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Trafford Alternative Education Provision

Behaviour for Learning Policy

[2023]



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Document control

Version control/History

Name	Description	Date
Mark Barcroft	Version 211/2020 Full reviews; addition of contents page, standard reference to TAEP and “student(s)” throughout the policy, added a record of review table and updated practice with an emphasis on ‘catching students being good’ and rewarding and celebrating achievement for all.	October 2021
Mark Barcroft	Version 3 Review date reduce so that the policy is reviewed more frequently	January 2022
	Vape and E-Cigarettes procedures	
Linda Thompson	Appendix 1 Strip Search Guidance <ul style="list-style-type: none"> • Legislation included • Roles and Responsibilities Lone working procedures	August 2022
Hayley Blane	PASS	June 2023

Approvals

Name	Position	Date

Links to

Policy	
<ul style="list-style-type: none">• Exclusions Policy• Child Protection and Safeguarding Policy• Physical Restraint Policy• Mobile Phone Policy	
Governor Committee	Curriculum, Standards, and Achievement



Trafford Alternative Education Provision



Our Mission Statement:

Trafford Alternative Education Provision is committed to providing....

A 21st Century education that promotes the academic, emotional, and social development of our students. Our aim is to create a holistic, nurturing, and inspiring environment where students are supported and encouraged to take charge of their lives, their learning, and their decisions. Every student will have an understanding of their personal journey, challenges, and future opportunities. All will be encouraged to become independent thinkers and learn to value and respect others thus enabling them to meet the challenges of the wider world. In partnership with parents, carers, schools, and outside agencies we will provide students and staff with a positive and supportive learning experience.

We will achieve our vision by constantly thinking about the bigger picture, working as one team, valuing our staff and their continual development, and by frequently reviewing, debating, and developing the curriculum.

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Trafford Alternative Education Provision

Behaviour for Learning Policy

1. Introduction

In our exclusive, nurturing, caring, and supportive environment, at Trafford Alternative Education Provision (TAEP) we provide a setting for our students: to re-establish a positive educational pathway, re-focus and access education, make progress and in turn change the direction of their lives.

The most important aspect for students is the feeling that they are: valued, safe, and protected and there is a sense of connection with members of staff. For most students, this can be achieved by simple acknowledgment of the student and the student having the knowledge that you have them in your mind, care about them as a person, and care about what they are doing. Strong relationships between staff and students are vital. Staff must be fair and consistent with students (taking into account individual needs) and students need to understand that the staff member in their role is acting as a professional at all times enabling students to feel safe. Equally, staff must be approachable and there to help (not only there to discipline) and students must understand this. If a member of staff is having difficulties with an individual or group of students they are expected to seek support to make a positive change.

This policy is developed to ensure guidance for staff to promote positive behaviour at TAEP. The procedures and guidance in this document provide a consistent approach across the school and enables students, parents/carers, and staff to understand our approaches to the management of behaviour in TAEP. It is also recognised that for some students, modifications on these procedures will be made to meet any: specific social, emotional, mental–health learning or other needs which require a personalised approach;

It is important to have high expectations for our children while recognising some children have specific needs. as in any learning environment

Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

- Behaviour is a form of communication. The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) - which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties – helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious), and responding accordingly.

- Taking a non-judgmental, and empathic attitude towards behaviour. We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.
- A student with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support. “Thinking of a student as behaving badly disposes you to think of punishment. Thinking of a student as struggling to handle something difficult encourages you to help them through their distress”
- Putting relationships first. This requires a school ethos that promotes strong relationships between staff, students, and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect, and value for all members of the school community.
- Maintaining clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean not having any expectations, routines, or structure.
- To help our students feel safe, their educational environment needs to be high in both nurture and structure. Our students need predictable routines, expectations, and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.
- Not all behaviours are a matter of ‘choice’ and not all factors linked to the behaviour of the student are within their control. Therefore the language of choice (e.g. ‘good choice/bad choice’) is not always helpful.
- Behaviour must always be viewed systemically and within the context of important relationships (i.e. a relational communication pattern rather than an internal problem).
- Encouraging parental engagement and involvement is crucial when addressing and planning support for our students' SEMH needs

2. Legislation, statutory requirements, and statutory guidance

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

- › [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening, and confiscation at School 2018](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Exclusion from maintained schools, academies, and Pupil Referral Units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement - 2022](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on: In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- [DfE guidance](#) explains that maintained schools must publish their behaviour policy online
- This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Refusal to follow school expectations

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking/Vaping
- Racist, sexist, homophobic, or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol

- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over some time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullyings that takes place online, such as through social networking sites, messaging apps, or gaming sites

5. Zero-tolerance approach to sexual harassment and sexual violence

TAEF will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

- Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis
- The school has procedures in place to respond to any allegations or concerns regarding a student's safety or well-being. These include clear processes for:
 - Responding to a report
 - Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to student's social care
 - Report to the police

6. Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of SLT will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to student's social care, if appropriate.

7. Safeguarding

TAEF recognises that changes in behaviour may be an indicator that a student needs help or protection.

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

Where this may be the case, we will follow our Child Protection and Safeguarding Policy, and consider whether pastoral support, an early help intervention, or a referral to social care is appropriate.

8. Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- › Causing disorder
- › Hurting themselves or others
- › Damaging property
- › Committing an offence

Incidents of reasonable force must:

- › Always be used as a last resort
- › Be applied using the minimum amount of force and for the minimum amount of time possible
- › Be used in a way that maintains the safety and dignity of all concerned
- › Never be used as a form of punishment
- › Be recorded and reported to parents (see Appendix 3 for a behaviour log)

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

9. Searching, screening, and confiscation

Any prohibited items (listed in section 3) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

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

10. Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student following this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student following this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false, or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation requires help, or the allegation may have been a cry for help. If so, a referral to the student's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our Child Protection and Safeguarding policy for more information on responding to allegations of abuse against staff or other students.

11. SEND

Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

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

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Students and Families Act 2014](#))
- If a student has an education, health, and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

- Short, planned Time -out breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where students can regulate their emotions during a moment of sensory overload

Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will take into account:

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student is likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a student displaying challenging behaviour may have an unidentified SEND

The school's special educational needs coordinator (SENDCo) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners, and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that student. We will work with parents to create the plan and review it on a regular basis.

Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

12. Roles and Responsibilities

The Governing Board (Management Committee)

The Curriculum, Achievement, and Standards Sub Committee is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the Executive Headteacher
- Monitoring the policy's effectiveness
- Holding the Executive Headteacher to account for its implementation

Academies, including free schools, and independent schools insert:

The Governing Board is responsible for monitoring this behaviour policy's effectiveness and holding the Executive Headteacher to account for its implementation.

The Executive Headteacher:

The Executive Headteacher is responsible for:

- Reviewing this policy in conjunction with the [governing board/committee name]
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfill their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

Teachers and staff

- Staff are responsible for:
- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently

- Communicating the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly)
- Challenging students to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and Carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their student in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their student's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their student's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy

The school's key rules and routines

The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard

The pastoral support that is available to them to help them meet the behavioural standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who

13. Principles supporting the aims and ethos of TAEP

We create a positive, safe environment in which our students can develop self-discipline and behaviour strategies. We create a positive, safe environment in which our students can develop self-discipline and behaviour strategies.

We endeavour to, '**catch our students being good**' and encourage students to celebrate their successes, as noticed by the team at TAEP, in weekly assemblies. **See Appendix 2.**

Establish an atmosphere that encourages students and staff to value and appreciate each other irrespective of age, gender, creed, race or ability.

We want every student to learn to the best of their ability (academically and socially) and every member of staff to be able to continue to learn and develop professionally.

We wish to ensure that all students attending TAEP feel safe and respected.

We encourage all students to develop a sense of personal responsibility and accountability and understand how their behaviour may affect others.

The school aims to provide a high level of support for students so that any problems they may have can be addressed sensitively.

We aim to communicate clearly to students, staff, and parents/carers the expectations we have for good behaviour and to inform parents of any positive or negative incidents.

Clear, consistent graduated sanctions are used by all staff where a student chooses to behave inappropriately.

We will

- Provide each student with an individual education programme that allows for progress, taking into account their previous educational history, patterns of attainment, behaviour, and attendance.
- Provide a happy, secure learning environment where social behaviour and academic achievements have equal status
- Prevent bullying by being proactive in our approach. Bullying is not tolerated and we promote tolerance and respect as part of British Values.
- Ensure that students complete assigned work. Our approach to learning is rigorous and we ensure that students learn, their learning is tracked, and they make progress.

- Regulate students' conduct through our system, and monitor and report on improvements made.

14. Behaviour Rewards

The following methods will be used by all staff to reward students for displaying appropriate behaviour within the school, achieving learning targets, and recognising of contributions to the community.

- Verbal praise.
- Post Cards home
- Celebration assembly – certificates and recognition (also shared with parents/carers via Class Dojo system) **See appendix 2.**
- Points for learning and behaviour are recorded via the Class Dojo system, which will lead to a reward trip at the end of the term for the top point earners **See Appendix 3.**
- Phone call home (by a member of staff or form tutor).
- We are using the AQA Unit Award Scheme (relating this to Achievement for All) to drive up standards, motivate students, raise aspirations and recognise the effort in learning that students are making with high-quality certification from a recognised exam board **See Appendix 4.**

15. Behaviour Sanctions

A 'levels of consequences' ladder has been drawn up which lists behaviours and their expected sanction (appendix 8). The sanctions in school focus on, where possible, carrying out restorative conversations and repairing relationships at the earliest opportunity. Where a sanction goes beyond low-level behaviour, parents will always be informed with a phone call.

Should a behaviour exceed a level four consequence, a permanent exclusion may be considered.

16. Behaviour Management

The use of reasonable force.

Staff at TAEP are trained in the Team Teach method, which emphasises de-escalation... All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence
- Incidents of reasonable force must:
- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS/ Red Book and reported to parents

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

Disciplining students beyond the school gate.

TAEP expects students to enter and leave the site in an orderly manner, showing respect to our neighbourhood. We will address issues near the school.

Mobile Phones

Students should turn off their mobile phones upon entering the school. At Trafford High Schools student should place their phone in their locker. At Trafford Medication Education Services students should hand in their phones to Student Reception. Students are not allowed to use mobile phones during the school day. If an essential call needs to be made, the office telephone is always available.

Jewellery

Students should only wear a watch, one ring, and one necklace. For reasons of safety, only stud earrings should be worn. Extra jewellery should be handed in at the start of the day.

Conduct Outside the School

Teachers may issue positive and negative consequences (including exclusion) to students involved in incidents whilst: taking part in any school-organised or school-related activity traveling to or from school \ wearing school uniform or in some other way identifiable as a student at the school and acting in a way that could: have repercussions for the orderly running of the school, pose a threat to another student or member of the public or adversely affect the reputation of the school. The school prides itself on being an integral part of the community. It will fully support Police investigations or community incidents and will sanction or reward students appropriately. The Executive Headteacher can still exclude a student if the student was outside school and not on school business if there is a clear link between that behaviour and maintaining good behaviour and discipline amongst the school body as a whole.

17. Strategies we use when dealing with difficult behaviour

6.1 There are a range of strategies we use in dealing with difficult behaviour.

- We always treat students with respect even when they are exhibiting challenging behaviours.
- We ignore inappropriate behaviour when noticing it would cause more disruption or as part of a planned approach. However, this is always followed up at a more appropriate time.
- We avoid talking above background noise.
- We focus on those who are behaving and working well and praise and encourage them.
- We use eye contact, facial gesture, or signals to express approval and disapproval initially.
- We have a quiet word with the student who is exhibiting behaviours that challenge, telling them that the behaviour is not acceptable and should stop.
- We describe the effects of the behaviour, not the behaviour itself ("when you are making a noise or messing about, the others can't hear or learn").
- Lone working. If a child is in extreme crisis we will always ensure that two members of staff are present. Staff will use their walkie talkie to call for assistance
- We sometimes ask that a student be withdrawn to a quiet room or given Time Out. These strategies are planned for and recorded on the Behaviour Support Plan/ Risk Assessment. If a child is in crisis always ensure that two members of staff are present. Use your walkie-talkie to call for assistance
- We are prepared to find the best adult and best conditions to resolve the issue and prepared to change adults where necessary to support both the student and adults.
- We allow students time to make amends or take time to follow up on instruction.
- We follow up on inappropriate behaviour with a student on their own where possible.

- We discuss problems and difficulties privately as far as possible.
- We follow the guidelines if restrictive intervention is needed, and only after the use of de-escalation techniques.
- We accept that sometimes it is appropriate to show controlled anger. We can thus model appropriate anger to the students. We do so in a controlled way and avoid blaming. We give an “I” message e.g. “I feel very angry that you have spoken so unkindly to Scott.”
- We only raise our voices in exceptional circumstances and always in a controlled manner.
- We give opportunities for reparation and restitution when all those involved are ready and without increasing delays.
- We model reconciliation and support these processes as appropriate

Pupils will be supported, where necessary, by a behaviour plan which outlines potential triggers and resulting behaviours (appendix 9). This will also log parent comments and pupil comments, as well as the strategies which have been proven helpful by staff in de-escalation of behaviour.

18. General strategies we use

Our approach requires all staff working with our students to be aware of the principles of restorative justice, and the ability to apply them to resolving situations in their classes, corridors, and elsewhere in the school community. The principles and use of restorative justice are a regular feature in the schools continuing Professional Development Programme.

At TAEP we use a restorative approach as part of our behaviour management in the following areas:

- Mentoring, 1:1s, Interventions, tutor time, counselling, and lessons are all used to encourage an ethos where thoughts and feelings can be explored openly.

19. Involving Other Agencies

The SENDCo may carry out additional assessments or tests to find out more about the student's learning and behavioural difficulties so that the curriculum and teaching can be further tailored to enable the student to make progress. If the SENCO believes we need more advice about how to help your student learn, we will talk to you about this. We sometimes ask for advice from other specialists and this is used to inform teaching, learning, and support packages. We record the strategies we are using in a Support Plan which is an individual plan for your student to help them to make progress and improve their behaviour. This will be written by a team of teachers and support staff within the school. This will also be shared with you and evaluated on a termly basis.

Available agencies could include:

- Educational Psychologist
- Healthy Young Minds (formally known as CAMHS)
- Phoenix Futures
- Speech and Language Therapy

- Specialist Advisory Teachers
- School Nurse
- Talkshop
- 42nd Street
- Connexions
- Student Community Support Officers
- First Response

All pupils are also assessed on entry using LUCID to assess academic ability to access the curriculum as well as PASS (pupil attitude to school and self) to assess the pupils' likelihood of having an SEMH need. The PASS assessment highlights the need for enhanced pastoral support and mentoring opportunities to reduce the number of negative behavioural incidents whilst LUCID highlights the need for cognitive support in lessons to be offered and thus reducing the number of behavioural incidents due to pupils being unable to access the curriculum.

20. Appeals against sanctions

Students and parents/carers are free to discuss any sanction given, with the Form teacher in the first instance. If dissatisfied, we continue to encourage a resolution and ask parents/carers to please contact the Executive Headteacher.

21. Training

As part of their induction process and CPD, our staff are provided with regular training on managing behaviour, including training on:

Team Teach

- The proper use of restraint
- The needs of the students at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

A staff training log can be found in Appendix 2.

22. Summary of TAEP's approach to managing behaviour

<p>The school's approach to behaviour</p>	<p>TAEP has high expectations of behaviour.</p> <p>We expect all students to come to school ready to learn, wearing the school uniform that has been agreed upon with students.</p> <p>Bullying of any kind will not be tolerated.</p> <p>All members of the school community will be treated with respect.</p> <p>Students must be safe at all times. Any breaches of this guidance can result in detentions, loss of privileges, home contact, and in extreme cases, suspension.</p> <p>TAEP has a positive vision for our community; we reward our students for behaving positively. The emphasis will always be on positive, respectful behaviour, which will be rewarded through our points system.</p> <p>The senior leadership team and all staff promote positive attitudes in school.</p> <p>We believe that fully involving our students in the life and work of the school leads to shared values.</p> <p>Staff have a responsibility to reward good behaviour and to record negative behaviour.</p> <p>We show students that they can improve by reducing negative recorded behaviours and increasing positive ones.</p> <p>All staff promotes the rewards system.</p>
<p>Roles and Responsibilities of Staff and governors</p>	<p>The Executive Head Teacher and Deputies report to the governor's management committee on progress made in increasing positive outcomes and decreasing negatives.</p> <p>Governors are rigorous in their expectations of raising levels of behaviour and returning students to a mainstream school where possible.</p>

<p>Classroom management strategies used in the school</p>	<p>Our Behaviour Expectations and Learning entitlement for Students are displayed on the wall in every classroom.</p> <p>The rewards and sanctions used have been agreed upon with all staff and with students. The rewards and sanctions system is set out above.</p> <p>The school uses the Team Teach method of classroom management, which emphasises de-escalation techniques. This may involve students leaving the class for a short time and talking any difficulties over with a TA or member of the Senior Leadership Team.</p> <p>Students with additional needs are managed by the SENDCo and colleagues have appropriate individual education plans to help them manage behaviour.</p>
<p>Rewards and sanctions</p>	<p>The rewards and sanctions used in TAEP are set out above. In extreme circumstances, we may use positive handling techniques.</p> <p>This would be approved by Team Teach methods and only in circumstances where a student is in danger of harming themselves or others.</p> <p>Positive handling of students is rare at TAEP. If used, it is recorded appropriately.</p>
<p>Behaviour strategies and the teaching of good behaviour</p>	<p>TAEP has a personal, social, and health education programme that is taught across Key Stage 3 and 4. This sets out British values of tolerance, behaviour, and respect.</p> <p>The school has an active student voice which raises the concerns of students and gives them a voice in how the school develops.</p> <p>By respecting and listening to our students, we treat them how to value other people and their opinions.</p> <p>The school has an active programme of guest speakers including Phoenix Futures (Greater Manchester Drug and Alcohol Service), Greater Manchester Police and Fire Services, and speakers from within the school. Students are encouraged to take an active role in school assemblies.</p>

<p>Staff development and support</p>	<p>All staff are trained in safeguarding our students. This is of the utmost importance. Staff are trained in the PREVENT programme which is the government's programme to stop the radicalisation of young people.</p> <p>Staff are trained in de-escalation techniques to manage challenging behaviour.</p> <p>Using this system, we can track positive changes in behaviour over time.</p>
<p>Student support systems</p>	<p>Every student is assigned a Form teacher. Informal mentoring takes place at the end of school each day during form time. Students talk about the outcome from the previous day and how they can achieve their behaviour targets for the week.</p> <p>During the school day, students may need a short time out of class to discuss their behaviour, calm down and improve upon returning.</p>
<p>Liaison with parents and other agencies</p>	<p>TAEP works closely with parents/carers and recognises good, positive behaviour through positive phone calls or postcards sent home.</p> <p>In some instances, it will be necessary to contact parents regarding negative behaviour.</p> <p>If damage has been caused to the school, TAEP expects parents to help resolve this situation, within reason. If negative behaviour becomes more serious, parents will be asked to attend a meeting in school or a multi-agency meeting will be called. TAEP will request support from partner agencies to support our young people.</p>

<p>Managing Student Transition</p>	<p>TAEP has a Step Out programme for students in need of time out of mainstream school, to reflect on their behaviour and to get some intensive support with their work.</p> <p>TAEP has a close relationship with all other secondary schools in the area. The aim is for the majority of our students to transition back to a mainstream school, or in some cases, to a more specialised provision.</p> <p>On joining TAEP, students come with a range of assessment data. On return to a mainstream school, full data on improvements shown in learning and behaviour is provided.</p>
<p>Organisation and Facilities</p>	<p>For the majority of the time, our students are in class working at an appropriate level. TAEP intends to reduce negative behaviour by providing high-quality teaching and setting high levels of expectation for our students.</p>
<p>Malicious Allegations</p>	<p>Malicious allegations against staff will be taken seriously if found to be malicious. The school has full recourse to the law in these circumstances.</p> <p>TAEP will take seriously any allegations against staff and students these will be investigated.</p>
<p>Legal Duties</p>	<p>TAEP acknowledges the school's legal duties under the Equality Act 2010 and those in respect of safeguarding and supporting students with special educational needs.</p> <p>The school fully supports students with special or additional needs, under the Special Educational Needs and Disability Code of Practice: 0 to 25 years.</p> <p>TAEP recognises that our students require a more sensitive and differentiated approach to sanctions and behaviour management. This is provided across the curriculum range.</p>

23. Evaluation

The following aspects will be regularly analysed to inform practice and to develop and refine the BFL policy as appropriate:

- Impact on student attainment, especially underachievers
- Number of students bullied or racially abused
- Number of students experiencing Child on Child abuse
- Percentages of students who receive fixed-term and permanent exclusions
- Feedback from parents through parents' evening surveys
- Feedback from external agencies, i.e. Connexions, Ofsted, LA

24. Appendices

Appendix 1

Statement of Behaviour Principles from the Governors

1. Background

This statement has been produced in accordance with the Education and Inspections Act 2006 and DfE guidance. The purpose of the statement is to guide the Executive Headteacher in drawing up the behaviour suite of policies for Trafford Alternative Education Provision (Trafford High School/ Trafford Medical Education Service) to ensure that there are shared and owned objectives and values between members of Trafford Alternative Education Provision Governors, staff, parents/carers and pupils as well as taking full account of law and guidance on behaviour matters. It is intended to help all Trafford Alternative Education Provision staff to be aware of and understand the extent of their responsibility and powers in respect of discipline and sanction and how to use them. Staff should be confident that they have the Governors' support when following this guidance.

The Executive Headteacher has the responsibility for the writing of behaviour policies at the school taking into account these principles when doing so. The Executive Headteacher is also asked to take account of the guidance in the DfE publication Behaviour and Discipline in School: a guide for Headteacher and school staff (January 2016).

2. Behaviour Principles at Trafford Alternative Education Provision

The Behaviour Policy, together with the Exclusion Policy and Acceptable Use of Force Policy are made available to staff each year and are held within the Trafford Alternative Education Provision policies directory. The Trafford Alternative Education Provision website also holds these policies. Parents/carers are made aware of our policies and approach to behaviour management during the initial induction meeting.

The Governors and all Trafford Alternative Education Provision staff strongly believe that high expectations of good behaviour lie at the heart of Trafford Alternative Education Provision's success. We aim to celebrate and acknowledge small steps in improved behaviour. We firmly believe that good, engaging teaching and learning fosters improvement in behaviour and motivation behaviour. Subsequently, good behaviour for learning ensures that students achieve their milestones.

We are committed to improving outcomes for our pupils by providing opportunities for them to learn both academically and behaviourally and prepare them for the opportunities, responsibilities, and challenging experiences of life, including returning to an appropriate school setting.

- Every pupil understands they have the right to feel safe, valued, respected and learn free from the disruption of others
- Rewards, sanctions, and reasonable force are used consistently by staff, in line with the behaviour policy
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- This is an inclusive school; all members of the Trafford Alternative Education Provision community should be free from discrimination, harassment, victimisation, and any conduct that is prohibited by or under the Equality Act 2010.
- It is expected that all adults – staff, volunteers, and Governors – will set excellent examples of behaviour for everyone at all times.
- We seek to give every pupil a sense of personal responsibility for his/her actions.
- Trafford Alternative Education Provision's Behaviour Policy ensures that there are measures to encourage positive behaviour, self-discipline, and respect, and to prevent all forms of bullying amongst pupils.
- Trafford Alternative Education Provision's Behaviour Policy makes it clear that physical and verbal aggression is unacceptable. Everyone (staff and pupils) have the right to feel safe and secure. All abusive behaviour (physical, verbal, and online) will be dealt with bearing this in mind.
- Trafford Alternative Education Provision will fulfill its legal duties under the Equality Act 2010 in respect of safeguarding including potential radicalisation and extremism concerns, pupils with special educational needs, and all vulnerable pupils.
- Trafford Alternative Education Provision will keep abreast of current issues and initiatives concerning Health and Safety at Work Act 1974 and related regulations.

This written statement of behaviour principles is reviewed and approved by the Trafford Alternative Education Provision Governing Body annually

Appendix 2 Strip Search

A strip search is a search involving the removal of more than outer clothing. Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and following the Police and Criminal Evidence Act 1984 (PACE) Code C. 12 While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the student(s) involved and should advocate for student wellbeing at all times.

Before calling the police into the school, staff should assess and balance the risk of a potential strip search on the student's mental and physical well-being and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is necessary, and should always ensure that other appropriate, less invasive approaches have been exhausted. Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them, and the role of the school is to advocate for the safety and well-being of the student(s) involved. 37. Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the student suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult. Parents should always be informed by a staff member once a strip search has taken place. Schools should keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge. The process the police must follow during a strip search

Except in cases of urgency where there is a risk of serious harm to the student or others, whenever a strip search involves exposure of intimate body parts there must be at least two people present other than the student, one of which must be the appropriate adult. 13 If the student's parent would like to be the appropriate adult, the school should facilitate this where possible. Police officers carrying out the search must be of the same sex as the student being searched. An appropriate adult not of the same sex as the student being searched may be present if specifically requested by the student. Otherwise, no one of a different sex to the student being searched is permitted to be present, and the search must not be carried out in a location where the student could be seen by anyone else.

Except in urgent cases as above, a search of a student may take place without an appropriate adult only if the student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search and the appropriate adult agrees. A record should be made of the student's decision and signed by the appropriate adult. The presence of more than two people, other than an appropriate adult, shall be permitted only in the most exceptional circumstances. 40. Strip searching can be highly distressing for the student involved, as well as for staff and other students affected, especially if undertaken on school premises. PACE Code C states that a strip search may take place only if it is considered necessary to remove an item related to a criminal offence, and the officer reasonably considers the student might have concealed such an item. Strip searches should not be routinely carried out if there is no reason to consider that such items are concealed. After-care following a strip search 41. Students should be given appropriate support, irrespective of whether the suspected item is found. If an item is found, this may be a police matter, but should always be accompanied by a

safeguarding process handled by the school which gives attention to the student's wellbeing and involves relevant staff, such as the designated safeguarding lead (or deputy). Safeguarding should also be at the center of support following a strip search in which the item is not found, both in the sense of supporting the student to deal with the experience of being searched, and regarding wider issues that may have informed the decision to conduct a strip search in the first place. In both cases, students should feel that they have an opportunity to express their views regarding the strip search and the events surrounding it. School staff should give particular consideration to any students who have been strip searched more than once and/or groups of students who are more likely to be subjected to strip searching with unusual frequency, and consider preventative approaches.

Appendix 3 – Vapes and electronic cigarettes.

During the 2021/22 school year, vapes and electronic cigarettes started to become a problem and a distraction to learning at TAEP.

To counteract this, there have been learning opportunities to discuss the reasons why they are not allowed in schools. This learning will be ongoing and form part of TAEP's offer to educate and inform our students.

In January 2021, the Canadian Lung Association reported the following; **"Vaping can make asthma and other existing lung diseases worse. Breathing in the harmful chemicals from vaping products can cause irreversible (cannot be cured) lung damage, lung disease and, in some cases, death. Some chemicals in vaping products can also cause cardiovascular disease and biological changes that are associated with cancer development."**

In 2019, Harvard Health reported that **"Nearly 200 e-cigarette users have developed severe lung disease in 22 states (and the numbers keep rising — a Washington Post story put the number at 354). Most cases were among teens and young adults.**

Experts aren't sure if vaping caused these lung problems, but believe the most likely culprit is a contaminant (from the vaping liquid), not an infectious agent. Possibilities include chemical irritation or allergic or immune reactions to various chemicals or other substances in the inhaled vapours.

Typically, symptoms have started gradually, with shortness of breath and/or chest pain before more severe breathing difficulty led to hospital admission."

The UK government's position is as follows; **"Selling vaping products to anyone aged under 18 and buying vaping products for anyone under 18 are prohibited. Violations of the age of sale law for nicotine vaping products (and cigarettes) have been reported. A 5-year report on these regulations is due.** There is a loophole in the legislation which allows free samples of vaping products to be given to people of any age."


Bearing all of this in mind the staff team at TAEP are taking the following approach:

1. When in possession of vapes and/or electronic cigarettes ***on arrival at school*** students must choose to lock vapes and/or electronic cigarettes in their assigned locker.

2. Any vapes and/or electronic cigarettes **that are found or come to be known about** in the main school (after admission through the locker area) **will be confiscated**.
3. Confiscated vapes and/or electronic cigarettes **will not** be returned to students.
4. Parents must be called and **only parents** can collect the vapes and/or electronic cigarettes.
5. Under **no circumstances** should vapes and/or electronic cigarettes **be handed back to students**.
6. If the above control measures are unsuccessful and students **are discovered using** vapes and/or electronic cigarettes during the school day then the confiscation rules apply (see 3) and the student will be fixed term excluded for 1 day, in the first instance.

There is an additional read and sign as having understood this vapes and/or electronic cigarettes appendix to the behaviour policy (appendix 2)

Appendix 4 – Behaviour Expectations and Learning Entitlement.




Trafford Alternative Education Provision

EXPECTATIONS

- Arrive on time to lessons
- Stay in class, on task and complete all work set
- Follow staff instructions
- Be polite to staff and peers and take care of the school building

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Trafford Alternative Education Provision

LEARNING ENTITLEMENT


- Students will receive good or outstanding lessons where the learning objective is clear
- Students will understand their target grade and how to make steps to achieve them
- Learning will be suited to the needs of all
- Students will have an active voice and be listened to

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Appendix 5 – Celebration Assembly Certificates.

1. Individual students attending any part of the week before our Friday Celebration Assembly are nominated for a variety of reasons related to timetabled subjects and areas of personal and social development.
2. Whole class achievements are also shared with parents via our Class Dojo platform.
3. Some students will also be nominated for Star of the Week.


1



Trafford Alternative Education Provision
TMES 11a 100% attendance
 is receiving an award for the following subjects/reasons
PSHE
Maths
Psychology
Music
Science
Being consistently excellent
Completing a test/exam

Friday 30 November 2020
PRESENTED BY EXECUTIVE HEADTEACHER

2




Trafford Alternative Education Provision
Engage Motivate Inspire

Celebration of Achievement – MES 11a

Maths, Psychology, Food Technology, Science and Being consistently excellent
100% attendance, Maths/Statistics, and Being consistently excellent
Maths/Statistics, Psychology, Biology and Resilience
Absent
100% attendance, Maths/Statistics, Psychology, Food Technology, Being consistently excellent
Maths/Statistics, Psychology, Food Technology and Being consistently excellent
Maths/Statistics, Personal development and Resilience


Monday, 30 November 2020

3



Trafford Alternative Education Provision
Engage Motivate Inspire

for resolving an issue and social development



Star of the week

PRESENTED BY EXECUTIVE HEADTEACHER

Monday, 30 November 2020

Appendix 6 – Weekly Class Dojo points winners.



Class Dojo TAEP League Table
week ending 27th November 2020



Rank	Form	Average Points per Student
1 st	TMES 11A	77
2 nd	THS KS3	74
3 rd	THS 11A and THS 11B	59
4 th	TMES KS3 YR10	58
5 th	THS Y10	50
6 th	TMES 11B/10	44

Form Champions (The most points)

Form	Total Points Earned
TMES 11A	Jack and Tyler 105
THS KS3	AJ and Mason 106
THS 11A	Jenson 84
THS 11B	Jasmine 96
TMES KS3 YR10	Isobel 108
THS Y10	Matthew 76
TMES 11B/10	Kane 83

Whole
School
Winner



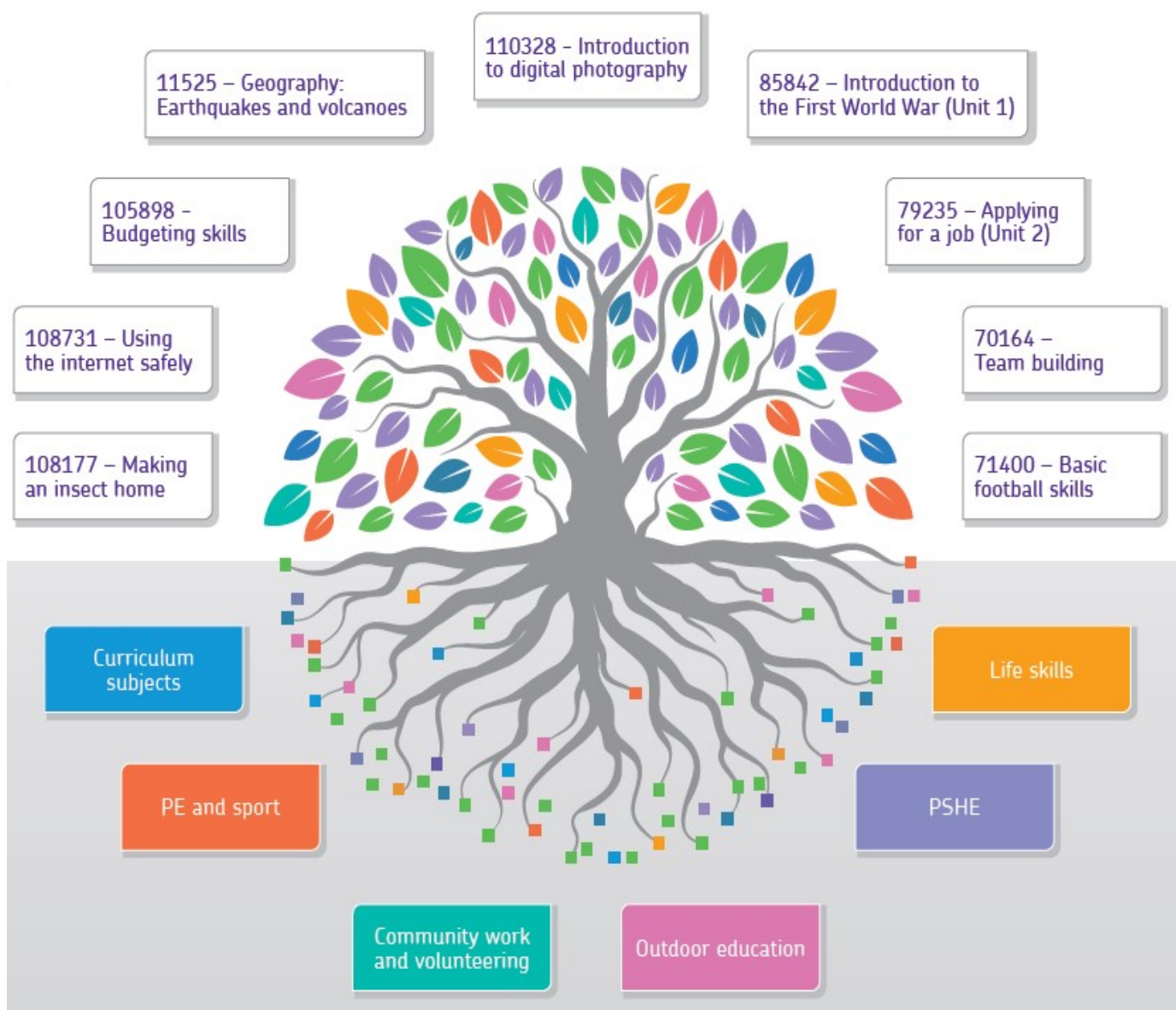
Appendix 7 – AQA Unit Awards Scheme.

There are tens of thousands of AQA Unit Awards that can be matched to the learning in our timetabled lessons to recognise the effort students are making. AQA Unit Awards cover an extremely wide variety of topics and interests as shown below. The scheme is operated under the slogan of achievement for all ensuring that all students, regardless of their situation can achieve.



Unit Award Scheme

'Achievement for All'



Appendix 8: Levels of consequence ladder

Level	Level 1	Level 2	Level 3	Level 4
Behaviour	Refusal in lessons Walking out of lessons Uncooperative/not following staff instructions Swearing/inappropriate language Prohibited items on person	3 lates in a week Incorrect uniform Poor attitude or disrespectful towards staff or peers Refusal to hand in prohibited item Disrespecting school equipment or property Persistent level one	Absconding Direct swearing Physical contact including spitting Medically unfit Bullying/discrimination/harassment (including cyberbullying) Damage to school property	Possession of drugs Assault Possession of offensive weapons
Consequence	Restorative practice with member of staff as soon as possible	Restorative practice with member of staff as soon as possible Phone call home	SLT involvement and FTE considered Removal from off-site activities and risk assessment review RP and call home	Sent home FTE Police informed

Appendix 9: Behaviour Plan

Pupil Details	
Name:	Class: SEND Stage: N K EHCP Provision:
Date of Birth: Age: _____ years _____ months	Risk assessment date: Completed by:
Frequency potential (tick)	Who may be affected by the risks?
<input type="radio"/> Occasionally <input type="radio"/> Erratically <input type="radio"/> Weekly <input type="radio"/> In specific environments <input type="radio"/> Daily <input type="radio"/> Always	<input type="radio"/> Member of the public <input type="radio"/> Classmates <input type="radio"/> All staff <input type="radio"/> Relatives <input type="radio"/> More vulnerable pupils <input type="radio"/> Specific staff <input type="radio"/> School reputation <input type="radio"/> Personal reputation <input type="radio"/> _____
Potential Triggers	
<input type="radio"/> Frustration <input type="radio"/> Changes to routine <input type="radio"/> Provocation <input type="radio"/> Tiredness <input type="radio"/> Personality clash <input type="radio"/> Substance abuse <input type="radio"/> Stress <input type="radio"/> Perceived criticism <input type="radio"/> Lack of medication <input type="radio"/> Perceived injustice	<input type="radio"/> Domestic <input type="radio"/> Other <input type="radio"/> Lack of food/water <input type="radio"/> Attention needing/seeking <input type="radio"/> Challenge from authority <input type="radio"/> Difficulties with peers
Resulting behaviours	
<input type="radio"/> Involuntary movement <input type="radio"/> Spitting <input type="radio"/> Anxiety <input type="radio"/> Punching <input type="radio"/> Threatening <input type="radio"/> Kicking <input type="radio"/> Verbal abuse <input type="radio"/> Head butting <input type="radio"/> Shouting/screaming <input type="radio"/> Throwing objects	<input type="radio"/> Carrying/improvising weapons <input type="radio"/> Other <input type="radio"/> Absconding <input type="radio"/> Bullying <input type="radio"/> Self harm <input type="radio"/> Damage to property
Strategies Key: WW (works well) WS (works sometimes) DW (doesn't work) NT (needs time) NA (not attempted)	
<input type="radio"/> Time out of lesson on the corridor WW WS DW NT NA <input type="radio"/> Other <input type="radio"/> Time out within the lesson – brain break WW WS DW NT NA <input type="radio"/> Key person session WW WS DW NT NA <input type="radio"/> Fresh air WW WS DW NT NA <input type="radio"/> Specific classroom space i.e. back of the room WW WS DW NT NA <input type="radio"/> Restorative practice WW WS DW NT NA <input type="radio"/> Distraction techniques WW WS DW NT NA <input type="radio"/> Specific feedback and praise WW WS DW NT NA <input type="radio"/> Exchange of adult WW WS DW NT NA <input type="radio"/> Rewards WW WS DW NT NA <input type="radio"/> Sanctions WW WS DW NT NA <input type="radio"/> Other WW WS DW NT NA	
Pupil comments	Parental comments