



BEHAVIOUR POLICY

Reviewed August 2023
Director: Adrian McGregor

1. Statement of intent

FUEL believes that, in order to facilitate teaching and learning, appropriate behaviour must be promoted and demonstrated in all aspects of school life. FUEL is committed to the safety and welfare of all children and young people who attend the school and the staff working at FUEL.

Fundamentally, this policy emphasises that we aim to be proactive, encouraging positive behaviour so that all members of the school community feel valued, safe and respected. We consider promoting and teaching positive behaviour as central to ensuring academic achievement, independence, positive mental wellbeing and community participation.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, and positive behaviour support has not worked or the behaviour is unsafe.

- This policy has been written to:
- Outline the relevant legal requirements, key guidance and policies considered and adhered to within the school's behaviour support procedures, and obligations under the UN Convention on the Rights of the Child.
- Ensure that the school community work together to promote and value positive behaviour support, understanding their roles and responsibilities and using the agreed practices to keep the school community safe.
- Reflect the school's aims and commitment to ensuring an inclusive and positive culture.
- Provide information about the school's context and an understanding of the three areas of difference for neurodiverse pupils. Also, enabling the school community to understand the cooccurring differences/conditions that many pupils experience.
- Promote the importance of building relationships, and providing a supportive and enabling environment, in line with the knowledge and requirements of key principles, legislation and guidance i.e., Autism Education Trust, ADHD Friendly Schools Foundation.
- Provide clear guidance on the strategies by which our school community can promote positive behaviour, ensuring each pupil's wellbeing and safety, including access to interventions for sensory, communication, emotional and

medical needs. Also, promoting pupil voice and advocacy through access to rewards, praise, rules.

- Provide guidance on the use of physical contact/intervention. Including, arrangements for health and safety, reporting and recording the use of physical intervention and monitoring procedures.
- Give clear guidance on the positive, proactive, preventative and non-restrictive approaches adopted in respect of behaviour that challenges, including strategies for de-escalation, that minimise the likelihood of, or avoid the need to use, restrictive physical intervention, wherever possible. Also, the development and regular review of behaviour plans and risk assessments.
- How staff are supported and trained in understanding behaviour, assessing and managing risk, and using physical interventions appropriately where it is necessary, including how training is maintained, monitored and reviewed.
- Provide an understanding of the arrangements for considering complaints.
- Detail how the behaviour policy will be reviewed, evaluated and where necessary amended.

Statement of principles

FUEL is an inclusive school and we are committed to teaching and promoting positive behaviour, fairness, social inclusion and equality. We are committed to improving longer term outcomes and life chances for our pupils.

- All pupils, staff, visitors and other members of the school community have the right to feel safe at all times at FUEL.
- Directors expect all members of the school community to behave responsibly and to treat each other with respect.
- The directors believe that high standards and expectations of behaviour lie at the heart of a successful school.
- FUEL is an inclusive school, and we believe in equality and valuing each individual - bullying or harassment of any description is unacceptable even if it occurs outside normal school hours. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.
- All pupils have the right to learn and achieve their full potential.
- As a school we believe in positive behaviour support, due to the majority of pupils being neurodiverse. Positive behaviours should be acknowledged to encourage good behaviour in the classroom and elsewhere in school.

- The school's legal duties, in order to comply with the Equality Act 2010, are reinforced through the Positive Behaviour and Anti-Bullying Policies .
- The directors recognise that some pupils may need additional support to meet behaviour expectations, which they should receive.
- School rules should be clear, and all members of the school community will have high expectations of pupils' behaviour.
- The directors believe that the use of rewards and sanctions must have regard to the individual situation and the individual pupil and the Headteacher is expected to use their discretion in their use – for instance positive reinforcement of good behaviour should be personalised for each individual pupil and underpinned by classroom reward systems, special moments, post cards home and raffle tickets.
- Sanctions should be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary. Sanctions are used minimally and are individualised to suit the level of understanding of the pupils. Time away from the class is for the minimum amount of time necessary to allow pupils the time to calm and reflect on their behaviour.
- Staff model and nurture positive behaviours by having clear expectations and are astutely focused on supporting pupils to learn to manage their own behaviours.
- Pupils are encouraged to make good choices and are given clear guidance about the consequences of the behaviours they choose
- Strategies to reduce anxiety, communicate clearly and calming techniques are employed to support individual pupils as required.
- Staff have a duty of care to keep people safe and must act in the best interests of all pupils they are supporting. Physical Interventions will only be used to support behaviour that challenges as the last resort and for maintaining a safe environment or in an emergency situation.
- All staff are trained and must at all times work within the boundaries of this training.
- We work collaboratively with parents/ carers and other agencies to ensure consistency in supporting positive behaviour.
- The directors strongly feel that exclusions must only be used as the very last resort.

2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Suspensions and Exclusions Policy
- Individual Handling Policy
- Child -on- Child Abuse Policy
- Child Protection and Safeguarding Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-Bullying Policy

FUEL is committed to equal rights, mutual respect and shared responsibility for all and promoting a culture of praise and encouragement in which all pupils can achieve. In this policy we specifically recognise the following articles from the UN Convention on the Rights of the Child:

- Article 3 – The best interests of the child must be a top priority in all decisions and actions that affect children.

- Article 28 – Every child has the right to an education. Discipline in schools must respect children’s dignity and their rights.
- Article 29 – Education must develop every child’s personality, talents and abilities to the full.

In addition to the relevant legislation and policies. FUEL has drawn upon other sources of data, guidance and information that have enabled us to develop positive behaviour management strategies and procedures that further develop the culture at FUEL.

These have included:

- Autism Education Trust
- ADHD Friendly School Foundation
- Nottingham City EP Service – Supporting pupils emotional wellbeing
- Supporting Trauma Awareness in Nottingham City (STANCE) Service
- Nottingham City Behaviour Support Team
- Ambitious about Autism – Behaviour that challenge.

3. Roles and responsibilities

The Board of Directors has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Implementing a written statement of behaviour principles, to ensure that policies which underpin positive behaviour, promote the school’s’ culture.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Providing guidance to the headteacher on promoting good behaviour, where appropriate.
- Ensuring that arrangements are in place to understand the pupils’ needs and the causes of behaviour that challenges.
- Ensuring sufficient resources are available to enable the policy to be effectively implemented.
- Thoroughly reviewing procedures, training, incident data and actions taken to ensure best practice.
- Reviewing the school’s curriculum offer, safeguarding measures, enabling environment, pupil’s personal development, including measures for promoting pupils voice, mental health and wellbeing, parent/carers partnerships and working with other agencies.
- Handling complaints regarding this policy, as outlined in FUEL’s Complaints Procedures Policy.

- Ensuring this policy is published on the school website.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at FUEL. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the board of directors, and having any regard to guidance provided by the board of directors on promoting good behaviour.
- Ensuring the policy is understood and adhered to by all staff.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Providing adequate resources to ensure this policy is implemented, including training, CPD and reflective practice.
- Having procedures in place to manage, monitor and evidence behaviour to safeguard CYP and staff.
- Providing clear guidance to all staff with regards their responsibilities to manage pupils positively; including strategies for de-escalation and promoting the use of early interventions.
- Ensuring that arrangements are in place to effectively report, record, risk assess, plan, monitor and review the use of physical intervention practice.
- Providing staff to pupil ratios that support individual pupils to develop their learning and independence skills. Pupils will be assessed and reviewed by the Senior Leadership Team (SLT) in consultation with class teachers and Nottingham City Council SEN Team/other agencies.
- Providing mental health and wellbeing support for pupils and staff.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Reporting to the Board of Directors on the implementation of this policy.

The SENDCo is responsible for:

- Collaborating with the Board of Directors, headteacher and the behaviour manager, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with FUEL's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

- Arranging further assessment of pupils and a graduated response as appropriate.
- Overseeing the whole school approach to mental health, including how staff are supported in managing pupils with mental health related behaviour difficulties, and how the school engages pupils and parents with regards to mental health.

The behaviour manager is responsible for:

- Leading on the whole-school approach to positive behaviour management.
- Collaborating with the Headteacher and the directors, to outline and strategically develop behavioural policies and procedures.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour policies.
- Supporting staff to provide a high standard of education and care to all pupils.
- Training staff to use de-escalation techniques, positive behaviour management strategies and school based specific approaches including, for example, 'total communication', 'sensory regulation', 'trauma informed'.
- Working with staff, and extended services to analyse behaviour, and overseeing the monitoring of Behaviour Plans/Risk Assessments, to ensure effective implementation and review.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.
- Advising on the deployment of the school's budget and other resources, such as the pupil premium, to effectively meet the needs of all pupils.
- Ensuring that the arrangements in place to effectively risk assess, plan, monitor and review the use of physical intervention practice, are followed by all.
- Overseeing the outcomes of interventions on pupils' behaviour, education and wellbeing.
- Providing reports to the headteacher and board of directors regarding procedures and outcomes.

Teaching staff are responsible for:

- Promoting a whole school culture of fairness, respect and positive behaviour management.
- Planning and reviewing support for pupils with behaviours that challenge in collaboration with parents, the behaviour Manager the SENDCo and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with

behaviours that challenge including SEMH needs will be able to study the full independent school curriculum delivered at FUEL.

- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class and keeping classrooms at a high standard.
- Working in collaboration with the staff team, Behaviour Manager, parents, and where appropriate, the pupils themselves/ extended services to effectively analyse behaviours, to write behaviour plans/ risk assessments, and implement agreed strategies. In a case where restrictive physical interventions may be required, teachers will promote the agreed principles and practice within FUEL's policies
- Implementing FUEL's agreed practices and strategies to promote positive behaviour, including, 'total communication approach', 'pupil voice', 'sensory regulation', 'trauma informed', 'positive behaviour management', 'de-escalation techniques', 'graduated response', 'person centred interventions'
- Establishing a lesson routine is established and used consistently including alternative learning activities.
- Ensuring TA's are briefed on work and pupils' being supported in their lessons, pupils that demonstrate behaviour that challenges and coping and de-escalation strategies to use to support pupils to re-engage in learning.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Radioing BMT as appropriate for support during lessons.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Setting high expectations.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality and enabling learning environment. FUEL will be calm and well organised.
- Being a good role model by being positive, professional, warm and welcoming.
- Promoting a total communication approach, including using signs and symbols to maximise each pupil's communication skills.
- Making reasonable adjustments to support each pupil's individual needs, enabling positive behaviour support.
- Promoting the mental health and wellbeing of pupils, for example by providing consistent daily routines such as physical exercise/ sensory circuits, to increase pupils' health and fitness.
- Alongside the class teacher, contributing to analysing and understanding the underlying reasons that give rise to behaviours that challenge in order to

implement individual behaviour plans and risk assessments. In a case where restrictive physical interventions may be required, trained staff will promote the agreed principles and practice within FUEL policies

- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Requesting support from the class teacher, Behaviour Lead/SLT regarding behaviours that challenge, including immediate input and guidance as required.
- Encouraging and empowering pupils to manage their own behaviour; developing strategies for self-regulation, independence, social communication, and an understanding of rewards and consequences.
- Under the direction of the SLT, working with families and extended services to enable CYP to manage their behaviours in different situations/ settings.
- Using resources creatively to engage pupils in their learning
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Behaviour Manager
 - Headteacher.
- As authorised by the headteacher, using consequences and sanctions appropriately when positive behaviour support and de-escalation strategies have failed. This responsibility includes issuing of sanctions when pupils' are not in school.
- Working with pupils on a 1:1 basis to reflect on their behaviour and identified positive behaviour management strategies that can be used in future situations.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- Promoting the FUEL values.
- Working to the best of their ability and allowing others to do the same.
- Cooperating with and respecting other pupils and adults.
- Developing an understanding of what is positive behaviour and self-regulation, and the impact of their behaviours on others.
- Sharing their views and providing feedback regarding ways to further develop positive behaviour and independence

Parents are responsible for:

Supporting their child in adhering to the school rules and reinforcing this at home.

Supporting FUEL's values.

Encouraging independence, respect and positive behaviour.

Supporting and working with FUEL in the implementation of this policy.

Informing FUEL of any changes in circumstances which may affect their child's behaviour.

In managing pupil behaviour, FUEL needs the support of parents and carers. Where parents and carers do not co-operate with the school, the improvement is minimal.

4. FUEL's Culture, Mission and Aims.

At FUEL, we strive to create a positive culture and an inclusive learning experience. We place great importance on building positive relationships and creating a happy and respectful environment in which our pupils can grow and develop.

We aim to ensure that every pupil is supported in a fair, compassionate, safe and dignified way.

Our aim is to provide a supportive learning environment which has the pupils needs at the centre of plans. In so doing we aim to provide each learner with the means to communicate their needs, regulate their emotions and enjoy positive behavioural outcomes.

We use a wide range of strategies with a strong emphasis on prevention and early intervention. Through modelling positive interactions, we support pupils who have experienced trauma and adverse childhood experiences.

Our school is set up to provide a nurturing and enabling environment. We understand how important it is to work together as a community to help the pupils achieve their best in all aspects of school life. Therefore, we promote the importance of maximising each pupil's independence in preparation for adulthood and developing their communication skills.

We understand that pupils who are able to develop and maintain positive behaviour patterns are more likely to lead happy and fulfilling lives during their time with us and then beyond into adult life. In this respect the school ensures that the pupils and their needs always come first!

We have high aspirations for all learners. Because of this, our practice in supporting pupil behaviour is governed by the principle that: 'Positive approaches, promote positive behaviour'.

This philosophy is expected to underpin all our actions, words and attitudes towards all pupils at all times.

The Core Values at FUEL are:

Be Responsible

Be Fair
Be Kind
Stay positive and Care
Be Tolerant
Seek Knowledge
Be resilient.

5. School Context

FUEL is an independent school in Nottingham which provides full and part time education for young people excluded from mainstream schools due to behaviour difficulties and/or Social, Emotional and Mental Health Needs.

We provide a high quality, broad and balanced academic and vocational education for pupils aged 13-16, the majority of whom are neurodiverse and often have co-occurring differences, conditions or unmet needs.

At FUEL we acknowledge and celebrate the uniqueness of our pupils. Developing an understanding of our pupils' needs is paramount, therefore we place great emphasis on training, professional development and working holistically with the pupils, their parents/carers and extended teams including external professionals.

The following information has been included in our positive behaviour support and behaviour management policy to ensure all members of the school community are aware of the three main areas of difference that are particularly important to understand, pay attention to and make reasonable adjustments for because most pupils at FUEL are neurodiverse and will have a range of abilities and needs within each of these areas.

Social Understanding and Communication

Differences in understanding social behaviour and the feelings of others, which informs the development of friendships and relationships.

Differences in understanding and expressing language and communication

Differences in the way they communicate, understand and use language.

Differences in how they interact and develop relationships.

At FUEL we will seek to reduce the likelihood of behaviours that challenge by ensuring that each pupil is able to use functional communication, and that those supporting the pupil have a range of strategies to individualise their communication support.

Staff will ensure teaching and learning spaces and approaches maximise each pupil's communication skills; they will adopt a 'total communication approach', consistently using a breadth of resources, tools and communication aids which can be accessed by all pupils as required.

We will demonstrate empathy and understanding that pupils have a differing way of processing information and that this can create difficulties for them with regard to understanding the communications/ intentions of others.

Staff will enhance their approach, making adjustments to their own style, modifying how they interact and deliver the curriculum to our pupils, as required.

Sensory Processing and Integration:

Differences in perceiving sensory information.

Sensory differences can include hyper (high) or hypo (low) sensitivity in relation the eight senses of sight, hearing, touch, taste and smell, introspection (internal sensations), balance (vestibular) and body awareness (proprioception).

These differences will vary from person to person and can actually fluctuate in their responsiveness depending on a number of different factors for example the time of day or the environment.

At FUEL, we aim to identify any sensory preferences that may be limiting an individual pupil's opportunities and arrange to reduce/remove the source of difficulty wherever possible. With the support of our SENDCo and external professionals, staff will identify appropriate levels of stimuli, recognise individual triggers and develop strategies to enable self-regulation.

Staff will endeavour to create a classroom and school environment which addresses these challenges, reducing levels of anxiety. Pupils will be supported to learn self-regulation in order to engage and learn.

Flexibility, information processing and understanding:

Differences in perception, planning, generalising, predicting, managing transitions, developing interests and ability to absorb auditory or spoken information.

Neurodiverse individuals have differences in their attention, interests and how they learn. This can include being very focused on particular interests.

They have a different way of being flexible, so often feel safer and more comfortable with routines and structure as this lessens uncertainty.

We will assess pupils' special interests ensuring that they do not pose a danger to the pupil or others, or take over so completely that the pupil concentrates solely on the interest, excluding all other stimulus, which can lead to increased anxiety and behaviours that challenge if an interest is obstructed.

Strategies to support this will be used e.g. consistent timetable, re-direction to other activities, time away, now and next approach.

By identifying special interests' staff are able to positively create opportunities in order to develop responsibility, independence and learning. Building on interests can increase engagement, attention and social interaction whilst reducing levels of stress.

Staff can use special interests as reward opportunities to support engagement in required learning.

6. Building Positive Relationships

FUEL's goal is to support our pupils through independent activities to build the skills required to successfully enter into society as they grow older and become active citizens.

The skills gathered as a child are crucial in setting their foundations in preparation for adulthood. Pupils (especially those who have experienced trauma and/or SEMH needs) may challenge boundaries, therefore adults responsible for them require the ability to sensitively, firmly and confidently manage the relationship.

Empathy, trust and consistency are all important in building relationships and influencing CYP in making appropriate choices about their life and development.

The SLT ensure staff are given appropriate support, opportunities to share feedback and offer ways in which to empower staff. On occasion, some pupils find it challenging to form positive relationships, therefore time is given for this.

Understanding 'trauma' helps our team to provide empathetic, reflective and professional responses.

Equally important is the expectations adults have of pupils, which should be regularly explained and reinforced, in relation to their behaviour, learning, personal and social development.

FUEL will assess the pupils behaviour before entry and provide all staff within an individual pupils risk assessment, this will ensure that all staff can recognise when a pupil has improved their behaviour. Target setting will be used to facilitate positive engagement.

FUEL encourage all staff to run a variety of enrichment activities, lunch and after school clubs all of which help the build positive relationships with our pupils.

7. Creating an Enabling Environment

Key principles for all members of staff:

Follow FUEL's Safeguarding policies and procedures – work in line with the school's policies and procedures, and Safeguarding measures. Ask questions and seek clarity if required. Complete training to develop your knowledge and skills.

Remember Safeguarding is everyone's responsibility!

Be positive – create a positive learning experience and provide positive feedback and praise; avoid negative language. The age, needs, and abilities of the child should be considered when applying any sanctions/ consequences/ reparation. These should be delivered in a planned and considered manner with respect for the pupil's dignity

Remain consistent – be predictable and reliable, deliver consistent approaches and routines

Strive to understand more – analyse behaviour and study its affect. Ask why things happen, seek solutions. Ask for support and guidance from the Behaviour Manager/ SENDCo/ DSL

Stay calm – implement best practice strategies. Use your voice (pace/ tone/ pitch) in a positive, kind and professional manner. Follow behaviour plans and risk assessments, and pupil passports, ensuring the best interest of the pupil remains central

Work together – no one person has all the answers. Present a coherent and united front at all times. Pupils will respond positively to this. Work in partnership with parents/carers and extended services to enhance a positive multi-agency approach

Seek advice and support – talk things through with others, ask questions and request feedback; it is expected of you and will help you succeed

Celebrate achievements – surround the pupils with positive reinforcement and praise to help build confidence, wellbeing and self-esteem.

All members of staff are required to abide by these key principles and to encourage and support their colleagues in upholding these fundamental elements of behaviour support practice.

In order to develop positive and appropriate behaviour, the environment must be both supportive and enabling. Responsibility for the environment rests with every member of the school team.

An enabling environment can be characterised by:

- a calm, purposeful working atmosphere
- clearly organised for learning (tidy, uncluttered and clean)
- safe and secure
- a caring attitude amongst staff
- friendliness, happy and positive working relationships
- flexibility and responsiveness to needs
- optimism and high expectations
- clear and consistent boundaries for positive behaviour
- a broad, balanced and stimulating curriculum and learning experiences
- supporting social understanding and communication (i.e., strongly visual- total communication approach)
- supporting sensory processing and integration needs (i.e., strategies to enable self-regulation)
- supporting flexibility, information processing and understanding (i.e., routines, transitions)
- sufficiently resourced and labelled appropriately to the pupils' needs
- accessible to all pupils.

8. Understanding and Supporting Complex Behaviours and Behaviours that Challenge

At FUEL, we use the term “behaviour” to express the way in which people act or conduct themselves, especially towards others. Some pupils may display ‘behaviours that challenge’/ ‘distressed behaviour’. Within this policy we make reference to this type of behaviour; It is important to understand that neurodiversity itself does not pre-determine challenging/distressed behaviour. At times, the impact of aspects such as sensory or emotional dysregulation created within a social context, for some pupils, can inadvertently impede their access to learning and social interaction, which can lead to behaviours that put themselves, or someone else at risk. These challenges may be compounded by additional cooccurring differences as outlined above.

Examples of these behaviours may include:

- physically challenging behaviours
- emotionally challenging behaviours
- self-injurious behaviours

For some pupils, they may have cooccurring conditions which, at times, can impede their access to learning and social interaction. Examples may include:

Pica (the eating of non-food items) - A person with pica might try to eat potentially dangerous items. In this case, they may present with behaviours that put themselves at risk of harm to fulfil this compulsion.

Pathological Demand Avoidance (PDA) - This is a behaviour profile within the autism spectrum that is characterised by resistance to everyday demands. The main characteristic is high anxiety when demands are made on the person. What constitutes a demand can look different to every person.

9. Graduated Response

In attempting to modify behaviour we must first examine the reasons behind the behaviour and identify the area of need. This would be completed through a graduated response in close collaboration between everyone involved in the pupil's life.

Analysis, planning and reflection are embedded in the practice of the school through ongoing reviews of behaviour programmes i.e., within team meetings, discussions with senior leaders, feedback from pupils and parents.

10. Supporting Children and Young People to Manage and Regulate their Emotions.

Children with SEMH needs are statistically more likely to exhibit behaviours which challenge those around them and the settings which educate and care for them. FUEL has developed an educational framework, curriculum, enrichment activities and interventions that incorporates the following aspects to increase self-regulation:

- Providing an enabling environment, which includes access to stimulating learning spaces i.e., the workshops, sports area, Offsite sports pitches.
- A broad and balanced curriculum i.e., cultural projects, assemblies, creative arts, enrichment, vocational subjects.
- Developing staffs understanding of wellbeing, PSHE, SMSC and sensory regulation
- Teaching and learning that is set to the pupils abilities and needs i.e., through EHCPs, vocational, academic and core Pathways.
- Giving pupils the opportunity to make meaningful choices
- Exploring negative behaviours through reflective strategies i.e., reflection time, space for self-regulation
- Teaching how to identify, regulate and manage behaviours through strategies such as sensory journals
- Offering therapeutic opportunities i.e., sensory circuits, reflection room
- Warm and caring relationships with adults that can influence and have a positive impact on a CYP self-esteem and confidence
- Structure, predictability and consistency in daily routines i.e., visual timetables, now/next boards, communication books
- Clear and explicit boundaries and rules i.e., school/class rules, school values

- Discussions about life experiences, citizenship and Fundamental British Values i.e., Eco-schools, work related learning, careers interviews
- Clear information for pupil about positive behaviour, health and wellbeing i.e. pupil friendly policies, safeguarding displays, PSHE sessions, health information
- Explanations which are always communicated in ways that all pupils understand i.e. total communication approach, SALT sessions, curriculum projects, SMSC workshops, assemblies, topics and learning linked to local themes and events.

11. Celebrating Achievements, Rewards, Praise and Support

We celebrate all successes and use this as a tool to increase pupil wellbeing and ability to have meaningful relationships with others, whilst promoting self-growth. We do this through:

- Feedback and reflective conversations, that support ongoing work, interactions, engagement, progress and aspirations.
- Celebrating achievements of learning and behavioural outcomes i.e., praise, sharing successes
- Displaying pupil work – displays, newsletters, exhibitions, coffee mornings.
- Informing parents/carers of an individual's success, i.e., phone calls, raffle ticket awards, post cards, certificates, awards night
- Support an understanding of personal development i.e., 1:1 PSHE sessions, social stories.

We celebrate achievements, and reward pupils for their efforts, engagement, good behaviour, progress and hard work in a variety of ways. Incentive schemes are in place to recognise attendance and achievements. These rewards motivate and help pupils to see that good behaviour is valued.

Whilst it is important to receive praise from teachers, FUEL also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils.

When giving praise, teachers and support staff ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired positive behaviour.
- The way in which the praise is given is varied.
- Praise is related to engagement and progress as well as work produced.
- Independence is encouraged.
- Teachers encourage pupils to praise each other as appropriate.
- Teachers model positive behaviour.

As with praise, FUEL understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, FUEL recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

FUEL has a number of options for rewards that can be given to pupils. These include social rewards, e.g. positive contact with parents, physical rewards, e.g. certificates, and activity-based rewards, e-vouchers, postcards home.

Rewards Procedure

Examples of rewards at FUEL include:

- Weekly Attendance and Timekeeping Rewards
- Termly Behaviour and Engagement Rewards based on daily positive behaviour points awarded. (Prizes available shown around school)
- Various raffles for good attendance, timekeeping, behaviour and engagement.
- Various trips throughout the year for good behaviour and work completed.
- £25 Voucher for each vocational qualification gained at certificate level or above. (Given after results day)
- £25 Voucher for each functional skills qualification gained. (Given after results day)

Awards given at our annual awards ceremony include the following: -

Tutors Choice (x1 per area)
Respect and Good Manners
Supporting Others
Most Improved
Outstanding Achievement
Pupil of The Year

There will also be random rewards for those young people who have made significant improvements in the above criteria.

12. School Rules, Reparation, Consequences and Sanctions

Positive behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is unacceptable. This then requires positive reinforcement when expectations are met, while sanctions are required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

FUEL staff, directors and pupils have developed school rules for the school community. Class teachers embed these rules within the classroom, as well as individual behavioural targets for some pupils. A great emphasis is placed on promoting positive relationships and interactions, and respecting one another. Pupils feel enabled and develop self-confidence and self-esteem through skills teaching: differentiation, different starting places, recognition of barriers to learning, catch up and remedial action required by staff around regulation and learning.

The age, needs, and abilities of the child should be considered when applying any sanctions. We recognise the difference between sanctions, consequences and reparation and aim to choose the most appropriate way for pupils to recognise that they have done wrong and learn from their behaviour that challenges. All sanctions applied will consider reasonable adjustments as appropriate for the individual needs of each pupil.

Reparation creates a win-win situation allowing pupils to learn from mistakes. By using reparation pupils are allowed to repair negative outcomes of their actions, feel positive about themselves and practice and learn accountability.

Consequence is a logical outcome of an action whether positive or negative which links with accountability and responsibility. If unacceptable behaviour is not questioned or challenged, learning from behaviour doesn't take place. It is important that pupils are taught to recognise when they have done wrong and take responsibility for their actions by facing and accepting consequences.

Sanction is action when a pupil breaks school/classroom rules unrelated, except through policy. A sanction should be used as a learning tool to ensure that the behaviour is actively discouraged from being repeated.

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary.

It is important when considering if a consequence or sanction is appropriate to take the following into account:

- Context/circumstances of behaviour;

- Involves the pupil in the process;
- Provides an opportunity for the pupil to choose to modify their behaviour prior to receiving a sanction
- Encourages the pupil to take responsibility and put things right;
- Promotes resolution;
- Is non discriminatory.

When applying any sanctions staff should consider whether/how a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate to sanction the pupil. In considering this, staff should ascertain whether the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their SEND. It is also crucially important to seek to try and understand the underlying causes of behaviour and whether additional support is needed such as Occupational Therapy, Educational Psychology or Speech and Language input, as well as a wider approach that involves the wellbeing and mental health of the pupil.

Where it is felt that a sanction is necessary and will be effective, this should be delivered in a calm and respectful manner, in such a way as not to provoke further inappropriate behaviour or trigger inappropriate behaviour in other pupils.

Staff must act reasonably, fairly, consistently and proportionately when administering a sanction. Staff should also evaluate the risks or special circumstances when administering a sanction.

FUEL has a number of methods to support pupils to learn and to become reflective about behaviours, both positive and negative, including:

- Reflection time/ time out
- Time to walk/pace or engage in physical activity to enable regulation.
- 1:1 learning to increase pupil's ability to refocus and to self-regulate
- Using a dynamic risk assessment approach and behavioural analysis, meaning risks are identified a lot quicker and therefore incidents de-escalate successfully i.e., recognising when a pupil requires an exit strategy and needs to leave the room and when a pupil is ready to return to a lesson.
- Recognising the need for pupil to have structured sensory breaks to reduce dysregulation.
- Having conversations with staff members/ SLT/ behaviour manager about the situation/ incident in order to make joint decisions, where required.
- Using social stories (for reoccurring behaviours)
- Using signage to increase pupil communication and regulation.

- Partnership working with parents/carers to understand the deeper cause of behaviours that challenge and agreeing consistency of approach/interventions.

Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will ensure they promote positive behaviour for learning within their classrooms and follow the FUEL behaviour management flowchart for calling for additional support from FUEL's learning and behaviour support team using the two-way radios.

The Behaviour Manager will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of behaviour that challenges, staff use their professional judgement and experience to determine what is appropriate and reasonable:

Warnings

- Warning can be issued by any member of staff in or outside of the classroom.
- Warnings will always provide the pupil with the opportunity to modify their behaviour

Behaviour points

- Pupils will be monitored via handover daily in regards behaviour and engagement through positive and negative behaviour points, pupils flagged as poor repeatedly will be subject to parent/school meeting.
- Behaviour around the school will be monitored via the BMT Low/Medium incidents recorded on CPOMS

Isolation in the school or offsite

- Individual pupils, whose behaviour or work rate is causing concern, may be isolated from their peers either onsite or offsite for a specific period of time. A key member of staff will be with the pupil at all times. It is the responsibility of the teacher to provide sufficient self-contained work for the pupil during this time.

Report Card

- Report cards are designed to be a physical prompt for positive behaviour, and should support pupils to modify any behaviours that challenge.

- Pupils will be placed on report to further monitor behaviours that challenge in class or around school, report cards will then be reviewed on a weekly basis.

Break Time, Lunch Time and After School Detentions

- Detentions in relation to poor behaviour can be issued by any member of staff but must be authorised by either the Head Teacher, Behaviour Manager or a member of SLT authorised by the headteacher. (Detentions are also used for lateness, please see below)

Behaviour Contracts

- Behaviour contracts will be put in place for pupils whose behaviour is persistently poor. The contract will state what the pupil needs to improve and set out clear goals, failure to comply with the behaviour contract will lead to a suspension or permanent exclusion.

When a pupil is placed on a behaviour contract, it will run for a 6-week initial period, if the pupil has made significant improvements in behaviour, the pupil will be removed from the contract, if slight improvements have been made then the contract will be extended and reviewed every two weeks for a further 6-week period. If after a further 6 weeks has passed a decision will be made as to whether FUEL is suitable for the pupil.

Suspensions

- If a pupil fails to respond and continues to disrupt the smooth running of the school and the education of other pupils, or is involved in a serious incident, they may be issued a suspension from the school for a fixed period. Parents will be required to attend a re-integration meeting when the pupil returns to school in order to discuss the exclusion and be clear on future expectations.

Also see FUEL's Suspension and Exclusion Policy

Permanent Exclusion

- FUEL will try to avoid permanent exclusion wherever possible, however, if a pupil continues to fail to respond to interventions, strategies and sanctions or is involved in a serious incident, permanent exclusion from school may be deemed necessary where all other available options have been exhausted.

Following repeated incidents of unacceptable behaviour, the following sanctions are implemented:

- The headteacher will consider whether the pupil should be suspended or permanently excluded, in line with FUEL's Suspension and Exclusion Policy, and will determine the length of the exclusion.

13. Use of Positive Handling

Aims:

1. To maintain the safety and dignity of pupil, staff and other members of the community
2. To promote positive relationships, trust and co-operation
3. To ensure that any intervention provided is tailored to support the needs of the individual, whilst reducing risks.

(Restrictive) Physical Interventions

As explained above, many pupils at FUEL display a variety of behaviours, including behaviours that challenge, which may result in a range of strategies, including the need to use guided and supported holding to keep the pupil away from risk to self and others.

Preventative strategies are the first and foremost methods used to keep a safe environment for all and to ensure that pupils are not experiencing any further heightened emotions within the school.

Staff are trained to adopt different methods of de-escalation via appropriate training and the promotion of positive relationships throughout the school. By doing this we wish to create an environment whereby all parties are kept safe but that also encourages pupils to be involved in the process of being reflective about their behaviours.

We believe our 'behaviour principles' applied throughout the school day go a long way to de-escalate and prevent many behaviours which may lead to physical intervention. However, this may happen, and thus provisions for doing so safely are integral. Therefore, we have specific members of staff at FUEL who are trained to safely use guided and supported holding with pupils. The use of guided and supported holding must take account of the pupil's own best interests, sensitivities and feelings; his/her own likely perceptions of situations, his/her emotional state and levels of understanding.

Physical interventions, including withdrawal, should never be used as a punishment and must only be used in line with agreed criteria and procedures. All decisions to use our physical interventions strategies must be proportionate and based on risk reduction, further information can be found in FUEL's individual handling policy.

The Use of (Restrictive) Physical Interventions

“Physical intervention” is defined, in accordance with Section 93 of the Education and Inspection Act 2006, as the application by an authorised member of staff to use reasonable force in relation to a pupil for the purpose of preventing him/her from doing any of the following:

- Committing an offence;
- Causing personal injury to themselves or others, or the likelihood of such an occurrence;
- Significant damage to property, or the likelihood of such an occurrence;
- Engaging in any behaviour prejudicial to the maintenance of the good order of the school environment which, if unaddressed, may incite, anger or disrupt their peers.

At FUEL, restrictive physical interventions are used as a last resort when all other strategies and methods have not been successful, and health and safety is risk assessed. Clearly, it is important that when staff are dealing with potentially dangerous situations, dynamic risk assessments will be undertaken to ensure their own safety and that of all the pupils for whom they are responsible. After this, documents will be amended based on this new information so that foreseeable risks are reduced.

As a school, we have a working knowledge of the legislation surrounding the use of restrictive physical intervention. The use of physical intervention needs to be proportionate and reasonable to the circumstances at that time and the level of the behaviour displayed. The length of the intervention will be based on the risk assessment of the situation and will take into account the safety of all concerned.

FUEL recognises that the use of force is only lawful if the circumstances of the particular incident warrant it i.e., that it is both necessary and in the best interest of the child. Further, we recognise that the degree of force used must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be reasonable and the minimum needed to achieve the desired result.

Before using physical interventions, the following key points should be considered in relation to any given situation:

- Restrictive Physical Interventions will only be used to support behaviour that challenges as the last resort and for maintaining a safe environment or in an emergency situation (as stated above)
- Positive behaviour support is vital to anticipate potential triggers for behaviours that challenge to minimise the likeliness for a physical intervention. There will be a graduated response to support individual pupils. Staff should use their professional judgment to decide if physical intervention is necessary, reasonable and proportionate to the behaviour and potential

harm the behaviour might cause, alongside school policy and supporting documentation i.e., Behaviour plans.

- Every effort must be made to look for effective ways of working with CYP that do not involve using this strategy; for example, regular reviews, problem solving briefings, working with parents and other professionals.
- The rights and dignity of pupils must always be considered.
- Any planned strategies used must be carried out according to the principles and guidance of the
- Where it has been agreed that a physical intervention is likely, this will be included on the pupil's Behaviour Plan/ Risk Assessment and pupil passport outlining the strategies which should be followed.
- Staff have a duty of care to keep themselves and others safe and must act in the best interests of all pupils they are supporting. In the exercise of their duty of care, staff may on occasion, need to use unplanned, emergency physical interventions in response to unforeseen events. In such cases a review will take place and behaviour plans/ techniques will be evaluated and updated.

All incidents of positive handling are recorded and monitored.

Where incidents occur that result in a pupil having a restrictive hold being applied, this is recorded by the key members of staff involved in the incident and the SLT and parents/carers are informed of the incident on the same day or at the earliest possible time following. Thereafter, a review is undertaken to establish if there are any new risks, and whether any further reasonable adjustments are required.

14. Duty of Care

Schools, health and social care services staff owe a duty of care towards all pupils.

The duty of care requires that reasonable measures be taken to prevent harm.

Employers also have a duty of care to employees to ensure that their working environment is safe and where risks are identified (including the management of pupil behaviour) that appropriate guidance, training and support is offered.

Choosing not to intervene when there is evidence that a greater and significant harm may occur may result in allegations of negligence and consequent civil litigation for failure to exercise that duty of care.

15. Prevention and Therapeutic Practice

Woven within this policy are a range of preventative and proactive strategies that FUEL uses to ensure the use of restrictive physical interventions is minimised:

- Ensuring that the number of staff deployed, and their level of competence, corresponds to the needs of pupils and the likelihood that physical interventions will be needed.
- Helping pupils to avoid situations which are known to trigger behaviours that challenge.
- Creating opportunities for pupils to engage in meaningful activities which include opportunities for choice and a sense of achievement.
- Ensuring that pupils have access to individualised communication systems which enable them to communicate effectively with others.
- Creating a consistent and predictable/ enabling environment
- Developing staff expertise in working with pupils who present with behaviours that challenge
- Recognising the early stages of a behavioural sequence that is likely to develop into crisis and employing de-escalation techniques to avert any further escalation.
- Ensuring staff challenge behaviour that challenges, initially by offering an alternative positive behaviour and asking the pupil to modify their behaviour.
- Ensuring staff give a clear warning, which offers pupils the choice to behaviour appropriately.

FUEL works closely AP Taskforce to make referrals to support individual needs for pupils and to provide advice and guidance on reasonable adjustments to promote positive behaviour.

FUEL has also worked with the ADHD Friendly School Foundation to ensure we create a school environment that enables pupils with ADHD to access the curriculum, support and feel safe to promote positive behaviour.

16. Supporting Staff

Working with pupils and families in developing positive and appropriate behaviour requires great skill and dedication. At FUEL we are committed to supporting staff in this highly demanding work by:

- Providing training in the use of appropriate strategies and interventions
- Offering pastoral support from a member of the Leadership Team to all members of staff whenever requested
- Developing Individual Behaviour Plans/Risk Assessments and Pupil Passports, in order to address behaviour that challenges.
- Dedicating time in EHCP meetings/ school-based planning meetings to the discussion of issues related to behaviour support.
- Ongoing monitoring of incidents
- De-briefing sessions following stressful or serious incidents.

The effectiveness of any strategy is dependent upon the skills and commitment of the people engaged in that strategy. It is vital that staff feel equipped, both emotionally and technically, to address this crucial area of their work and it is therefore an obligation upon the school to support and encourage colleagues at all times.

Behaviour support must focus on the needs of the pupils, recognise the difficulties they may face and offer positive approaches to support positive behaviour.

It must never be punitive, aversive, threatening or compromise the rights of the pupil. Where staff feel that approaches are in any way illegal or inappropriate, they are obliged to report this immediately to the Headteacher, in accordance with the school's safeguarding/whistleblowing procedures.

17. Training Staff

Induction training

All staff receive induction training before being required to work with pupils who present with behaviours that challenge.

Induction training is completed with the behaviour management team.

Training plan

FUEL ensures that it has a comprehensive training programme for all staff, whereby they have access to both internal training and external training, currently delivered by Stand2.

- All internal training is refreshed every 12 months.
- All external training is refreshed every 2-3 years.
- The outcomes of this training are reported to the SLT who then identify any further training needs of the staff team.
- Other regular training sessions, are provided, as required.
- Individual training needs of staff are highlighted and addressed through staff meetings and the performance management programme with line managers, and where required, development opportunities are provided accordingly.

FUEL has reduced the likelihood of the need for physical interventions by having a purpose-built enabling environment that is calm and supportive.

Staff create positive relationships with pupils and provide therapeutic techniques to help pupils remain calm. All staff understand the importance of listening and responding to the feelings and voice of the pupil.

Implementation

Only those members of staff who have been trained in the use of agreed techniques, i.e., with Stand2 should, in the main, carry out the physical intervention of pupils, but the school acknowledges that everyone has a right to feel safe and as a result, in emergency/ extreme situations, where there is a health and safety risk, individuals who have not received the appropriate training may use reasonable responses to protect themselves and others from harm.

18. Behaviour Plans/Risk Assessment and Pupil Passports

Building on the principles identified above, the Behaviour plan, risk assessment and pupil passport provides a planned and consistent framework which addresses behaviour that is not sufficiently addressed through the standard principles of good classroom practice.

A behaviour plan or risk assessment must be introduced for a pupil if there is:

- An awareness of behaviour which is likely to endanger the pupil, their peers or colleagues working with the pupil (including where a pupil exhibits behaviours that challenge in school).
- A prolonged period of behaviour that challenges.

Behaviour plan and risk assessment are written by the behaviour management team and the plans are shared, signed and agreed with parents/ carers and other professionals, and as part of the EHCP process and must be shared and approved by the SLT.

Pupil passports are written by the SENDCO and include strengths and weaknesses, strategies to engage, strategies to promote positive behaviour, learning support strategies, and are developed from information provided through executive function questionnaires.

It is considered good practice that everybody working with the pupil will have been consulted during the design of the plan.

Behaviour risk assessments should be reviewed on an on-going basis (normally on a termly basis, or as necessary). The plan identifies the behaviours displayed, cues, triggers, function of the behaviour, frequency and strategies used to reduce the behaviour.

Pupils who require physical intervention will have the circumstances for intervention identified and a description of the procedures and strategies used.

Any use of the Reflection Room as a strategy to support positive behaviour and self-regulation will be written in the Behaviour Plan.

Pupils are encouraged to self-regulate and elect to take time away, where required.

All Behaviour risk assessments will follow the same proactive strategies. This will enable a whole school consistent approach to behaviour support.

Any incidents where there has been an injury to a pupil or member of staff will be reported to SLT, recorded using FUEL's incident recording system and investigated/reviewed by SLT. Data is monitored to ascertain trends and patterns and analyse pupil behaviour and effectiveness of interventions.

19. Use of Physical Contact/Intervention

We recognise that for staff at FUEL physical contact with pupils we care for is an integral part of their job. Touch is essential to provide sensitive and good quality care. Used in context, and with empathy, touch supports the development of natural and positive interactions.

Staff at FUEL are in a special position of trust; therefore, they need to maintain a professional distance and use discretion to preserve the dignity of pupils needing help and support.

Physical contact covers a range of physical interactions as listed below. It is necessary for a variety of purposes including the provision of care, comfort, communication, reassurance and safety.

Forms of physical contact – definitions:

Intimate/Personal care – care which involves contact or proximity to sensitive areas, for example, washing, bathing, cleaning, changing, assisting with menstrual management and some medical procedures such as administration of rectal diazepam.

Communication – to function as the main form of communication or to reinforce other forms of communication. In addition, to respond non-verbally to another person's own use of physical contact for communication and to make social connections e.g., day to day greetings, use of intensive interaction.

Prompts and guides – the use of touch to gain attention or direct movement as part of teaching and in order to guide people between places, rooms or activities.

Therapy – provided either by a therapist or by a member of staff carrying out a therapy program or following therapy advice (e.g., physiotherapy)

Play – play activities naturally include touch, people of any age who are at early levels of development are likely to be quite tactile and physical.

Reassuring and comforting – touch used for emotional reasons to communicate positive emotions, security and comfort i.e., to calm and reassure a distressed pupil.

Physical support – to pupils who have physical difficulties (e.g., transfers in and out of wheelchairs)

Physical intervention – as outlined above in this policy.

To use touch/ physical support successfully, staff will adhere to the following principles.

It must:

- Be non-abusive, with no intention to cause pain, injury or use power.
- Be in the best interests of the child and others.
- Have a clear supportive purpose for the pupil.
- Take account of gender and cultural issues.
- Take account of specific known historical experiences of the pupil.
- Be within the principles of the law.

Some pupils may find physical touch unwelcome and this right must be respected. Such sensitivity may arise from the individual's personal requirements, personal history, age etc. The FUEL SLT are responsible for ensuring that relevant staff are aware of any pupil who finds physical touch unwelcome, where this is known. With the above in mind and based on the principle that touch will only be used in appropriate situations in this school, likely situations where touch may be required are to:

- Administer first aid/medicines.
- Apply sun cream (in line with school's policy on this).
- Support a pupil/ demonstrate a technique within PE or another practical curriculum area.
- Deliver personal care to a pupil who requires support as part of a care plan.
- Provide emotional support and re-assurance to a pupil.
- Carry out physical interventions, as required.

20. Reflection Rooms

The term 'Reflection Room' (is a room or safe space to reflect and to balance your emotions and senses) refers to a space that provides a place of safety for the pupil, staff and other pupils in the class.

Its use is risk assessed, personalised and a structured strategy for pupils needing additional support, either self-chosen or with support in a sensory controlled area.

The Reflection Room may be used by pupils to allow for self-regulation, where they are supported from a situation which is causing distress, to be in a quiet, relaxing space that is beneficial.

It is also used in exceptional circumstances when a pupil is displaying behaviours that challenge that may cause a health and safety risk to themselves or others, with the aim of allowing themselves to calm and prevent the risk of significant harm to themselves or others.

The use of the Reflection Room is adapted for each group of pupils, taking into account age, ability, sensory needs and levels of behavioural support. As pupils' transition through school, they become familiar and confident with the room's use and purpose and are encouraged to use it as a self-chosen technique.

21. A Whole School Approach to Bullying

The Anti-Bullying Alliance defines bullying as, "the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power" (Anti-Bullying Alliance, 2022).

FUEL has a whole school approach and zero tolerance of bullying as detailed in our Anti-Bullying Policy.

The potential for bullying to occur is explored through staff training and reduced by the behaviour management in the school through:

- Identifying any patterns in behaviour that challenges, towards others.
- Strategies are consistently applied to help minimise the frequency of incidents and the pupil specific behavioural targets included in their Behaviour Plan/ Risk Assessment.
- Pupils are closely supervised and where appropriate, individual pupils may follow a personalised or individualised timetable.
- Pupils are supervised in all breaks and lunchtimes whilst on the premises.
- Parents/ carers are informed when incidents involving other pupils have occurred.

- All reported incidents of bullying will be recorded and investigated and reported to the SLT- the headteacher will report cases to the directors.
- FUEL actively explores the issues around bullying as part of its commitment to promoting equality, diversity and an inclusive and supportive environment for its pupils and staff that affirms the rights of individuals to be treated fairly and with respect. The PSHE and RSHE curriculum delivers work on friendships, caring for others and keeping ourselves safe, also learning to understand others behaviours, and acceptance.
- All classes display safeguarding and wellbeing information for pupil's (pupil friendly versions).

22. Positive Behaviour Expectations

It is paramount that pupils know what is expected from them and these expectations are thoroughly explained to pupils on induction and are also displayed around the school.

Pupils are expected to:-

- Arrive on time ready to learn
- Hand in mobile phones and electronic devices
- Dress appropriately for school
 - Skirts must be knee length
 - Shorts must be knee length
 - No belly tops
 - Ripped jeans must not be ripped too high or be too revealing
 - No see-through tops
 - No flip flops or sliders
 - Wear hoods down
 -
- Walk around the school in a calm, quiet and orderly manner
- Show respect for teachers, peers and visitors to the school
- Be polite to others in school
- Take pride in yourself and your work
- Talk only at appropriate times
- Work to the best of your ability
- Use the internet appropriately
- Use all equipment appropriately
- Listen to and follow instructions.

Pupils must NOT:-

- Use bad language or swear
- Smoke in or outside the front of FUEL
- Vape in or outside the front of FUEL
- Write on desks, walls or anywhere other around the school
- Leave the classroom without an appropriate permission from your teacher
- Leave the school site without permission

- Eat during lessons
- Drink anything other than water during lessons
- Drink Energy drinks or fizzy drinks at FUEL
- Be disruptive or prevent other pupils from learning
- Prevent any teacher from teaching
- Use intimidating behaviour, physical or verbal
- Make racist, sexist, homophobic or inappropriate religious comments

23. Positive Behaviour curriculum.

Positive behaviour will be taught to all pupils as part of the PSHE/RSE curriculum as well as taught holistically across the wider school curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by FUEL, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing behaviour that challenges.

24. Detentions

FUEL will make it clear to parents and pupils that they are able to use detention as a sanction to deter future misbehaviour, both during and outside of school hours. The use of detention as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

All teachers at FUEL can impose detention on a pupil, unless the headteacher decides to withdraw this power from any teacher. The headteacher may decide to delegate the power to impose detention to volunteers, such as parents who assist during educational visits or trips.

Detentions should be issued as a sanction when other consequences and sanctions have failed to see an improvement in behaviour. Detentions should not be used to threaten pupils, but can be used as a reflection point to consider ways to modify their behaviour and make the appropriate changes.

The following indicate the times during which detention can be issued outside of school hours:

- Any school day where the pupil is not authorised to be absent

- During weekends, except for any weekend preceding or following a half-term
- Any non-teaching day, e.g. INSET days

Parental consent is not required for detentions and, therefore, FUEL is able to issue detention as a sanction without first notifying the parents of the pupil, including for same-day detentions.

Pupils will be issued with detentions for lateness to school. A pupil can be kept for up to 1 Hour at the end of the day without communication with parents/carers, however, if a pupil is going to be kept for more than 20 minutes, parents will be informed where possible.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, FUEL will ensure there is **25** minutes allocated to allow the pupil time to eat, drink and use the toilet.

When issuing detentions which are set to be outside of school hours, the member of staff doing so will consider:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has identified caring responsibilities which would make the detention unreasonable.
- Whether the detention timing conflicts with a medical appointment.
- Whether the parents' ought to be informed of the detention, e.g. it may not be necessary to do so if the detention is for short period after school and the pupil is able to return home safely.
- Whether suitable travel arrangements can reasonably be made by the parent for the pupil; it does not matter whether these transport arrangements are inconvenient for the parent.

Detentions will **not** be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate sanction will be issued instead.

During detention a pupil may be set extra work or asked to repeat unsatisfactory work until it meets the required standard.

Persistent failure to attend detentions will result in more serious sanctions, for example Isolation and/ or suspensions.

Paying for damage

If Pupils deliberately damage any part of the school or property that is not theirs, they will be expected to pay the full cost of replacement or repair. Parents/Carers will be

invoiced for the damage their child has caused. Please note the Police may be involved and criminal damage charges may be pursued.

Stealing

If pupils steal property i.e. takes something that does not belong to them, and does not return it immediately, an investigation will take place and the police may be informed.

25. Incident reporting

Reporting and Tracking of Incident Reports

Procedure

Please Note: All incidents (Small/Big) need to be reported to Management on the same day. An incident report must be emailed to incidents@fueleducation.org.uk before the end of the day.

(Failure to comply may result in disciplinary action.)

(Small Incident=refusal to work)/ (Big Incident=under the influence of drugs/alcohol).

- Staff member to report incident to a member of SLT verbally ASAP.
- Incident form to be typed by the member of staff who witnessed the incident.
- If the staff member is requesting an investigation, the staff member must report this verbally to management. However, the incident report must be sent before the end of the day to incidents@fueleducation.org.uk
- Any other staff member who witnessed the incident is required to type their version of events.
- All information collated must be typed up on the incident form found on the server, and any written witness statements must be signed by the witness and dated.
- All incident reports and witness statements are to be emailed to incidents@fueleducation.org.uk
- Management will give feedback to staff with the decision after a full investigation has taken place.

Incident Reports and Witness Statements Require the Following:

- Date/Time/Area and the pupils full name
- What led to the incident happening? Are there any previous incidents related?
- A comprehensive step by step account of the incident. Include exact words used by pupil /staff.
- Email to incidents@fueleducation.org.uk before you leave the provision **THAT SAME DAY**.

If any of the above is breached, then disciplinary action may be taken.

The Behaviour Manager will:-

- record incident on CPOMS
- investigate the incident and decides whether it constitutes unacceptable behaviour.
- where deemed necessary, the pupil will be moved to isolation – the Behaviour Manager will determine the length of the period the pupil will spend in isolation, as well as any detention time.
- will inform the pupil's parents and invite them to discuss the incident where necessary.
- meet with the headteacher if it is felt an exclusion is necessary
- record all actions on CPOMS
- inform referring schools of any exclusions and send relevant incident reports
- conduct re-integration meetings for any pupils after exclusions
- issue and monitor behaviour contracts where appropriate
-

26. Sexual abuse and discrimination

FUEL prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. FUEL's procedures for handling child-on-child sexual abuse and discrimination are detailed in the Child-on-Child Abuse Policy.

FUEL will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

27. Smoking and controlled substances

FUEL will follow the procedures outlined in its Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. Parents, visitors, staff and pupils are instructed not to smoke on school grounds. Pupils are not permitted to bring smoking materials or nicotine products to school.

FUEL has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the

school will follow the procedures outlined in the Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

28. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item or a banned item. Authorised members of staff are permitted to use reasonable force when conducting a search without consent for the prohibited items listed below.

The prohibited items where reasonable force may be used are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Grinders
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Baseball bats, hammers, knuckle dusters (this list is not exhaustive)
- Stolen property
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

FUEL also identifies the following as prohibited items because they are banned under our school rules, which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- Mobile Phones
- E-cigarettes and vapes
- Lighters
- Aerosols
- Nitrous Oxide/Legal highs/psychoactive substances
- Energy drinks

All authorised members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in FUEL's Searching, Screening and Confiscation Policy when conducting searches and confiscating items. The headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items.

29. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. FUEL understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the following, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom rules and routines

FUEL has an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

FUEL also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher ensures all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

The classroom environment

FUEL understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

30. Behaviour outside of school premises

Pupils at FUEL must agree to represent the school in a positive manner. The guidance applies both inside school and out in the wider community.

Staff can issue consequences and sanctions pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also issue consequences and sanctions pupils for misbehaviour outside of the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with FUEL's Anti-Bullying Policy:

FUEL will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from FUEL are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

31. Data collection and behaviour evaluation

FUEL will collect data from the following sources:

- Behaviour incident data
- Attendance, permanent exclusion and suspension data
- Incidents of searching, screening and confiscation

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

32. Behaviour Procedure

Behaviour Incident Procedure Flowchart

LOW

Classroom Management. Staff are to challenge. If persistent go to Medium.

Examples: -

- Swearing
- Name calling (low, not offensive, in context)
- Not following instructions
- Refusal to work
- Not handing in phones etc
- Walking out of lessons
- Littering



Teacher to Manage Behaviour in Classroom:

1. Provide praise for positive behaviour.
2. Offer de-escalation or diversion tactic.
3. Request change to positive behaviour
4. Warning – offering pupil chance to choose positive behaviour and consequences made clear.
5. Issue consequence or sanction

Record on daily handover.
Record on detention slip/incident form.
Reflection Journal.

MEDIUM

Staff to report incident to Behaviour team and complete low/medium level incident report with witness statements where applicable.

Examples: -

- Verbal abuse
- Direct abuse/swearing
- Damage to building.
- Smoking at front of building
- Under influence of drugs/alcohol
- Health and Safety – Opening doors



1. Request change to positive behaviour
 2. Warning – offering pupil chance to choose positive behaviour.
 3. Warning – clear choice between positive behaviour and sanction
 4. Radio Behaviour Management Team
 5. Withdraw from lesson (timeout/reflection time/isolation – work provided by teacher)
 6. Reflection on Behaviour/Positive Behaviour Support Plan (BMT/Keyworker)
 7. Consequence/Sanction Issued
 8. Behaviour Contract and Positive Behaviour Report Card (if continuous/no improvements)
 9. Fixed term suspension or exclusion (if continuous/no improvements)
 10. Permanent Exclusion (if continuous/ no improvements)
- Low/Medium Incident Report Completed**
Detention Slip Completed
Reflection Journal
Positive Behaviour Support Plan

HIGH

Staff to report incident to Behaviour team and complete incident report with witness statements.

Examples: -

- Violence
- Bullying
- Racism
- Sexism
- Health & safety (Climbing Fence etc)
- Threatening behaviour
- Assault (pupil/staff)

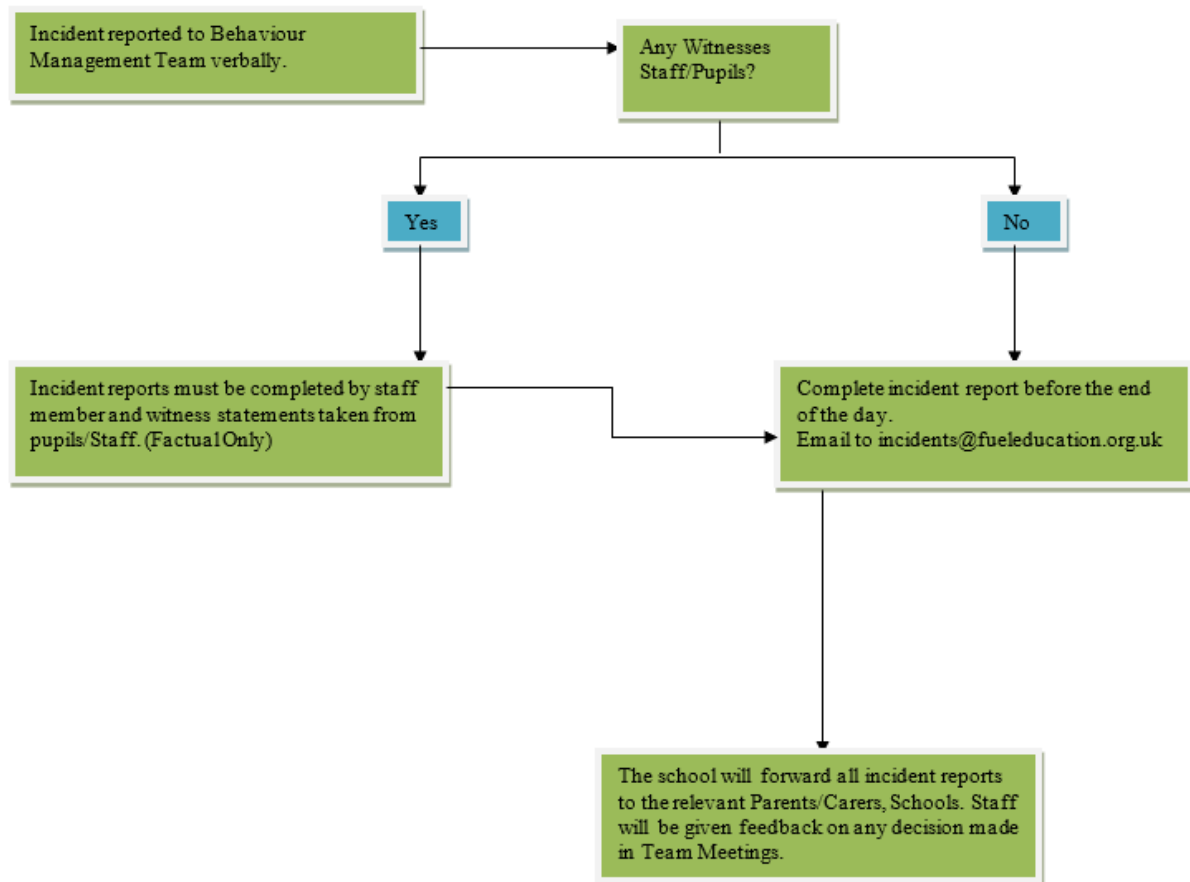


Dynamic risk assessment of safety/intervention needed :

1. Offer de-escalation or diversion tactic.
2. Warning – offering pupil chance to choose positive behaviour and consequences made clear.
3. Withdraw or Physical Intervention to Remove
4. Issue consequence or sanction
- 5.. Change of person/reflection/cool down
- 6.. Phone call/parents meeting
- 7.. Behaviour Contract/Report Card
8. Fixed Term Suspension/Exclusion (issued by headteacher)

Record on detention slip
Serious incident form.
Report Card/Behaviour Contract

Incident reporting flowchart



33. Monitoring and review

This policy will be reviewed on an annual basis by the behaviour manager and headteacher in conjunction with the board of directors; they will make any necessary changes and communicate these to all members of staff.

34. Appendices

1.1 Incident Report

Pupil name. (Main)	Date.	Time.	Year Group.	Nature of incident (highlight)
				SERIOUS LOW
Staff Reporting Incident	Staff/Pupils Present. (Initials only for pupils)	Location.		Highlight below topics in colour that is appropriate.
				Breach of Behaviour Contract
				Breach of COVID/Distancing
Antecedent (Events leading up to incident and strategies used)				Bullying
				Deliberate Damage
Incident.				Drugs and Alcohol
				Health and Safety Breach
				Homophobic Abuse
				Non-Co-Operation
				Offensive Weapon
				Disruptive Behaviour
				Physical Assault Pupil
				Physical Assault Staff
				Racial Abuse
				Sexual Misconduct
				Theft

	<p>Threatening Behaviour</p> <p>Verbal Abuse Pupil</p> <p>Verbal Abuse Staff</p> <p>Incitement</p> <p>Other – (only if doesn't fit other categories)</p>
<p>Medical information (include details of injuries to staff/pupil)</p>	<p>Action and interventions</p>
	<p>Was RPI used YES/NO</p> <p>Has the Pupil/s been isolated YES/NO</p> <p>Has the Pupil/s been given a detention YES/NO Duration</p> <p>Has the Pupil/s been Suspended YES/NO – FIXED/PERMANENT</p> <p>Has Pupil/s parents/guardians been notified YES/NO</p> <p><u>Further comments or actions listed below.</u></p>

1.2 Examples of De-escalation and Diversion Strategies

De-escalation strategies that FUEL may include;

- Change of environment – use of other teaching spaces in school
- Change of face (a different/ new member of staff deals with the situation but remains in line with the pupil's Behaviour Plan/ Risk Assessment)
- Change in tone of voice, or do not speak at all, use of signing
- Change in body language, calm stance and posture
- Avert eye contact
- Use of humour
- Model desired behaviour
- Use of familiar routines
- Doing something different or new/ distraction
- Physical activity – outdoor play, swing, running, football
- Reminder of rules and responsibilities
- Reminder of consequences
- Give empathy (not patronise)
- Engineer success or praise for something achieved
- Evaluate sensory needs – use outside, Reflection room, sensory play
- Change activity
- Remove the audience
- Use powerful pauses/ silence
- Use help scripts, social stories
- Photos/ symbolised books/ toys / objects/ favoured activities/ now and next
- Count down or up (use timers if needed)
- Communicating with pupil using careful use of language
- Physical support – hand holding,
- Sensory Journal – use of food/ drink (recommended by OT)
- Intensive interaction
- Use of mirrors, sensory play (playdoh, pasta, corn flour, bubbles)
- Reminder of rewards/ class awards
- Talk to another adult about something that may interest the pupil as a diversion to talking to them
- Use a 'Remember when....' strategy – to talk about something the pupil really enjoyed doing

Staff should contact a member of the Senior Leadership Team for further advice, support, guidance, as required.

Behaviour Reflections

Name

Date

Reasons for My Behaviour

1.

2.

3.

Description of My Behaviour

Consequences of My Behaviour

How has my behaviour made others feel?

How do I feel now?

What might have happened?

Plan for Improvement

.....
.....
.....
.....
.....

Signed

(pupil)

Signed

(teacher)

1.4 Behaviour Reflection Tool: Comic Strip



Comic strip!



Me

I felt...

This happened....

If I feel like this again I will....



Pupil: _____
Staff: _____
Date: _____

1.5 Positive Behaviour Support Plan

My Positive Behaviour Support Plan

<i>A bit about me</i> •			
<i>My Behaviours of concern</i>		<i>How you can help me</i>	
<i>What my behaviour look likes when I am heightened</i> •	<i>Difficult Situations and Triggers to avoid</i> •	<i>My motivators and things I am good at</i> •	<i>What I need to regulate (during and after a behaviour crisis)</i> •



My Positive Behaviour Support Plan

<p><i>I am telling you that...</i></p> <ul style="list-style-type: none"> • 	<p><i>The function of my behaviour (e.g. control, attachment, sensory need, communication deficit, emotional regulation, physical/medical change)</i></p> <ul style="list-style-type: none"> •
<p><i>Skills you will teach me to help me tolerate and cope with things:</i></p> <ul style="list-style-type: none"> • 	<p><i>Strategies used to help me tolerate and cope with things:</i></p> <ul style="list-style-type: none"> •

Staff	(BMT/Keyworker):	Signed
	Date	
Pupil	Signed
	Date	

1.6 Pupil behaviour contract

NAME OF PUPIL: <FirstName> <Surname>

Behaviour Contract

Date:

Section 1 – agreement

This contract is a written agreement between you and FUEL. The aim is to identify clear goals for you and support you in the classroom and at school to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: _____ Date: _____

My goals









To prevent my challenging behaviour, I can:

1. _____
2. _____
3. _____



When I demonstrate challenging behaviour, you can help me by:

1. _____
2. _____
3. _____



These are the consequences if I don't meet my goals:



These are the rewards if I meet my goals:







This contract will run for six weeks initially, during these six weeks you will take part in 1 x one to one sessions a week to discuss your behaviour and look at strategies for you to be able to address your behaviour. If your poor behaviour continues after the initial six-week period, the behaviour contract can be extended and reviewed every two weeks for a maximum of a further six weeks.

Failure to comply with the contract at any point will result in you either being excluded for a fixed period or permanently excluded and lose your place at FUEL.

Agreement set out between staff members at FUEL and **<FirstName>**

Expectations: -

<Action Details>

<Action Details>

<Action Details>

I understand that I must follow **ALL** the expectations set within this contract in order to keep my place secure at FUEL. If any of the expectations set are broken, I will be removed from FUEL.

I agree to the above expectations that have been set by FUEL. I understand that if I break any of the above expectations, my place at FUEL will be withdrawn with **immediate effect**.

Name: <FirstName> <Surname>

Signed by Young Person _____

(Your parents/carer will be informed a behaviour contract is now in place)

Signed by Staff Member at FUEL _____

1.7 Ground Rules at FUEL

- Come into the classroom quietly and sit at your table ready to learn
- Be polite and treat everyone with respect
- No shouting out
- No leaving the room without permission
- Listen and follow all instructions
- Wait to be released by the teacher at break, lunch and home time
- No hoods up
- No swinging on chairs or sitting on tables
- No eating or drinking without permission in the classroom
- No sitting on the teacher's chair/at the desk or using the teacher's computer
- Use all school equipment appropriately
- No touching of the heating/AC controls
- No touching the tools and equipment in the workshops without permission
- No 'play' fighting
- No taking or using staff radios/door cards

1.8 Detention Guide

FUEL DETENTION GUIDE:	TIME:	NEGOTIABLE:
Leaving the lesson without permission or good reason	5 mins	NO
Opening the classroom door to peers	5 mins	NO
Refusal to complete work/follow instructions	5 mins each time asked	YES
Refusal to return from a time out	5 mins	NO
Verbal abuse to peers	10 mins	YES – if apology accepted
Verbal abuse to staff	10 mins	YES – if apology accepted
Damaging school or others property	20 mins	NO
Turning off the lights	40 mins	NO
Touching teachers' desk/equipment	40 mins	NO
Late back from break or lunch	Loss of consent for 3 days/3 strikes	NO
Taking/using a staff radio/badge	40 minutes	NO
'Play' fighting	40 minutes	NO

❖ Please remember a detention is not complete unless you are in the correct room and completing any task set

1.9 Definitions

For the purposes of this policy, FUEL defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of FUEL within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including directed swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, FUEL defines "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Disruption on public transport
- Possession of mobile phones during the school day without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.