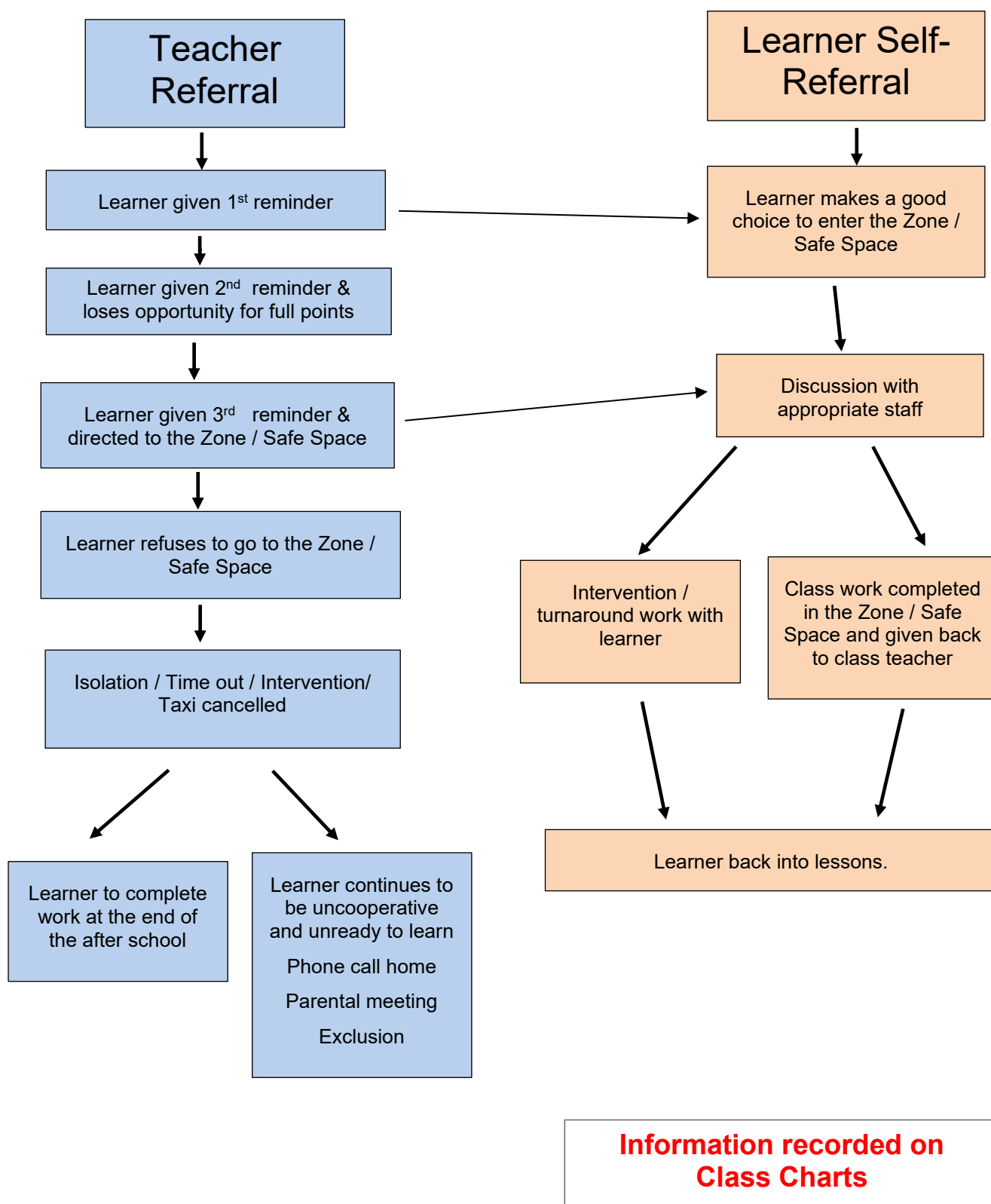
- actively build trust and rapport – they must be earned; they are not given;
- apologise if you make a mistake – you are modelling this for the learner, and you will earn respect;
- demonstrate belief in the learner – that s/he **can** succeed. Let the learner know this;
- enjoy their company – have fun together, where and when appropriate;
- firmly hold appropriate boundaries for the learners. Never let learners do whatever they want, when this would infringe the rights or comfort of others. Adults remain in charge in a positive environment;
- hear the message behind the word/behaviour; ask yourself **why** the learner is behaving in this way – there will always be a reason; all behaviour is communication;
- keep our word – do whatever we say we will do;
- let go of your memory/feelings of a learner's previous bad behaviour – it is unhelpful history. Focus instead on getting it right in the future;
- listen respectfully to the learner, and make a judgement about how/when to respond;
- look for the good in the learner – identify it with the child and build on it;
- name and manage your own emotional reactions to learners' behaviour i.e., demonstrate emotionally intelligent behaviour at all times;
- see things through e.g., if learners must make up time, the teacher concerned must help them to do this during morning break/lunch time/end of the day;
- always tell the truth – **never** lie to a learner;
- always treat the learner with dignity and respect

If we can meet each child at their point of learning, in most cases poor behaviour is likely to decrease/disappear. To do this we need to:

- accurately assess the learners' learning e.g., learning ability, learning style and level of achievement to move them on;
- actively teach the learners' positive learning behaviours, so that they know what to do to ensure successful lessons e.g., enter the room quietly, listen to the adults, think before you answer, choose who to sit with etc.;
- carefully plan lessons to ensure that we meet each learner at his/her point of learning;
- give the learners feedback on progress in a supportive way, focusing particularly on their achievements and what they need to do to make further progress;
- include the learners in the target setting and evaluation process, using appropriate language(self-assessment);
- know what the learners **believe** they can do i.e., self-esteem, self-image and adjust expectations accordingly;

- know what motivates each learner and use it to help them achieve;
- plan to meet the learners' range of needs e.g., equipment, seating, groupings, use of support;
- praise the learners for their specific achievements i.e., descriptive praise.

Appendix 4: The Zone / Safe Space Protocol



Appendix 5: Restorative Justice (RJ)

Restorative justice (RJ) gives the harmed the chance to meet or communicate with their harmer to explain the real impact of the crime or incident – it empowers the harmed by giving them a voice. It also holds the harmer to account for what they have done and helps them to take responsibility and make amends.

RJ is about the harmed and the harmer communicating within a controlled environment to talk about the harm that has been caused and finding a way to repair that harm.

For harmers, the experience can be incredibly challenging as it confronts them with the personal impact of their crime or action. For the harmed, meeting the person who has harmed them can be a huge step in moving forward and recovering from the crime or incident.

The harmer must accept responsibility for their action. The 3R's;

- Responsibility;
- Reparation;
- Reintegration;

Restorative Justice (RJ) is used in schools proactively to build relationships, promote discipline and prevent harm and conflict occurring. Ofsted inspections have recognised the value of adopting this approach in schools:

“Learners value the restorative practices that help them understand right and wrong and encourage them to take responsibility for their actions.”

[Ofsted report Upton Primary School, Bexley (2010)]

It is not an absolute answer for removing all issues, resolving all conflict, or repairing all harm. It is not a naive alternative to punitive sanctions or an idealistic response to offending. It is not an easy option for the person who caused the harm.

Primarily, it provides those who have been harmed with a forum to “have their say and be heard,” which is vital to the healing process. Secondly, it presents the person who has harmed with an onus of responsibility for their actions; an opportunity to make some form of retributive acknowledgement. Lastly, it can form the basis of some kind of reintegration of the person who has harmed, back into his/her community that might prevent further offending.

Three Towers staff are trained to deliver restorative justice practices in one-to-one conversations and in group conferencing to enable us to use RJ as part of a toolkit to help learners understand the consequences of their actions. RJ can be used for the following in school:

- bullying –physical / verbal / cyber;
- conflict within the wider school community;

- friendship issues / arguments;
- inappropriate behaviour of a learner towards a member of staff;
- physical assaults / incidents;
- re-integration meetings following exclusions;
- theft / criminal damage.

Appendix 6: Anger Management

Anger is often at the root of dysfunctional behaviour in schools, and an anger management approach can be of practical help in difficult situations.

Anger is often the 'fight' response to a perceived threat, and can be used as a response to frustration, as a way of getting what we want and as a release of pent-up emotion, all things which any teacher will have encountered! Although we cannot control all the frustrations and pent-up emotions of learners, we can equip them with the skills to express anger effectively. These ideas may help to avoid the 'hit and hurt' culture:

- *Do not greet a learner's anger with your own. A child that has lost or is losing control needs you to be calm and rational;*
- *Never go from cold to hot. Learners need to be able to track your displeasure at their behaviour. Be specific, not general, in reprimands;*
- *Offer learners a chance to talk to you about how they are feeling, and give them the opportunity to engage their emotions through the work they do in your lessons;*
- *Encourage learners to recognise their own positive behaviour;*
- *Give genuine praise that is specific and targeted as much as possible;*
- *Think about how learners gain your attention in lessons. Be sure that they know how good social behaviour will be noticed;*

Preventative measures

Much of the time-wasting aggravation in lessons stems from learners' interactions with each other. Many teachers find it useful to devise agreements with their learners about the way in which they should communicate. The start of an academic year is a particularly good time to discuss this with learners. You could agree 'rules' relating to the way that learners:

- *Speak to each other and to you;*
- *Sit;*
- *Listen;*
- *Move around the room.*

But pay attention to the way in which the agreements are phrased. For example, "listen" carries a more positive message than 'don't talk.'

Teachers are often able to establish very early on whom, in their classes, is most likely to disrupt. This predictability can be tedious, but it does offer teachers the scope to anticipate bad behaviour, distract the miscreant and praise at the earliest opportunity. All these approaches are preventative tools that can help to pre-empt the persistent low-level poor behaviour that is a source of such stress for many in the profession.

Keeping up the momentum

Teachers are guardians of learners' right to learn, but the deal cuts both ways, with learners being guardians of your right to teach. Having agreed with your learners the expectations

that you have, do not relax them. Consistency will breed stability and security. When building your relationships with individuals (and remember, this can be done as effectively outside your classroom as it can be inside) mutual respect is a key to success.

While your learners are in your classroom you must work as a team if you are to teach, and they are to learn. Motivating learners to appreciate this fully can help to prevent indiscipline. These ideas may work for you:

- *When appropriate, offer learners some choice over what they do in your lessons;*
- *Think of ways of teaching through the interests of your learners. This necessarily involves getting to know what is motivating and inspiring them at any time – knowledge that can be extremely useful anyway!*

If all else has failed

Sometimes though, despite employing all the usual management strategies, situations can deteriorate and require firm intervention. It is worth remembering that misbehaviour is rarely intended to be a personal insult. It is almost always connected to other factors impacting the learner's life and it can be useful to tell them that you appreciate that. These ideas could help:

- *Do not get into a debate about a child's behaviour during the lesson. Instead, arrange a time when you can talk about what happened and how it can be avoided in the future. Public discussions may be interpreted as public humiliation;*
- *Use the opportunity to teach key ideas about emotional awareness, respect for others and citizenship;*
- *Be utterly consistent in explaining and delivery of consequences;*
- *Agree a plan for positive change in the future. The next time you teach the learner take a minute to recap on the agreement and reiterate your desire to help them to succeed.*

Above all, simply staying conscious of building respectful relationships within the classroom can create an atmosphere in which misbehaviour is reduced to a minimum.