R.E.A.L. Education Limited

Behaviour Policy

(R.E.A.L. Education Ltd.)
(R.E.A.L. Independent Schools, Ilkeston)
(R.E.A.L. Independent Schools, Blidworth)
(R.E.A.L. Independent Schools, Hinckley)
(R.E.A.L. Independent Schools, Mansfield)

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1. Rationale

R.E.A.L Education and R.E.A.L Independent Schools seek to create an environment in which effective teaching and learning can take place. This ethos is based on our core values of **"Trust, Innovation and Achievement".** We have high expectations for our learners, focus on building positive relationships and this works well with our relationship based approach rather than 'one size fits all.' The learner is at the heart of everything we do.

Trust
Everybody should:

- Keep each other safe
- Build and sustain positive relationships with each other
- Provide consistent and predictable routines (be in the right place, at the right time, doing the right thing)

Innovation
Everybody should:

- Be brave and try new things
- Work with each other to find solutions
- Take responsibility together

Achievement:
Everybody should:

- Be the best we can be
- Look ahead and plan for the future
- Accept that it is OK to get things wrong

2. Expectations

R.E.A.L. believes in high standards of behaviour, and these are achieved through:

1.   A flexible curriculum that is appropriately adapted to meet individual needs, identified on entry through our holistic assessments.

2.   A well structured and organised environment where everyone feels safe and secure.

3.   Positive and consistent management of behaviour

There is a key focus on establishing positive role modelling and an emphasis on the key value of building quality, professional, trusted, relationships with the learners in our provision.

This enables the setting of clear and consistent expectations and positive reinforcement of good behaviour. Teaching staff affirm good conduct and learners are made aware of the impact of appropriate behaviours for themselves, their peer group and the wider community.

The positive management of behaviour is underpinned by the adoption of a number of key principles **and simple rules**, flexibly applied:

- Clear and consistently applied rewards and encouragements
- Modelling of appropriate behaviours
- Placing an emphasis on examples of good behaviours, and noticing when learners are getting it right
- Using appropriate de-escalation strategies to redirect and refocus learners when necessary

3. Rewards

R.E.A.L. believes appropriate behaviour is a result of positive self-esteem and a genuine feeling of value or self-worth. R.E.A.L. strives to encourage the development of self-esteem by ensuring that learners feel secure, safe and experience success. Success is acknowledged and built through a regular system of review and individual planning by the allocated Learning Manager, or Provision Manager. This is also reinforced in a number of ways including:

- Listening to learners and understanding their needs and expectations
- Celebrating achievement publicly and privately
- Giving immediate feedback, verbal praise for individual achievement
- Adopting an approach of individual support and encouragement
- Student involvement in the reviews of their progress

All learner rewards are dependent on the starting point of the learner, and based on their individual interests and needs. Rewards are often linked closely to outcomes within education, health and care plans, wellbeing targets or the daily log numerical score.

Level of reward	Examples of rewards
Low	Phone call home, postcard from Learning Manager, recognition on google currents, site-specific activities
Medium	End of term presentations, certificates, bespoke individual reward linked to EHCP targets, visit to agreed site/activity
High	End of term competitions, monetary vouchers linked to

	attendance/attainment, Head of Schools award, end of year celebration event/award, bespoke individual reward linked to EHCP targets.

4. Encouragements

R.E.A.L. does not endorse the use of sanctions in terms of issuing some form of 'punishment'. Instead R.E.A.L. uses encouragements to try and reinforce positive behaviour rather than focussing on negative, or poor behaviour.

Where learners exhibit behaviours that may put the learning and safety of others at risk, R.E.A.L. will use a range of encouragements to meet the specific issues raised. These can be focussed at individual or group level.

Encouragements should be considered when behaviour is:

- Below the standard expected by the programme
- Below the standard of the specific learner
- Of a consistently poor standard

In taking a positive and consistent approach to the management of behaviour it is essential that all professionals working with the learner should avoid:

- Negative personal comments
- The 'punishment' of the whole group/class for the behaviour of one individual
- The overuse of giving negative feedback
- Aggressive behaviour e.g. shouting
- Actions that will ridicule the learner, including sarcasm or causing intentional embarrassment
- Labelling the learner instead of confronting their action and behaviour
- Responding to the secondary behaviours that may come about through the mismanagement of the initial behaviour and therefore escalate the issue

The following day to day encouragements could be considered at an individual level by:

1. Making our disapproval clear - by a look, by quietly talking to the learner, by sharing a general disapproval of the identified behaviour to the class
2. Removal from the situation to individually discuss and support

Encouragements are often linked to significant incidents involving individual learners, and each significant incident is linked to a low, medium or high response. R.E.A.L. acknowledges that we are not able to issue a 'one size fits all' encouragement and all are required to be bespoke to specific needs.

Level of encouragement	Examples of encouragement
Low	Use of de-escalation techniques, changes to immediate environment and/or activity, change of immediate teaching staff, phone call to parents/carers
Medium	Use of physical guiding and escorting (to a change of environment), change to permanent teaching staff, change of teaching venue, permanent changes to a learner timetable, home visit
High	Use of physical intervention, immediate curriculum planning meeting, multi-agency responses/referrals for external services, commissioner led decision making, home visit

5. Consequences

R.E.A.L. does not issue sanctions, however, consequences of behaviour following significant incidents may require agreed interventions. Again, these are often based on the low, medium, high response of the significant incident processes.

Level of consequence	Examples of consequences
Low	Review of the individual learner risk assessment, changes to teaching staff and/or venues, in-house interventions and use of the Enhanced Support Provision.
Medium	Review of the individual learner risk assessment, use of external interventions/referrals and commissioner involved discussions.
High	Multi-agency approaches to risk management, change of provision, police/criminal justice system involvement and an increase in staff ratio.

6. Suspensions

R.E.A.L. does not suspend learners. Instead we look to make changes to the learner timetable to prevent issues arising again. Such changes may include a change of topic or session focus, change of location for the session, staffing review and other such adaptations that ensure learner success.

In the unlikely event that these changes do not support learners to achieve, the Head of Schools/Head of Behaviour and Attitudes will recommend an early EHCP review meeting with the parents and local authority. At this meeting the LA and parents will be informed that R.E.A.L. can no longer meet the needs of the learner and will recommend that an alternative provision should be found. The learner will stay on roll for as long as it takes the local authority to find a suitable alternative.

7. Consistency

To ensure a consistency of approach, R.E.A.L. uses the principles set out in Nottinghamshire County Council's approach, known as CRB* (Coping with Risky Behaviours). All teaching staff have access to training and regular updates in the positive approaches to managing behaviours. However, our emphasis is on de-escalation techniques with the use of any restraint being used in the last resort and being reserved for those learners who pose a high risk to themselves and to others.

Teaching staff will only use reasonable force and physical intervention techniques when the risks involved in doing so are outweighed by the risks involved in NOT using restraint. R.E.A.L. will always put the safety of the learner above any issues relating to potential damage to property e.g. if a learner is causing damage to a site, and a physical restraint would cause further distress, the wellbeing of the learner takes precedence. Damage and property can be replaced.

Staff Authorised to use CRB restraint techniques

Under Section 93 of the Education and Inspection Act (2006) and subsequent guidance the Head of Schools/Head of Behaviour and Attitudes is empowered to authorise all members of his/her staff to use reasonable force.

R.E.A.L. staff who have been empowered to use reasonable force are:

1. Teachers/tutors and any member of staff who has control or charge of a learner in a given lesson or circumstance have permanent authorisation
2. Other members of staff such as site staff also have the power to use reasonable force if a circumstance should arise in which immediate action should be taken

Deciding Whether to Use CRB restraint techniques

Under English law, members of staff are empowered to use reasonable force to prevent a pupil

from, or stop them continuing:

a. Committing any offence
b. Causing personal injury to, or damage to, the property of any person (including the person himself)
c. Prejudicing the maintenance of good order and discipline at the school, or among any learners receiving education at the school, whether during a teaching session or otherwise

All members of staff will make decisions about when, how and why to use reasonable force.
To help staff in making decisions about using reasonable force teaching staff can consult the R.E.A.L. staff code of conduct, or use the following considerations :

1. Whether the consequences of NOT intervening would have seriously endangered the wellbeing of a person
2. Whether the consequences of NOT intervening would have caused serious and significant damage to property
3. Whether the chance of achieving the desired outcome in a non-physical way was low
4. The age, size, gender, developmental maturity of the persons involved

R.E.A.L. considers any physical intervention outside of the criteria above to be deemed *unreasonable*, and any member of staff contravening these criteria would be made subject to an investigation and possible disciplinary procedures.

Significant Incident Reporting

All significant incidents are reported through CPOMS, an automated system, using the significant incident reporting form (SIRF) which requires a clear low, medium or high response in discussion with the allocated Learning or Provision Manager. This links with the decisions surrounding whether a low, medium or high intervention will be used as a consequence and is monitored through CPOMS. Follow up from these incidents is actioned by the Learning or Provision Manager, in line with the low, medium and high rating and recorded. Any safeguarding links as a result of a SIRF are highlighted and actioned through CPOMS in the usual way.

Responsibility for the application of this policy is with all teaching staff and is supported through the R.E.A.L. staff code of conduct. The monitoring of this policy across the organisation is the responsibility of the Head of Schools/Head of Behaviour and Attitudes within the R.E.A.L. Leadership Team through team meetings and support and supervision. Throughout the academic year, termly reports are submitted and discussed at Governor meetings.

This policy is also supported through the Safeguarding Policy, procedure and practice and the application of the R.E.A.L. Complaints Policy.

8. Bullying

R.E.A.L. define bullying as the repeated and wilful, conscious desire to hurt, threaten or frighten someone. There is a preventative approach towards bullying and a recognition of the need to act as a vigilant and coordinated organisation to stop bullying occurring. We communicate a strong anti-bullying message to learners and parents/carers through our ethos.

We provide learners with strategies to address the issue of bullying and seek help from adults if necessary to prevent it. We will follow-up every incident of bullying through our SIRF processes and will include relevant parents/carers, caseworkers and agencies in our discussions based on low, medium or high intervention responses.

R.E.A.L. will seek to:

- Involve parents/carers to ensure that they are clear that the we do not tolerate bullying and make them aware of procedures to follow if their child is being bullied
- Involve learners to ensure that the our approach to bullying is set out and also make them aware of procedures to follow in the event of bullying
- Regularly evaluate policies in line with technological advances, for example 'on line safety'
- Be consistent in implementing consequences around bullying
- Openly discuss potentially contentious issues such as race, religion, disability, sexuality in order to intervene before any bullying occurs
- Make it easy for learners to report bullying so that they are assured that they will be listened to and incidents acted on
- Celebrate the success of learners in order to create a positive school ethos regarding the issues of bullying
- R.E.A.L. will seek to use restorative practices to resolve peer on peer bullying.

These practices will include consideration of the following points:

1. What is the nature, extent and context of the behaviour including verbal, physical, sexting and/or online abuse. Was there coercion, physical aggression, bullying, bribery or attempts to ensure secrecy? What was the duration and frequency? Were other children and /or adults involved?

2. What is the child's age, development, capacity to understand and make decisions (including anything that might have had an impact on this i.e. coercion), and family and social circumstances?

    - What are the relative chronological and developmental age of the two children and are there any differentials in power or authority?

- Is the behaviour age appropriate or not? Does it involve inappropriate sexual knowledge or motivation?
- Are there any risks to the child themselves and others i.e. other children in school/college, in the child's household, extended family, peer group or wider social network?

- R.E.A.L. will seek to involve outside agencies, eg police, social care where physical violence, sexual violence and/or gang related initiation violence is reported. This would require an immediate high level consequence, and processes as outlined in the Safeguarding policy relating to peer on peer abuse, and *Keeping Children Safe in Education 2023.*

- R.E.A.L. will always follow the UK Council for Internet Safety guidelines - '*Responding to incidents and safeguarding young people'* when receiving disclosures relating to youth produced sexual imagery.

8. Use of Weapons

The use of weapons is strictly prohibited on R.E.A.L. learning hubs, at R.E.A.L. sponsored events, and during learning-related activities. This prohibition includes but is not limited to firearms, knives, and any other objects that can be used as weapons. The safety and well-being of students and staff are of paramount importance, and any violation of this policy will result in severe disciplinary action, which may include loss of placement and legal consequences in accordance with local laws. R.E.A.L. Education is committed to creating a safe and conducive learning environment where all students can thrive academically and emotionally, and the use of weapons has no place within our educational community.