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Trafford Alternative Education Provision

Behaviour for Learning Policy

[2022]



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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
Mark Barcroft	Version 4 Vape and E-Cigarettes procedures	March 2022
Linda Thompson	Version 5 Appendix 1 Strip Search Guidance <ul style="list-style-type: none"> • Legislation included • Roles and Responsibilities Lone working procedures	August 2022

Approvals

Name	Position	Date
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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 in 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 acknowledgement 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 is 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 in order to make a positive change.

This policy is developed to ensure guidance for staff in order to promote positive behaviour at TAEP. The procedures and guidance in this document provides 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, modification on these procedures will be made in order 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 having no expectations, routines or structure.
- In order 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 been 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 absolutely crucial when addressing and planning support for 'our student' 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 Students Safe in Education
- Exclusion from maintained schools, academies and student referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2022

- Use of reasonable force in schools
- Supporting students 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](#), which 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](#) explaining 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 a period of 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

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying 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

TSEP 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 wellbeing. These include clear processes for:
- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to 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 is in need of 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 student's social care is appropriate.

8. 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 in accordance with 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 in accordance with this policy.

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

9. 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 in relation to 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 co-operate 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 unidentified SEND

The school's special educational needs co-ordinator (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.

10. 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 fulfil 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

11. 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.

Our aim is 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 pro-active 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.

12. 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 recognition 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.**

13. Behaviour Sanctions

The following scale will be used by all staff where a student chooses not to follow the agreed expectations for behaviour. (These expectations are provided within the Parents/Carers & Student Handbook).

- Verbal warning that behaviour is inappropriate.
- Discussion of behaviour with form tutor.
- Loss of social time, initially break time followed by lunchtime.
- 10 minute detention after school to discuss the events of the day.
- Phone call home by a member of staff.
- Phone call home by Senior Leadership Team member.
- Letter of concern about behaviour.
- Asked to return to school at the end of the day and work from 3 pm – 4pm.
- Suspension exclusion.
- Permanent exclusion for a serious breach of school behaviour for learning policy.

14. Behaviour Management

Screening and searching students.

At THS students are screened at the beginning of the school day to ensure that no dangerous item is brought into the building. This promotes a safe environment. This is a light touch search All students have individual lockers

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

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

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

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 school.

Mobile Phones

Students should turn off their mobile phones on 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.

15. 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 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

16. 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 is 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.

17. 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

18. 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.

19. 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.

20. Summary of TAEP's approach to managing behaviour

The school's approach to behaviour	<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 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>
Roles and responsibilities of staff and governors	<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 mainstream school where possible.</p>

Classroom management strategies used in the school	<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 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>
Rewards and sanctions	<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 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>
Behaviour strategies and the teaching of good behaviour	<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 council which raises 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 school. Students are encouraged to take an active role in school assemblies.</p>

Staff development and support	<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>
Student support systems	<p>Every student is assigned a Form teacher. Informal mentoring takes place at the end of school each day during form time. Students talk over 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>
Liaison with parents and other agencies	<p>TAEF works closely with parents/carers and recognises good, positive behaviour by 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, TAEF 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. TAEF will request support from partner agencies to support our young people.</p>

Managing Student Transition	<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>
Organisation and Facilities	<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>
Malicious Allegations	<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>
Legal Duties	<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>

21. 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 peer on peer 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

22. Appendices

Appendix 1- 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 in accordance with 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 police into school, staff should assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is absolutely 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 wellbeing 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 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 centre 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 2 – 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 actually 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 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. Parents must be called and **only parents** can collect the vapes and/or electronic cigarettes.
4. Under **no circumstances** should vapes and/or electronic cigarettes **be handed back to students**.
5. 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 2 – 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

Engage | Motivate | Inspire



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

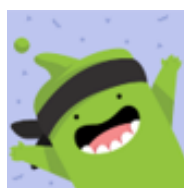
Engage | Motivate | Inspire

Appendix 3 – 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.



Appendix 4 – 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 5 – 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'

