InspirED Pathways Relationships & Behaviour Policy 2025-2027

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Behaviour and Relationship Policy

Introduction

This policy is based on the principles outlined in Paul Dix's book "When the Adults Change, Everything Changes". We believe that the most important aspect in children feeling valued, safe, and secure is the sense of connection and trust with a member (or more than one member) of staff. At InspirED pathways, we recognise that most children self-regulate their behaviour and behave very well every day and never need reminding about how to behave safely. This policy and our practice aim to ensure that this continues to be the case. Positive relationships and high expectations of behaviour in school are central to a good education and this policy aims to set out how we maintain a calm, safe and supportive environment, where pupils are taught how to behave well and appropriately within the context they are in and beyond. We aim to create a culture where staff and pupils flourish in a culture of safety and dignity.

Vision and Values

At InspirED Pathways, we believe that all behaviour is a form of communication. We understand that some learners experience challenges with anxiety, emotional regulation, and social interaction. Our relational and restorative approach builds trust, connection, and a safe environment where children can succeed. We meet dysregulation with compassion, not control.

InspirED Pathways is committed to creating a positive, inclusive, and respectful learning environment. We believe that children can succeed when supported by consistent, fair, and compassionate adults.
Our Relationship and Behaviour policy is underpinned by our five SPIRE values (**S**uccess, **P**erseverance, **I**ntegrity, **R**espect and **E**mpathy) and shaped by the overarching principle below from 'When the Adults Change, Everything Changes':

"Positive behaviour needs to be modelled by all adults and repeatedly reiterated to all pupils so that they can be reassured by the consistency of routine for the route to exceptional behaviour…lies in the behaviour of every adult and their ability to create a culture of certainty." (Dix, 2017)

The InspirED Pathways Relationship & Behaviour Policy sets out to embed our core values and expectations with certainty whilst allowing professionals autonomy to meet the needs of individuals. The policy must have flexibility to adapt according to need.

Aims:

1. To provide a safe, happy, friendly, and respectful environment which encourages each individual to achieve their own potential.
2. To enable staff to support children with their feelings and behaviour through providing pupils with strategies to manage their own feelings and behaviour.
3. To maintain a calm and purposeful working atmosphere.
4. To ensure that all children and adults have a sense of belonging, feel safe, secure, and valued.
5. To provide a clear, fair, and consistent approach to behaviour.
6. To foster, nurture, and value strong and healthy relationships.
7. To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.

Approach

We believe that strong relationships between staff and pupils are vital. Staff must be fair and consistent with children (taking into account individual needs) and children need to understand

that the staff member is in control at all times enabling pupils to feel safe. Equally staff must be approachable, kind, and be there to help, guide and support (not there to punish) and children must understand and believe this.

Key Principles

Model the Behaviour You Expect

- **Role Modelling**: Adults should consistently model the behaviour they want to see in pupils. This means demonstrating respect, patience, and empathy in all interactions.

Maintain Emotional Control

- **Calm and Composed**: Stay calm and composed, even in challenging situations. Your emotional control helps de-escalate conflicts and sets a positive example for pupils.
- **Avoid Shouting**: Shouting can escalate situations. Use a calm, firm voice to address issues and communicate effectively.

Build Positive Relationships

- **Develop Trust**: Establish strong, trusting relationships with pupils. Show genuine interest and concern for their well-being and success.
- **Positive Interactions**: Focus on positive interactions and build rapport through consistent, supportive engagement.

Be Consistent and Fair

- **Apply Rules Consistently**: Ensure that rules and consequences are applied fairly and consistently. This helps pupils understand expectations and builds trust.
- **Clear Expectations**: Clearly communicate core **SPIRE** values and expectations. Reinforce them regularly.

Use Restorative Practices

- **Restorative Conversations**: Engage pupils in restorative conversations to address and repair the impact of their behaviour. Focus on understanding, making amends, and planning for future behaviour.
- **Repair Harm**: Prioritise repairing relationships and addressing the harm caused by mis-behaviour, rather than just administering punishment.

Encourage and Reinforce Positive Behaviour

- **Positive Recognition**: Regularly recognise and reinforce positive behaviour to encourage continued good behaviour and the practice of SPIRE values. Catch pupils being good, promoting SPIRE values and celebrate their successes and achievements.

Support and Develop

- **Provide Support**: Offer additional support and resources to pupils who need help to understand the importance of shared values and expectations. This might include mentoring, adjustments in the classroom, or other interventions.
- **Professional Growth**: Engage in ongoing professional development to improve your skills in behaviour management and pupil interaction.

Create a Safe and Supportive Environment

- **Safe Space**: Ensure that the school environment is safe and supportive for all pupils. Address safety concerns promptly and effectively.

Principles of Behaviour Management

Relationships First

Building Positive Relationships is key: Staff prioritise getting to know each pupil as an individual, understanding their needs, and fostering a positive rapport.

Whitmore Park Annexe provides education for young people aged from 11-16 who are experiencing poor mental health or a physical illness that cannot be managed by their mainstream school. Strong relationships underpin all that the school achieves. Its specialist subject teachers work closely with young people and home schools to implement each young person's individualised curriculum offer. This involves engaging them in learning within a safe and supportive environment with a focus on developing confidence and resilience. There is an emphasis on maximising young people's strengths, aspirations, and talents. Positive behaviours are enthusiastically acknowledged and encouraged, whilst any difficulties are sensitively and collaboratively explored and worked upon.

Young people at Whitmore Park Annexe may have had negative experiences of mainstream schooling and our school aspires to reconnect young people with all that is wonderful about learning and in doing so have a positive impact on their mental health, self-esteem, hope and their academic performance. This sends a clear message to the young people we work with that they are valued and have much to contribute, not just in the classroom but in the wider community.

Our teachers are subject specialists with ambitious academic aspirations for their pupils. They are also SEND trained and equipped to support students with a range of complex needs effectively to meet both academic and personal development targets. Strong teacher–student relationships are the foundation on which we build, and we achieve this by meeting pupils with an accepting environment with clear boundaries which help develop positive relationships and values.

At Whitmore Park Annexe, we strive for excellence and believe that through a culture of support and guidance, which is fair and restorative, pupils will develop and reach their fullest potential. It is the belief that every child should be supported to develop strategies to promote self-regulation. Our aim is to support pupils, with a particular focus on helping them to understand their behaviour and how that can change over time. It is recognised that this may take some time, but more importantly, for this to happen, an enquiry approach is necessary to fully understand the behaviour and child.

Staff have undertaken training on Trauma-Informed Practice, Adverse Childhood Experiences, Mental Health First Aid and Suicide Prevention to understand how to better support pupils who are finding learning difficult. We believe that:

- Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately.
- Pupils are more successful when their needs are understood and met allowing them to self-regulate and behave well, and that their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers.
- In supporting emotional development and self-regulating skills, pupils can learn to improve their behaviour.
- Mistakes are part of the learning process, and we recognise that all our pupils are at various stages of the developmental process. We do not make a judgement about it –instead, we support and guide our pupils to get it right.

The curriculum offer for each pupil is shaped to meet their age and stage. The stage of emotional development and additional needs of a pupil will determine their ability to self-regulate and their readiness for learning. Whitmore Park Annexe aims to offer a stable environment in which vulnerable young people can work towards academic progress and a fulfilling place in society,

whilst becoming more emotionally and socially independent.

This Relationships and Behaviour Policy emphasises the importance of acknowledging academic, social, and emotional progression involving pupils, parents, and carers to provide a safe, welcoming, and inclusive environment. We believe that parents know their children best, and we are committed to working with them to identify the best way of providing support for everyone in the school. The concerns of parents/carers will be listened to in a non-judgmental way and acted upon where possible so that the needs of their children are effectively met.

Consistent Expectations: School Values

At InspirED Pathways, we uphold a set of consistent values known as **"SPIRE."** These core values guide our behaviour, interactions, and expectations across the entire school community. They provide a shared framework that helps pupils understand what is expected of them and fosters a positive, respectful, and inclusive environment. Our approach is trauma-informed, neuro-affirmative, and rooted in understanding the whole child.

Our Values in Action: SPIRE

Value	What it looks like in our practice
Success	Recognising small wins, celebrating progress, and building confidence
Perseverance	Supporting students to try again, reflect, and learn from experience
Integrity	Modelling honesty, consistency, and doing what we say we will do
Respect	Valuing each voice, offering choices, and listening without judgement
Empathy	Seeing the world through the student's eyes and responding with kindness

Five Pillars of Practice at InspirED Pathways

Paul Dix's "Five Pillars of Practice" refers to five fundamental principles that underpin effective behaviour management in schools. These pillars are core strategies that, when consistently applied by all staff, help create a positive school culture and improve pupils' behaviour. Here's a brief explanation of each:

Consistent, Calm Adult Behaviour: This pillar emphasises the importance of adults in the school setting remaining calm and consistent, especially during challenging situations. It highlights the idea that the behaviour of adults directly influences the behaviour of pupils. Consistency in responses and demeanour helps create a stable environment where pupils know what to expect.

- Model the behaviour you expect.
- Stay calm and consistent, especially in difficult situations.

First Attention to Best Conduct: This principle is about prioritising recognition of positive behaviour over negative behaviour. Instead of focusing on what pupils are doing wrong, staff should first acknowledge and praise those who are behaving well. This encourages others to follow suit and reinforces the desired behaviour.

- Recognise and praise positive behaviour first.
- Focus on what pupils are doing well.

Relentless Routines: Establishing and maintaining simple, clear routines is crucial. These routines create a predictable and safe environment, making it easier for pupils to understand and meet behavioural expectations. Consistency in routines also helps reduce anxiety and uncertainty among pupils.

- Establish and maintain clear, simple routines.
- Ensure everyone follows these routines consistently.

Scripting Difficult Conversations: When addressing misbehaviour, it's important to use pre-planned, calm, and consistent language. This approach helps prevent emotional escalation and ensures that all staff handle difficult conversations in a way that is fair and effective.

- Use calm, pre-planned language when addressing misbehaviour.
- Avoid emotional escalation; stay focused on the issue.

Restorative Follow-Up: After incidents of misbehaviour, restorative conversations should be used to help pupils reflect on their actions, understand the impact on others, and learn how to make better choices in the future. This pillar promotes accountability and supports the development of emotional intelligence and empathy.

- Use restorative conversations to help pupils reflect and improve.
- Focus on repairing harm and restoring relationships.

In summary, the "Five Pillars of Practice" provide a structured, consistent approach to behaviour management, ensuring that all staff work together to create a positive, supportive school environment.

Classroom Management at InspirED Pathways

Teaching and support staff are responsible for setting the tone and context for positive behaviour for learning within the classroom. Our five core values (represented by the word: SPIRE - Success; Perseverance; Integrity; Respect and Empathy) are modelled by teachers and support staff across the curriculum. Our team will:

o Ensure that the classroom is a place where everyone is accepted for who they are, and where we are tolerant and understanding of each other's differences
o Promote our values of: Success, Perseverance, Integrity, Respect and Empathy in the classroom and reward pupils when these values are demonstrated
o Implement the use of the student-support flowchart to manage behaviour incidents (See Appendix 5)
o Will create strong relationships, using a pupil-centred approach
o Strive to ensure a calm, purposeful and orderly learning environment
o Endeavour to develop positive and supportive relationships with all pupils
o Plan each activity to ensure the aims and instructions are clear
Communicate on a regular basis to ensure difficulties are contextualised, and that well focused support strategies are implemented
o Debrief and reflect following incidents in the classroom to learn and adapt to meet the needs of young people.
o Implement restorative practice meetings between pupils
o Share and cascade good practice
o Create a safe and secure environment for all, ensuring that all classroom displays are vibrant and

motivating

Shouting

At InspirED Pathways, we advocate against shouting as a means of managing behaviour in the classroom. In line with Paul Dix's view, we believe that shouting is counterproductive and can escalate conflicts rather than resolve them.

1. **Escalates Conflict**:
   Shouting often increases tension and anxiety in pupils, which can escalate the situation rather than calm it. It can lead to defensiveness and make it harder for pupils to listen and respond constructively.
2. **Undermines Authority**:
   Consistent shouting can undermine a teacher's authority and control. It can create a chaotic environment where pupils become desensitised to the teacher's voice, reducing the effectiveness of verbal communication.
3. **Damages Relationships**:
   Shouting can harm the teacher-pupil relationship. It may lead to feelings of resentment and fear, which can hinder trust and respect between the teacher and pupils.
4. **Impedes Learning**:
   A shouting environment disrupts the learning process and can cause stress, affecting pupils' ability to focus and engage in their work effectively.
5. **Alternative Approaches**:
   Dix promotes using calm, consistent, and positive communication strategies. He emphasises the importance of maintaining composure and using non-verbal cues to manage behaviour. His approach focuses on restorative practices and positive reinforcement, rather than punitive measures.

Shouting is an ineffective method for managing classroom behaviour. Instead, we advocate for calm, deliberate interactions and restorative approaches that build relationships, maintain a positive learning environment, and address behavioural issues constructively.

When Shouting Might Be Necessary

1. **Immediate Danger**
   If a pupil or others are in immediate physical danger, a loud, firm voice may be required to quickly gain attention and prevent harm. For example, if a pupil is running in a way that might lead to injury, or if there is a serious safety issue, raising your voice can help to stop the dangerous behaviour immediately.
2. **Urgent Situations**
   In situations where quick action is needed to avert an emergency or significant risk, shouting might be necessary to ensure that instructions are heard and followed promptly. This includes emergencies such as a fire drill or when immediate intervention is required to prevent a serious incident.

Rewards

Recognition of good behaviour, achievement, attainment, kindness etc. come in a variety of different forms and are given by all members of our school staff. Rewards will never be taken away from a child.

The first and foremost form of recognition is through positive praise, enthusiasm, body language and verbal recognition with feedback.

Specific rewards include:

Primary Pupils

- Phone call home
- Praise – verbal, postcard, letter
- Golden Time
- Beads of courage/stickers
- Gift Card
- Reward Trip
- Stickers/stamps
- Headteacher Award

Secondary Pupils

- Phone call home
- Praise – verbal, postcard, letter
- Special responsibilities/ privileges
- Attendance Awards
- Gift Card
- Reward Trip
- Stickers/stamps
- Headteacher Award

Referring the Behavioural Incident: Picking Up the Tab

In Paul Dix's approach, **"Picking Up the Tab"** refers to the idea that teachers should address and manage the behaviour of their pupils directly rather than passing the responsibility onto others or external systems, whenever possible and appropriate. If a pupil is sent to another teacher in school as part of time out, the other teacher does not need to discuss the behaviour. They are to supervise the pupil until the teacher and pupil have time to discuss the behaviour.

This means that teachers should take personal responsibility for resolving behavioural issues and helping pupils understand and correct their actions. The focus is on accountability and learning from mistakes, rather than simply facing punishment. This approach fosters empathy, responsibility, and a sense of community within the school.

30-Second Intervention

Paul Dix's concept of the "30-Second Intervention" refers to a brief, focused interaction with a pupil to address minor misbehaviour without escalating the situation. The idea is to use calm, consistent, and concise language to quickly redirect the pupil while maintaining a positive relationship. This approach is designed to be non-confrontational, helping to keep the classroom environment calm and minimising disruption. 30 second interventions limit a teacher's formal one-to-one conversations for poor behaviour in class to 30 seconds. Children who demonstrate undesirable behaviour will require more time outside of lessons.

Key Elements of the 30-Second Intervention:

1. **Stay Calm and Positive**: The adult remains calm and uses positive language, focusing on what the pupil should do rather than what they did wrong.
2. **Be Brief and Direct**: The intervention is kept short—around 30 seconds—focusing on the specific behaviour that needs to change.
3. **Remind and Redirect**: The adult reminds the pupil of the expected behaviour and redirects them towards making the right choice.

4. **Avoid Escalation**: The goal is to correct the behaviour without causing a confrontation. The adult maintains control and avoids getting drawn into an argument.
5. **Leave with a Positive Note**: End the intervention with a positive or encouraging statement, reinforcing the pupil's ability to make better choices.
   Example:
   "James, remember our rule about respecting others' space. I need you to focus on your work now. I know you can do it. Thank you."
   The 30-Second Intervention is a quick and effective way to manage behaviour while preserving the positive atmosphere in the classroom.

Micro-scripts

Dix also introduces the idea of creating 'micro-scripts' so that responses to poor behaviour can be removed from a teacher's emotional reaction, and also sets up a consistent response. This ensures that all staff members handle situations in a similar manner, providing consistency for the pupils. Micro-scripts are pre-planned responses to specific situations in the classroom. They help ensure consistency in how situations are handled, and can be particularly useful in managing behaviour.

Here are some examples of 30-second scripts based on Paul Dix's approach, which can be used to address minor misbehaviours quickly and effectively:

1. **Redirecting Off-Task Behaviour**:
   "Lucy, I've noticed that you haven't started your work yet. I know how capable you are. Let's get started now. Thank you."
2. **Addressing Disruption**:
   "Tom, remember our rule about listening when someone else is talking. We show that we're listening by sitting quietly and looking towards the person who is speaking. Let's all do that now. Thanks."
3. **Reinforcing Expectations**:
   "Emma, remember our rule about raising hands. I know you've got great ideas, so let's hear them the right way. I'm looking forward to hearing what you have to say."
4. **Acknowledging and Correcting**:
   "Liam, I saw that you were talking during the lesson. I need you to stay focused so we can all learn. I believe you can do it. Let's make it happen."
5. **Encouraging Better Choices**:
   "Mia, I understand that you are keen to share your answer, but it's not okay to shout out in class. I know you can contribute in a positive way like you did yesterday by putting your hand up. That is what I need to see today."

Further examples:

"Robert, every choice has a consequence. If you choose to…this will happen. If you choose not to…then this will happen. I will leave you to make your decision."

"Do you remember yesterday, you helped me to…That's the (child's name) I need to see today. Let's try together."

"I've noticed that your behaviour is different today. Let me know if you need a rest break or some time out with …. We can then get on with our learning together."

"(Child's name) it's not like you to…"

These scripts are brief, clear, and positive, focusing on what the pupil can do to correct their behaviour while reinforcing the expectation that they are capable of doing so. The key to effective micro-scripts is to rehearse them until they become automatic. This way, you're prepared to handle common classroom situations in a calm and consistent manner. It's also important to tailor

these scripts to your own teaching style and your pupil's needs.

Restorative Conversations

Our restorative approach aims to build a positive school environment by addressing conflicts and behavioural issues through constructive dialogue and relationship-building. Rather than focusing solely on punishment, we use restorative conversations to help pupils understand the impact of their behaviour, repair harm, and reintegrate positively into the school community. Restorative conversations are a key component of our behaviour and relationship policy. They provide an opportunity for pupils whose behaviour has fallen below an acceptable standard to engage in a conversation with a teacher or other appropriate adult in the school.

Purpose

Restorative conversations are conducted when a pupil's behaviour falls short of expected standards. These conversations help the pupil recognise their actions, understand their effects on others, and work towards making amends.

Aims of the Restorative Conversation

1. To ensure that the pupil recognises where their behaviour or conduct has fallen short of the standard.
2. To understand how such behaviour impacts adversely on others in the school community.
3. To identify the steps that the pupil must take in future to ensure their conduct is appropriate.
4. To identify any barriers that the pupil faces in meeting standards of acceptable behaviour and how these barriers can be removed.

Steps for Conducting Restorative Conversations

Preparation: Gather all relevant information about the incident, including perspectives from all involved parties.

Environment: Select a neutral and quiet location where both the pupil and the adult can feel comfortable.

Conversation Structure:

- **Opening**: Explain the purpose of the conversation and the expected outcomes.
- **Understanding the Incident**: Ask the pupil to describe their perspective and feelings about the incident. Use open-ended questions to explore their thoughts.
- **Discussing Impact**: Help the pupil understand how their behaviour affected others, encouraging empathy.
- **Resolution**: Work together to identify steps for making amends and improving future behaviour.
- **Support**: Discuss any support the pupil may need to meet behaviour expectations, such as additional resources or adjustments.

Restorative Questions

To guide the conversation, use the following restorative questions:

- **What happened?**
  Helps the pupil recount the incident in their own words.
- **What were you feeling/thinking at the time?**
  Encourages the pupil to reflect on their emotions and thought processes during the incident.
- **What have you felt/thought since?**
  Allows the pupil to express any changes in their feelings or understanding after the incident.
- **How did this make people feel?**
  Prompts the pupil to consider the emotional impact on others involved.

- **Who has been affected? How have they been affected?**
  Helps the pupil identify and acknowledge those impacted by their behaviour.
- **What should we do to put things right?**
  Guides the pupil in considering ways to repair the harm caused.
- **How can we do things differently in the future?**
  Encourages the pupil to think about alternative behaviours and strategies to avoid similar issues.

Our restorative approach is designed to foster a supportive and empathetic school environment. By focusing on understanding, repairing harm, and building relationships, we aim to guide pupils towards positive behaviour and a strong sense of community.

Lunch times and Break Times:

This approach to behaviour management, as outlined in *When the Adult Changes, Everything Changes*, can be effectively applied to lunchtime and break times to ensure a positive and well-managed environment. At lunchtime, all staff will use the agreed behaviour management systems outlined in this document.

Sanctions and Consequences

There may be times when behaviour is unacceptable and warrants a sanction or consequence alongside a restorative approach. The age, stage and needs of the pupil will be considered when deciding when a sanction should be used. In most situations InspirED Pathways will seek to resolve conflict and manage emotional dysregulation via restorative conversations (see Appendix 2), however if deemed appropriate and proportionate, one of the following sanctions may be applied.

- A verbal reminder
- Time out of lesson
- Recommend an apology – Verbal or Written
- Ask for work to be completed at home, or at break or lunchtime
- Restorative conversation at break or lunchtime, or after school
- Request support from the SEMH Coach/ SEMHL Practitioner, Wellbeing Lead or SENCo
- Contact parent or carer to discuss concerns
- Agree a behaviour for learning target

- We may use isolation in response to serious or persistent breaches of this policy. Pupils may be sent to work with a member of the Senior Leadership Team during lessons if they are dysregulated and disrupting the learning of others.

For pupils with SEND, careful consideration will be given to the application of sanctions to ensure that the child understands what they have done is wrong, reflect on why it is wrong and agree on what needs to happen next to restore and repair the situation/relationship. Visual resources may be used, such as social stories and communication in print to support a child's understanding of their behaviour and its impact on self and others.

There may be times when the behaviour is serious and requires support or the need for it to be escalated to the Headteacher.

Serious Incidents

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or Senior Leadership Team.
Such incidents could include:

- Fighting
- All forms of bullying
- Sexual harassment and/or violence
- Racist, sexist or homophobic comments
- Using abusive/offensive language
- Physically striking adults/children
- Using or bringing drugs into school (or other prohibited items listed on page 17-18 in the DfE's Searching, Screening and Confiscation document
- Malicious allegations

Any of these behaviours will result in an instant move to time out, involvement of the Headteacher and or SLT who will lead on the restorative process. These incidents will also result in either a phone call home from the class teacher, or a face to face conversation between the parent/carer and class teacher at the end of the day. (Depending on the severity, this may be from the Headteacher or a member of SLT).

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Involvement of parents
- Restorative Conversation(s)
- Detention(s)
- Temporary Isolation from peers
- An apology
- Behaviour for Learning Target (set through Goal-Based Outcomes Model)
- Loss of Privileges (e.g. attendance on a school trip/residential)

- Change of class
- Attendance at 'education workshop(s)'
- Fixed Term Exclusion
- Permanent Exclusion (only as a last resort)

The school has 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 services
• Report to the police
Please refer to Appendix 3 in this document and our child protection and safeguarding policy on our website for more information
Please refer to the flowchart in Appendix 3 as a guide to managing allegations or concerns regarding a child's safety and wellbeing.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:
- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- In any other way identifiable as a pupil of our school
Sanctions may also be applied where a pupil 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 pupil or member of the public
- Could adversely affect the reputation of the school
Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.
Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil 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, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
The school will also consider the pastoral needs of staff and pupils accused of misconduct.
Please refer to our child protection and safeguarding policy on our website for more information on responding to allegations of abuse against staff or other pupils:

In exceptional circumstances it may be necessary to exclude a child for a fixed time period and this would always be considered very carefully. See exclusion policy for more information. Decisions to exclude children are made on an individual basis.

Physical restraint

In rare circumstances, staff may resort to the use of reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded via CPOMS and reported to parents

Positive Handling

Staff working at Whitmore Park Annexe are trained to look after pupils in their care. Staff have a duty to intervene to prevent pupils from hurting themselves or others. If a member of staff ever needs to intervene physically, they will follow the school's behaviour policy. Only staff trained in the pre-emotive and responsive positive handling strategy techniques of TEAM TEACH will use physical intervention techniques with children when necessary (a list of trained staff is available from our admin team upon request). The list is updated as staff attend training sessions. Further details of the Team Teach approach can be found on the Team Teach website. The website address is www.team-teach.co.uk

The term positive handling includes a wide range of supportive strategies for managing challenging behaviour. The term 'physical restraint' is used when force is used to overcome active resistance. A clear and consistent positive handling policy supports pupils who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

The school takes seriously its duty of care to pupils, employees and visitors to the school.
• The first and paramount consideration is the welfare of the children in our care.
• The second is the welfare and protection of the adults who look after them.

The TEAM TEACH system is recognised by the Local Authority and accredited through BILD – British Institute of Learning Disabilities. Staff undergo a one- or two-day course (depending upon the severity of behaviour of the children they are working with) led by qualified trainers with a single day refresher course undertaken every two years. Although any member of staff may be required to physically intervene with a pupil who is endangering themselves or others, we would expect accredited staff to take over as soon as possible. Members of the Senior Leadership Team, if available, will always take the lead in de-escalating situations and parents are notified at the earliest convenience. InspirED Pathways has adopted a staged approach in managing student behaviour. The flowchart supports school staff to identify behaviours and strategies that can be used within the classroom and referral systems in place to escalate to the pastoral manager or the school senior leadership team. **See Appendix 5**.

Reasonable force

There is no legal definition of 'reasonable force'. What is judged to be reasonable will depend on all the circumstances of the case.
We consider there to be two relevant considerations and require staff to take these into account when considering the use of force or restraint.
- Force or restraint can only be regarded as reasonable if the circumstances of the particular incident warrant it.
They expect staff to only exercise force or restraint in the most serious of circumstances
- The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent.
- Staff are required to ensure that any force used should always be the minimum needed to achieve the desired result.

For more information about the use of restraint, refer to the service's Child Protection and Safeguarding Policy on our website:

Confiscation

Any prohibited items (listed on pages 17-18 of the DfE's Guidance on Searching, Screening and Confiscation) found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school safety and discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.
Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will evaluate the presentation of a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil'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.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to a pupil's behaviour related to their additional needs will be transferred to relevant staff at the start of the term or year.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint (using the Team Teach model), as part of their training. Our staff are trained to recognise that any changes in a child's behaviour may be in response to a worry or concern they may have and deal with changes in behaviour with sensitivity and an awareness that it could be a sign or symptom of abuse.
Behaviour management will also form part of continuing professional development.

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and governing board annually. At each review, the policy will be approved by the headteacher.
The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing board annually.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Child Protection and Safeguarding policy
- Anti-bullying Policy
- Online Safety Policy

Suspension and Exclusions:

In rare circumstances, the Head Teacher may decide to suspend or permanently exclude a pupil from school on disciplinary grounds. This decision can be made in response to behaviour occurring both inside and outside of school. Permanent exclusion will only be used as a last resort. A decision to suspend a pupil will be taken only:

- In accordance with the school's behaviour policy
- To provide a clear signal of what is unacceptable behaviour
- To show a pupil that their current behaviour is putting them at risk of permanent exclusion

For further details, please refer to the Exclusions and Suspensions Policy.

Conclusion

Our policy aims to maintain a high standard of behaviour while recognising the importance of positive relationships and consistent adult behaviour. Most pupils self-regulate and behave well daily; this policy seeks to support all pupils in meeting and exceeding behaviour expectations. At InspirED Pathways, we want to ensure a safe and nurturing environment. This policy aims to create a consistent and supportive environment that prioritises positive relationships and restorative practices.

APPENDICES

Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions through a restorative approach
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing board annually.

Appendix 2 – Our Behaviour for Learning Approach at Whitmore Park Annexe

Wellbeing Check-in/Check-out

On arrival, pupils will start their day by gathering in the Inspire classroom for breakfast (optional) and a check-in with the SEMH Coach. This time will be used for daily check-ins as well as promoting communication and social skills and building positive relationships within the classroom. The SEMH Coach will establish who might need support in lessons each day and communicate with the SENCO, Pastoral Lead and HLTA regarding interventions that might be needed to prepare individual pupils for learning.

Similarly, pupils can arrange to meet with the SEMH Coach for a 'check-out' before the end of the school day to share any worries they might have about the day they have had or concerns they might have about the following day. This system allows pupils to share worries before they escalate.

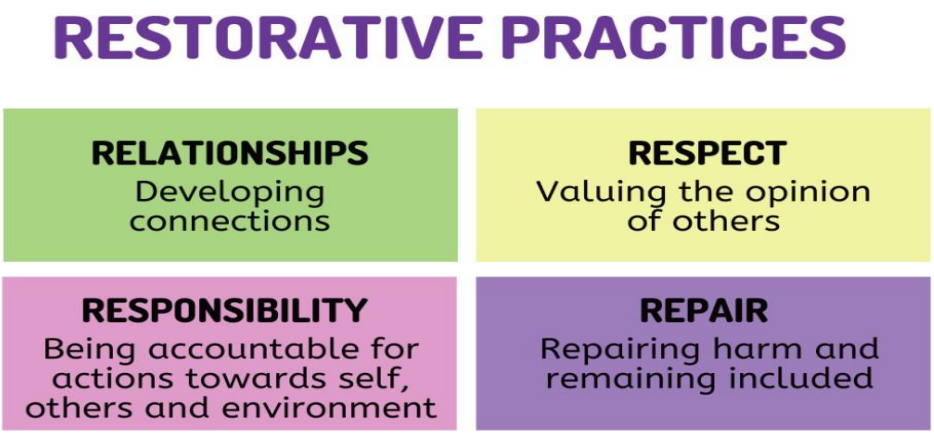
Reflect, Restore and Repair

Wherever possible, we seek a restorative approach to all incidents. This process does not assign blame but encourages pupils to look at their own and others' behaviours with a view to providing a positive outcome for all involved. Following an incident, staff will encourage pupils to engage in a restorative meeting. This will only take place when all parties are ready. Once agreed, a restorative meeting may then be arranged at which the pupil is encouraged to think about the following:

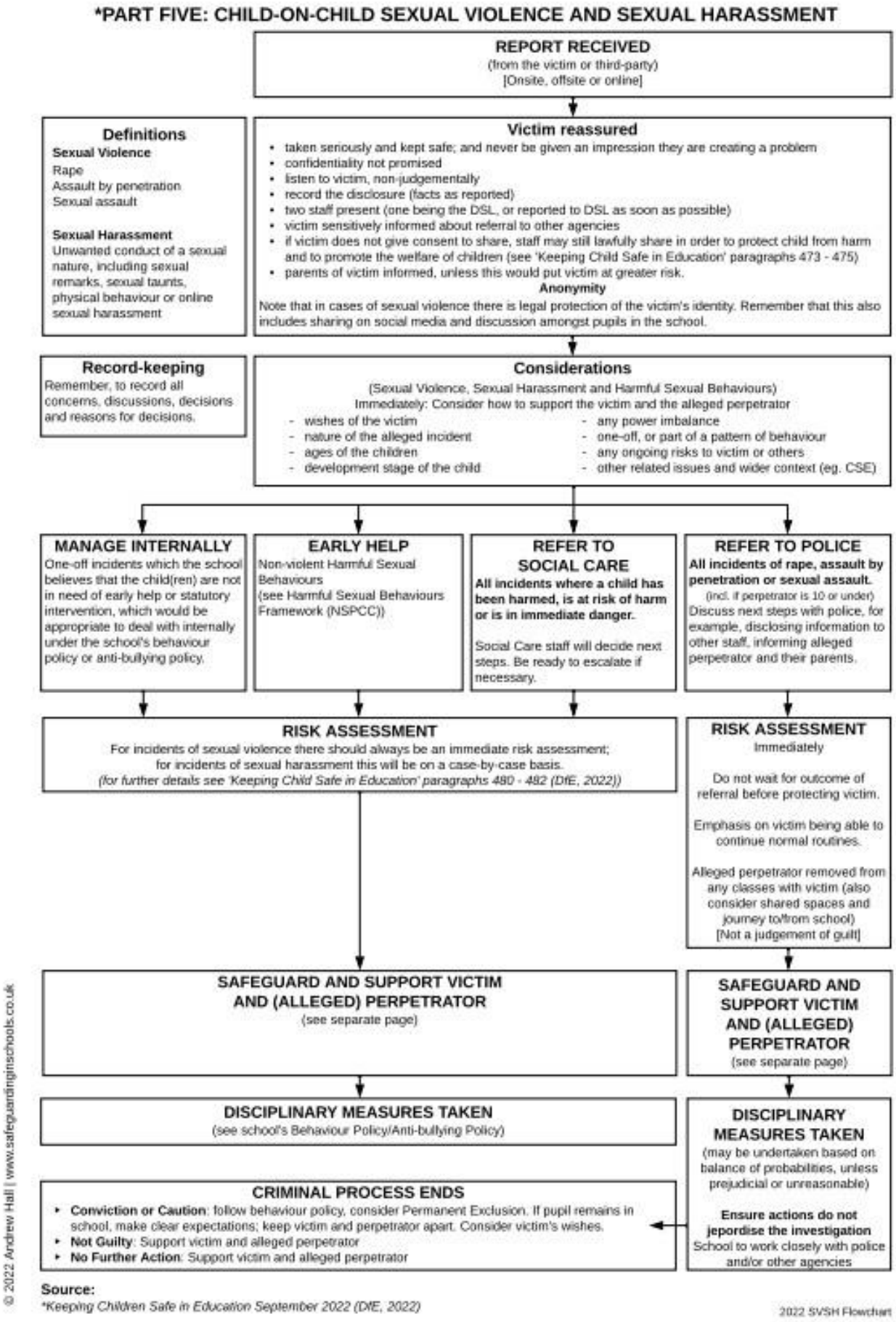
- What happened
- How they felt at the time
- Who was affected by what happened
- How they feel about it now
- How can we repair it.

By using this approach, pupils are taught to reflect and take responsibility for their own actions. It's not who's right or wrong, but how we approach the challenge or difficulty. ***Repair not Blame***.

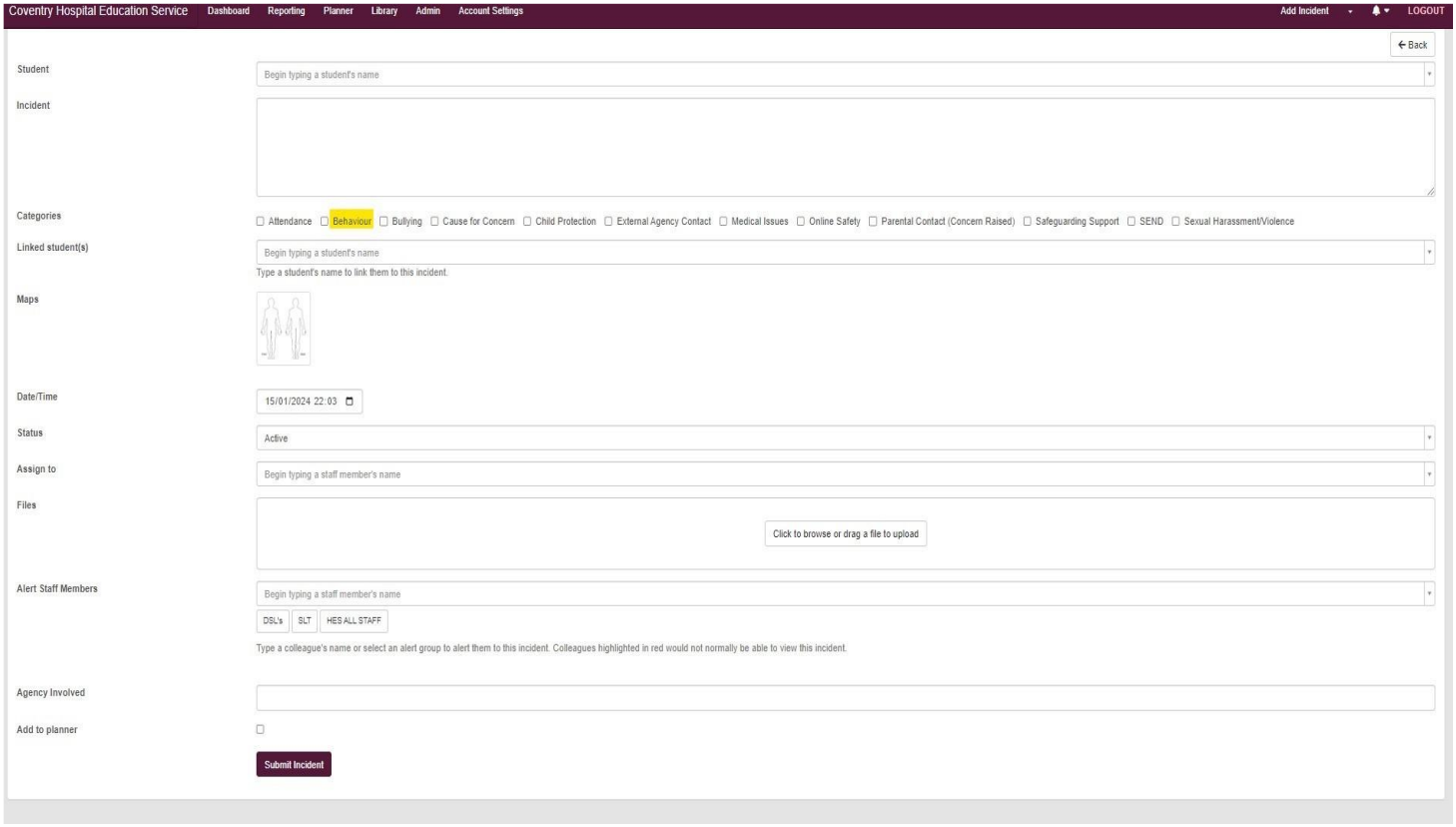
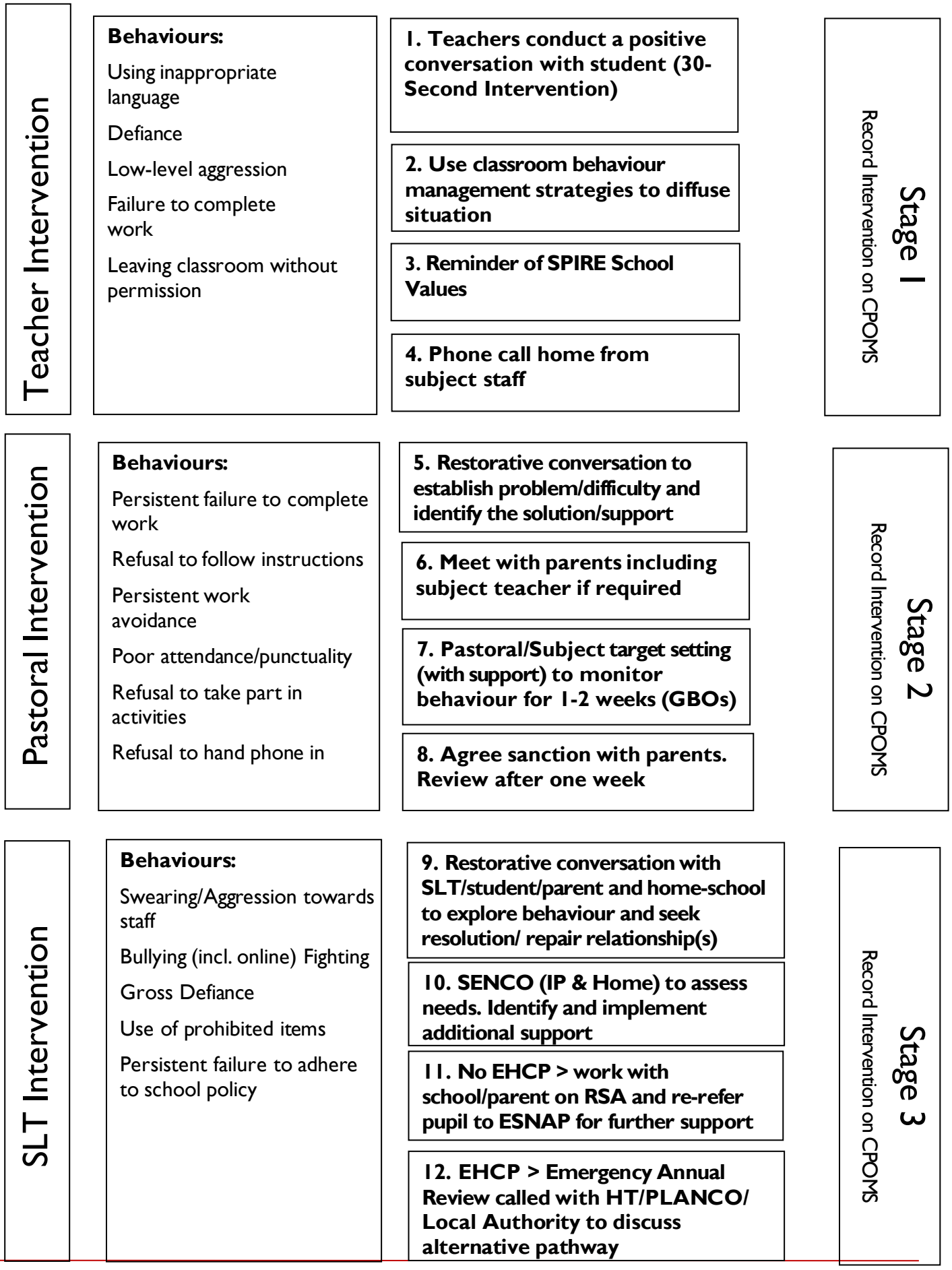
Our Behaviour for Learning approach at Whitmore Park Annexe embraces the features of Restorative Practices in that it develops pupils' understanding of how to resolve conflict in a responsible and respectful way. This approach aligns with our core values of Success, Perseverance, Integrity, Respect and Empathy:



Appendix 3 – Flowchart on Report of Child-on-Child Sexual Violence



Appendix 4: Reporting a behaviour incident on CPOMS



Appendix 5: Flowchart to support students' behaviour