Behaviour Policy

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Behaviour Policy

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Availability of the Behaviour Policy This policy is available on request to students, the parents/carers of students and prospective students of the academy. While students may themselves raise concerns and complaints under this policy and procedure, the academy will involve parents/carers should this occur. Copies are available from the following:

The Principal Stone Soup Academy
14 High Pavement Nottingham NG1 1HN Tel.: 0115 822 1834
A copy of the policy is available on the Academy website.

1 Introduction and Principles

1.1 Stone Soup Academy recognises that the best way of achieving positive behaviour from students is by keeping them busy, engaged and interested. **Our behaviour policy is set up upon making reasonable adjustments designed to meet the needs of our young people and as such we take each case on an individual basis.**

1.2 Stone Soup Academy believes that a good behaviour policy, consistently and fairly applied, underpins effective education. School staff, students and parents/carers should all be clear of the standards of behaviour expected of all students at all times. The behaviour policy should be supported and backed-up by senior staff and the Principal.

1.3 Our Behaviour Policy is a positive, rewards-based system, with regular opportunities to recognise and celebrate success.

1.4 Working in partnership with home is our most effective way of monitoring behaviour. We aim to keep all parents/carers and referrers fully involved in their student's education and engagement, particularly where additional support is necessary. However, we also recognise the need for sensitivity in these conversations as some home situations may be particularly difficult at times.

1.5 The Stone Soup Behaviour Policy is central to our aim of creating a purposeful working atmosphere for staff and students. It rests on the following principles:
● Positive behaviour is fundamental to successful learning, but it extends further than the classroom. We see 'behavioural literacy' as a key skill that is as important as reading or writing.
● If we want students to behave well, we need to create a positive, caring and fair environment to teach, model and manage the behaviours we want. Behaviour is therefore the responsibility of all delivery and non-delivery staff.
● Positive reinforcement – recognising and rewarding students' good behaviours – is more effective than sanctions.

● All staff who work at the Academy will need to try and understand the causes of poor behaviour as well as respond to the behaviours themselves.

● All students learn that actions carry consequences, and they therefore have a choice how to behave.

1.6 We will know this policy is successful if we can demonstrate:

● An ethos of respect and tolerance for all.

● Positive encouragement, praise and recognition for good behaviour and effort.

● Support for Academy staff through CPD (e.g. Class/workroom management).

● Appropriate support systems for students with emotional, social and behavioural needs (reward charts, 'time out' spaces, tutorials).

● Rules which are clear and define the limits of acceptable and non-acceptable behaviours.

● A range of consequences and rewards which aim to respond to and diminish behavioural problems.

● Students who understand appropriate behaviours for different situations.

● Referrers, parents/carers and families are confident that the Academy offers consistency, safety and structure.

● A positive image of our Academy in the local community.

1.7 Regular, ongoing training is part of the Stone Soup Academy's responsibility to support staff. When planning staff training and CPD our students' needs are at the forefront of our thinking, ensuring the support we offer is appropriate to the needs of an ever changing cohort.

1.8 Stone Soup recognises its legal duties under the Equality Act 2010, particularly in respect of safeguarding and in respect of students with special educational needs (SEN).

2 Key points from 'Behaviour and Discipline in Schools: Advice for Principals and school staff

A behaviour policy should include detail on the following :

A behaviour policy should include detail on the following:
 a) purpose – including the underlying objectives of the policy, and how it creates a safe environment in which all pupils can learn and reach their full potential;
b) leadership and management – including the role of designated staff and leaders, any systems used, the resources allocated and engagement of governors/trustees;
c) school systems and social norms – including rules, routines, and consequence systems;
d) staff induction, development and support – including regular training for staff on behaviour;
e) pupil transition – including induction and re-induction into behaviour systems, rules, and routines;

f) pupil support – including the roles and responsibilities of designated staff and the support provided to pupils with additional needs where those needs might affect behaviour; 4 Section 89 (1) of the Education and Inspections Act 2006. 5 Sections 88(2) and 89(2) of the Education and Inspections Act 2006. 6 Education (Independent School Standards) (England) Regulations 2014, Schedule 1, paragraph 9. 7 Education (Independent School Standards) (England) Regulations 2014, Schedule 1, paragraph 10. 9

g) child-on-child abuse – including measures to prevent child-on-child abuse and the response to incidents of such abuse; and

h) banned items – a list of items which are banned by the school and for which a search can be made.

i) mobile phones – a clear approach prohibiting the use of mobile phones in school throughout the school day The school behaviour policy should adhere to the following principles:

a) accessible and easily understood: clear and easily understood by pupils, staff and parents;

b) aligned and coherent: aligned to other key policy documents;8

c) inclusive: consider the needs of all pupils and staff, so all members of the school community can feel safe and that they belong;9

d) consistent and detailed: have sufficient detail to ensure meaningful and consistent implementation by all members; and

e) supportive: address how pupils will be supported to meet high standards of behaviour.

See ' DfE guidance document for further information. See appendix 4: Behaviour in schools Advice for headteachers and school staff

3 Tackling Poor Behaviour

3.1 Stone Soup Academy recognises that just as there are some students who will find some subjects harder than others, so there are some students who will find learning and displaying positive behaviour more difficult.

Some students may exhibit persistent, challenging behaviours and do not respond to some mainstream education systems approach to managing behaviour (e.g. suspension). Serious behavioural issues like these will take time to resolve. We will provide support and guidance for tutors through Continual Professional Development (CPD) and alternative provision/support as appropriate for our students.

3.2 This policy makes a distinction between low level disruption and challenging, offensive behaviour that we label as 'anti-social'.

3.3 The following types of behaviour are inappropriate and are challenged by

staff. Refrains are used to give students the opportunity to rectify their behaviour however where behaviours persist staff will issue negatives (-1) via the Class Dojo app.

- Chewing Gum
- Defiance
- Disrespect
- Disrupting learning
- Eating (outside the canteen)
- Graffiti
- Hood Up
- Inappropriate Language
- Leaving Lesson
- Littering
- Not working
- Play Fighting
- Being rude to others
- Throwing
- Attending the wrong lesson

Other behavioural issues that require greater levels of intervention include and lead to students receiving a warning (-3) on the Class Dojo app are:

- Dangerous behaviour
- Damaging property
- Fire Escape Use
- Physical Aggression
- Inappropriate Sexual Touch
- Inappropriate Sexual Language
- Spitting
- Smoking
(including vapes and
e-cigarettes.)
- Leaving site
- Threatening behaviour
- Using Phone
- Using Lift

In addition to warnings issued for Using Lift and Fire Escape Use students could also be issued

with a £25 DOJO fine for these behaviours. Students could also receive £25 DOJO fines for entering the staff room and using the Bolt/Hub staircase.

We have a zero tolerance approach to bullying. Where any of the above behaviour consistently targets an individual student and is recognised as bullying our staff will act immediately to support the victim. The perpetrators behaviour will be challenged and appropriate interventions will be put in place to address such behaviour - See Section 7.

3.4 Where a student's behaviour is having a negative impact on the learning environment. Teachers will use the Class Dojo system which will alert the engagement team of negative behaviour occurring in the classroom, around the school building or at offsite activities. If this negative behaviour continues the engagement team will endeavour to support the teacher in managing student behaviour and will remove students where necessary.

3.5 Only the Principal or in the case the Principal is not in the building, the Vice Principal has the authority to send a child home or make a decision on a suspension. Suspension is always a very last resort and where appropriate we will always look at alternative interventions to support students in addressing their behaviour, such as the use of our Intervention programme. **(See Appendix 5 Intervention instead of Inclusion)**

3.6 The school will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. Where a student's behaviour is of particular concern and the Class Dojo system is not having any impact the teacher should make the Engagement Team aware so that the concern can be addressed by the students Personal Coach so interventions can be put in place to further support the student.

3.7 To be lawful, any sanction must satisfy the following three conditions:
● The decision to impose a sanction on a student must be made by a paid member of school staff or a member of staff authorised by the Principal
● The decision to impose a sanction and the penalty itself must be made on the school premises or while the student is under the charge of the member of staff .
● It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

3.8 A sanction must be proportionate. In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.

3.9 Where students are suspended we will maintain contact through the students personal

coach who will attempt contact with both the student and their parent/carer in the morning between 8:45am-9:15am and in the afternoon between 12:45 pm-1:30 pm to replicate registration. Please refer to the Safeguarding Policy.

4 Reinforcing Positive Behaviour

4.1 Stone Soup Academy aims to uphold a positive, rewards-based system, with regular opportunities to recognise and celebrate success.

4.2 We aim to create a positive, caring and fair environment to teach, model and manage the behaviours we want. Behaviour is the responsibility of all delivery and non-delivery staff.

4.3 Every member of staff should aim to praise in every session using the Class Dojo system to reward positive behaviours.

4.4 Other methods used on a daily basis to reinforce and reward positive behaviour may include the following:
● The ClassDojo reward system (see below)
● Reward displays to highlight students who have shown positive behaviour or achieved certificates
● Weekly meetings and tutorials
● Tutors/engagement team workers use extensive data on a daily basis to show positive, helpful behaviour as well as negative behaviours
● Weekly staff focus videos are broadcast in form time on a monday morning where staff give praise to individual students or groups of students for their positive behaviour.
● Pictures are placed all around the school to promote good times at the academy, which serve as a constant reminder to the students that they have a positive experience with us
● We have a weekly reward trip for our 2 top performing students and our most improved student.
   ● We have end of term reward trips to recognise positive behaviours and attendance and also arrange additional trips and rewards as further incentives for students.
● Postcards are sent home to students who show consistent positive behaviour across the school. This could come from a member of the teaching staff, the engagement team or senior leadership team.

4.5 All positive behaviour that is worth commenting on should be recorded in class dojo and on the master documents which are provided to all teaching and delivery staff.

4.6 The Class Dojo Reward System. Stone Soup Academy uses ClassDojo as a system to record positive and negative behaviour for each individual student.

Students may be rewarded for behaviours such as:
● Positive lesson
● Excellent work
● Being polite
● Helping others
● Teamwork
● Upholding Stone Soup ethos
● On time to class
● Staying on task

Negative behaviours, which subtract from their daily total are listed in section 3.3.

Our students are able to earn money by attending school and behaving appropriately. Students can earn up to £5 per day, a total of £25 per week which they accumulate during their time with us. When students finish with us at the end of year 11 the money they have earned will be transferred into their account as long as they have a behaviour score of 95% or above positive Dojo's, an average of 7 or above on their weekly behaviour score and their attendance and punctuality is at 90% or above.

Students earn money in the following way:

If a student receives 40 positives, is on time to school between 9:00am and 9:15am and does not receive a warning they will earn £5 in their class dojo account that they could earn at the end of the year depending on their attendance and class dojo percentage.

If a student receives 30 positives on time to school between 9:00am and 9:15am and does not receive a warning they will earn £4.

If a student receives 20 positives is on time to school between 9:00am and 9:15am and does not receive a warning they will earn £3

They will lose £1 off their amount for that day if they are late. This will also go against their overall punctuality which if it is below 90% they will not earn their money.

5 Responding to challenging behaviour

5.1 All students are required to sign a behaviour contract (see Appendix A) in their induction, which takes place on their first day at the school. This outlines expected behaviours, as well as

what is considered unacceptable. Students will be set targets during their initial 6 week induction period which are monitored by their personal coach. Where students are struggling to meet these targets interventions are put in to provide further support and everything is done to support students in completing this induction. We send a letter at the halfway point of their induction if they are not doing so well so they have time to improve their behaviour. All students are discussed in SLT whilst on induction.

5.2 When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with established systems. A range of disciplinary measures are available and clearly communicated to staff and students.

These can include:
● A verbal reprimand
● ClassDojo negative point
o Three negative points constitute a warning
● Loss of privileges such as:
o Not being allowed to participate in offsite activities including afternoon
activities, end of term trips and residential trips
● Negative phone call home.
● Being placed on a support card (including being set individualised targets to reach) for behaviour monitoring.

5.3 Responding to challenging behaviour in class the sanctions system is a series of steps. At each step, staff should remind the students that they have a choice. It is also the delivery staff's decision to know when to implement this formal system:
● **A Refrain** - Remind the student of the Code of Conduct or Behaviour Code, (depending on the programme) and that they have a choice.
● **Negative -** If the reminder doesn't work, give the student a negative point on the Class Dojo system. The Engagement team will then monitor the lesson and that particular student via cameras and the online system.
● **Second Negative -** Students are removed from the session by an ET member to talk to them one to one. Ask them to analyse the effect of their actions (e.g. "What do you think will happen if you keep throwing in lesson?", "You are better than this", "The (Name of student) that I know makes the right choices here").
● **Third Negative -** If the refrain and negatives don't work, the student will be taken to a member of SLT (First instance - Assistant Principal for behaviour and attitudes), MLT or if we have capacity a member of ET. The student will spend the rest of that session with the staff member who will refocus them into a more positive frame of mind. It is always useful to offer some discussion time outside of the session with a student who is displaying challenging behaviour; however if staff are alone with a student and if a colleague is not available to attend the discussion, tutors must remain visible to other staff or CCTV cameras.

(N.B. This policy should be read in line with Physical Intervention Policy and the positive handling policy which is attached as appendix 2)

5.3 The decision to return the student to the same session should be carefully considered between the staff member and the Lead Tutor. It is the student's responsibility to be in class, learning, and it is the delivery staff's responsibility to assist them to achieve this. If staff are aware that a student is causing serious disruption which is interfering with the work of other students, preventing the session from taking place or is behaving in a way which is likely to lead to a major confrontation, then the standard practice is to remove them from the teaching/activity area. Staff should not send a student out of the room to wander around the building.

5.4 Staff should not raise their voices to students, but instead use refrains in their usual tone. We recognise that this is more successful than shouting as many students react badly to this and it can escalate small situations.

5.5 If staff witness some negative or challenging behaviour that needs comment, it should be recorded on class dojo as a negative point. For more serious incidents, an incident report (attached as appendix 3) should be completed at the earliest possible time, using notes and discussion with staff involved. All information and recordings should be passed to the student's Personal Coach. The outcome of the incident will be fed back to key staff through the use of CPOMS and if appropriate during team meetings and briefings.

5.6 All incidents involving situations where a student, tutor or member of the public has been at risk of harm should be noted on an Incident Form or a cause for concern and recorded on CPOMS. This matter should also be brought to the attention of the Principal who will decide if the matter requires reporting to the Governing Body.

5.7 Where tutors are concerned about behaviour, the Principal, Assistant Principal (BA), Head of Engagement or Personal Coach may schedule a meeting with the parent/carer.

Working in partnership with home is our most effective way of monitoring behaviour. Most parents/carers are supportive and understand we are acting in the student's best interest. However, we also recognise the need for sensitivity in these conversations as some home situations may be particularly difficult at times. Therefore, we discourage individual members of staff from calling home directly, and contact with home should not be made without first speaking with the Principal, Assistant Principal (BA) or Head of Engagement. No phone calls should be made using personal phones.

5.9 Teachers have the power to discipline students for misbehaving outside of the school premises to such an extent as is reasonable. This may include:
● Misbehaviour when the student is:
o Taking part in any school-organised or school-related activity
o Travelling to or from school

● Misbehaviour at any time, whether or not the conditions above apply, that:

o Could have repercussions for the orderly running of the school

o Poses a threat to another student or member of the public

o Could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

6 Sanctions

6.1 Responding to challenging behaviour using Class Dojo. All members of the teaching staff have access to the Class Dojo system on computers and mobile phones. They should use this to respond to low-level disruption (verbal abuse, deliberate or persistent disruption etc.).

● Staff will use a refrain such as 'if that happens again you will earn yourself a negative point'. If behaviour continues, a negative point is given.

● The Assistant Principal (BA) monitors sessions through CCTV; if another negative is given in that lesson the ET responds and removes the student. The ET work with that

student and refocus them to a more positive frame of mind for return to class, but if unsuccessful they are removed completely and continue the learning away from the classroom.

6.2 Warnings - Three consecutive negative points on ClassDojo for the same behaviour constitutes a warning. Certain specified behaviours, such as smoking (including vapes and e-cigarettes) and damage to school property, are immediately counted as a warning.

Students who receive a warning forfeit any ClassDojo rewards earned on that day.

6.3 Where a student begins to gather large numbers of warnings in a half term, their behaviour is more closely monitored by the Engagement team and a series of consequences are implemented to ensure the child's engagement and welfare:

We use for a baseline -

● Eight warnings: the staff speak with the student and use individualised targets to monitor the student's behaviour more closely. A number of interventions trigger a daily support card.

● Twenty warnings: a letter is sent home to the student's parents/carer notifying them of their child's behaviour.

● Twenty-five warnings: the parent is invited to attend a meeting to discuss their child's behaviour and any underlying issues, along with any additional measures that can be implemented to support the student.

● Thirty-five warnings: the student's placement will be placed under consideration.

(This is one way we use our behaviour warning system; however We look at the amount of warnings for students and take into account each different student's needs and what we

feel is appropriate as an intervention. This might not necessarily be appropriate for them.

For example - A student could get 8 warnings but we won't do a meeting due to the fact they have reduced them by half since the previous half term.

(See Appendix 6 - Staged Letters)

6.4 Behaviours such as physical violence or intimidating threats of violence lead to:
● Removal from the provision, including time spent in Intervention on opposite site to theirs.
● Attending a placement review meeting with the parent/carer, referrer, Personal Coach and either one of the Principal or Assistant Principal (BA) Where meetings have taken place to review student behaviour, targets are set and these are then reviewed at an agreed date.

To address negative behaviours at our school, we adopt a comprehensive approach that involves careful assessment of each incident and its surrounding context. If these behaviours become recurrent, we take into account various factors such as the accumulation of negative points, behaviour warnings, and Class Dojo percentages. Additionally, we engage in discussions with personal coaches and review their 360-degree case studies to gain a holistic understanding of the student's situation. **(See Appendix 5 - 360 case studies)**

Furthermore, we conduct a thorough analysis of previous incidents to determine the most suitable course of action. For instance, if the issue involves vaping on school premises, our response may be a one-day suspension. In cases of repeated infractions within the same term, we would apply the same disciplinary measures while maintaining open communication with the referring school and the student's parents or guardians.

Continued violation of our behavioural expectations may result in more severe consequences, including **potential end of placement.** For other transgressions, such as missing lessons, we have a range of potential outcomes, including the issuance of negative points, warnings, intervention programs, suspension, or termination of placement. It's important to note that at each stage of this process, we prioritise intervention and support, ensuring that we exhaust all available resources before considering the termination of a student's placement. **(See Appendix 6 - Staged Letters)**

However in the instance of a serious incident that endangers the wellbeing or safety of students or staff, serious damage to the academy or has the potential to bring the academy into disrepute, then a decision to end a placement may be the immediate

course of action and student would go to letter 6)

7 Bullying

7.1 Stone Soup Academy follows DFE guidance on bullying, which defines bullying as: "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally". The guidance goes on to say that, "Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities". Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or excluded from social interaction).

7.2 Bullying of any form is not tolerated at Stone Soup Academy.

7.3 We take all claims of bullying extremely seriously, and resolve individual issues promptly, fairly and with a view to teaching positive behaviours for the future.

7.4 Bullying can be motivated by actual differences or perceived differences.

7.5 Bullying can be:
● Physical e.g. punching, kicking, hitting, spitting at another person
● Verbal e.g. name-calling and/or offensive, discriminatory verbal abuse
● Exclusion e.g. deliberately excluding a person or encouraging another person to exclude a person from discussions/activities
● Damage to property or theft e.g. deliberately damaging someone's or taking personal belongings. Physical or verbal threats might be used to force the person to hand over their property
● Face-to-face or remote e.g. via the internet or text
● By someone known to the recipient or an unknown protagonist e.g. an anonymous email
● Cyber-bullying e.g. communications that intimidate, control, manipulate, put down, falsely discredit, or humiliate. **(Please see Cyber Bullying Policy 24/25)**

7.6 We expect all members of staff and students at Stone Soup Academy to be united in our drive to eradicate all forms of bullying. We recognise that prevention and education are the most positive and effective means of eliminating bullying.

7.7 Reporting When an incident of bullying is reported we:
● make it easy for students to report bullying including bullying which may have occurred

outside of school, by being clear that students can report bullying to any member of staff without fear of further bullying or discrimination.

● Take any report of bullying seriously and investigate it thoroughly.

● Implement sanctions for any student found to have bullied another student.

This might include loss of privileges, time in intervention or external suspension, depending on the nature, severity and context of the bullying

● Work with perpetrators using a restorative justice approach to help them to take responsibility for their actions, understand the impact of their behaviour on others and to repair the harm done and to ensure there is no repetition.

● Work closely with the parents/carers of the perpetrator, and inform them of the outcome of the investigation.

● Support the victims of bullying, by for example, making sure there is an adult who is their first point of contact to express ongoing concerns, and use external agencies such as a counsellor, where appropriate.

● Record all instances of bullying in line with the Behaviour policy, and identify and respond to patterns.

7.8 Where bullying outside the school is reported to staff, it is investigated and appropriate action taken.

For further information please refer to our Anti-bullying Policy 24/25

8 Sexual Abuse in Schools

Many young people have sadly become accustomed to sexual abuse being common place in society, it is vital that at Stone Soup we do not allow such behaviours to become normalised.

Sexual abuse **can not** be accepted in any form;

*Bullying (*including cyberbullying),

Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

Sexual violence, such as rape, assault by penetration and sexual assault;

Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse, upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm, sexting (also known as youth produced sex).

Guidance on specific behaviour issues Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, Stone Soup will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE).

Stated in Behaviour in Schools - Advice for headteachers and school staff Feb 2024 - The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident should be considered on a case-by-case basis. Schools should be clear in every aspect of their culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned.

Stone Soup make clear to all staff the importance of challenging all inappropriate language and behaviour between pupils. Stone Soup never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. We advocate strenuously for high standards of conduct between pupils and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships.

Pupils who fall short of these behaviour expectations may be sanctioned. Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future.

All victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school is not be downplayed and treated equally seriously.

Students will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate for the individual who made it as per our own behaviour policy. As with all safeguarding matters, our designated safeguarding lead is engaged and makes referrals into support services as appropriate.

It is vital that **any cases** of sexually inappropriate behaviour, including sexual touch, sexualised language or referring to another gender as being inferior or insignificant., are not ignored and that the incident and any teacher reponse are recorded.

9 Screening & Searching

Ensuring school staff and students feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure student and staff welfare is protected and helps schools establish an environment where everyone is safe

All students are screened on arrival to Stone Soup Academy as a means of minimising risks to students, staff and visitors. We screen our students using a hand held wand and search students by asking them to turn out their pockets.

10 Confiscation of inappropriate items

10.1 Stone Soup Academy rules require all students to hand in their mobile phones once they enter the school site. Mobile phones are kept in student lockers and handed back to students at the end of the school day.

10.2 Other electronic equipment e.g. MP3 players, tablets, smart watches, airpods/headphones or hand-held computer games are not to be brought to the Academy and should be handed in alongside mobile phones. Like mobile phones these items are kept in the learning hub locked away and handed back to students at the end of the school day.

Other items that should be handed in on entry to the academy are as follows:

- Crisps, fizzy drinks, chocolate, sweets, chewing gum or any form of junk food

As above these items are kept in the student learning hub in our locked cupboard and handed back to students at the end of the school day. Students are encouraged to bring in and drink water throughout the day.

- Cigarettes and cigarette papers, lighters and any other smoking paraphernalia, including vapes and e-cigarettes.

The above items will be confiscated and disposed of by the academy

On 30 May 2024, as part of new [plans to clamp down on youth vaping](), the Prime Minister announced that: "action will also be taken in schools, making sure that dedicated police school liaison officers across the country are using new resources to keep illegal vapes out of schools".

A search can be considered if the member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made or if the student has agreed. The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other students and staff.

School staff can search a student for any item if the student agrees. All students attending the school have signed a behaviour contract indicating they consent to being searched as they arrive at the academy.

10.3 The following items are not permitted at the Academy or any of its premises under any circumstances.

- Knives and any object deemed as a weapons
- Alcohol and any illegal drugs or drug related paraphernalia such as 'grinders'.
- Stolen items
- Fireworks
- Pornographic images
    - Any aerosol
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by school rules which has been identified in the rules as an item which may be searched for.
    - Cigarettes and cigarette papers, lighters and any other smoking paraphernalia, including vapes and e-cigarettes or Nicotine substances.

Staff are legally allowed to search without consent for prohibited items. Students found to have smuggled in any prohibited items into the academy or whilst offsite with the academy may be suspended and the items will be confiscated. Where appropriate, the item will be destroyed or handed to the police.

10.4 Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Please see the DfE Guidance Document Searching, Screening and Confiscation for further information

11 Power to use reasonable force

Please see the Physical Intervention and Positive Handling policy attached as appendix 3 for further information.

11.1 Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

11.2 Principals and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for prohibited items as outlined in the previous section that have been or could be used to commit an offence or cause harm.

Please see the DfE Guidance Document Use of Reasonable Force for further information.

12 Key Points for Staff
- When faced with misbehaviour, try not to take it personally.
- Understanding that students need to learn appropriate behaviours means accepting they will

not all behave well all of the time.

● A key skill is separating the behaviour from the person.

● Avoid confrontation. Young people will often try to draw you into confrontation, particularly if this is the kind of behaviour they are used to.

● Avoid sarcasm.

● Once a sanction has been imposed, it's important not to keep referring back to it. Our basic message is that if you don't get it right today, there is always another chance tomorrow.

● Students will expect you to use the system and respond well to consistency, so please make sure you do use it for both positive and challenging behaviours.

● Ask for help and support whenever you feel you need it.

13 Malicious allegations against staff

Where a student makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Principal will consider what form of disciplinary action to take in accordance with this policy, which could include suspension.

The Principal will consider a malicious allegation to be one where there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false.

14 Online Filtering and Monitoring

In KCSIE 2024 it states ***All staff should receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.***

All staff at Stone Soup Academy receive training in regard to filtering and monitoring and all electronic devices within the school or those that are connected to wifi are linked with smoothwall.

● We consider online safety risk by – content, contact, conduct and commerce.

● Online safety is reflected in all relevant policies, and considered in teacher planning, the curriculum, teacher training, the role of the DSL and parental engagement

● We have a clear policy on the use of mobile and smart technology as students can't bring their own and the ones we have on site are linked with smoothwall. So we can manage online child-on-child abuse in school if it occurs.

- We are in regular contact with parents and carers to reinforce the importance of online safety, including making parents and carers aware of what websites students access online (e.g. sites they need to visit or who they'll be interacting with online)

- We review our approach annually, including a risk assessment that considers and reflects the risks pupils face

15.

Behaviour expectations and students with Special Educational Needs and/or Disability (SEND)

This is taken from Behaviour in schools guidance -
A school's culture should consistently promote high standards of behaviour and provide the necessary support to ensure all students can achieve and thrive both in and out of the classroom. Schools should consider how a whole-school approach meets the needs of all students in the school, including students with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all students. Schools with good behaviour cultures will create calm environments which will benefit students with SEND, enabling them to learn.

At Stone Soup behaviour is considered in relation to a student's SEND. Stone Soup is aware that every incident of misbehaviour will be connected to their SEND.

Stone Soup Schools manages student behaviour effectively, whether or not the student has underlying needs. When a student is identified as having SEND, there is a graduated approach used where we will assess, plan, deliver and then review the impact of the support being provided.

The law states it requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a student has SEND that at times affects their behaviour.

Stone Soup is aware that we have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled student caused by the school's policies or practices which is outlined through the policy.

Under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND. At Stone Soup Students if a student with EHCP is with us we co-operate with the local authority and other bodies.

Stone Soup as far as possible anticipates likely triggers of misbehaviour and puts in place support to prevent these.

For further information on this please see Appendix 4 Behaviour in schools Advice for headteachers and school staff.

16 Tracking behaviour

We track student behaviour in school using a variety of methods, all of which are centralised in our "Engagement Team at a Glance" document. This document consolidates multiple tracking sheets to monitor students' behaviour comprehensively. Our primary tracking is linked to our 360s (see Appendix 5), which includes:

- **Attendance (%)**
  - **Tracked half-termly, yearly, and overall for the student's time with us.**
- **Punctuality (Days late)**
  - **Tracked half-termly, yearly, and overall for the student's time with us.**
- **Suspensions**
  - **Tracked half-termly, yearly, and overall for the student's time with us.**
- **Behaviour Score (Score)**
  - **Tracked half-termly, yearly, and overall for the student's time with us. Student behaviour is scored weekly by the teacher, ranging from 0 (no engagement and behaviour concerns) to 10 (fully engaged and promoting our ethos).**
- **Class Dojo Percentages (%)**
  - **Tracked half-termly, yearly, and overall for the student's time with us.**
- **Negatives (Number)**
  - **Tracked half-termly, yearly, and overall for the student's time with us through our Class Dojo app.**
- **Missed Lessons**
  - **Tracked half-termly, yearly, and overall for the student's time with us.**
- **Warnings (Number)**
  - **Tracked half-termly, yearly, and overall for the student's time with us.**

Additionally, we log parent/referrer meetings **(see Appendix 7)**. We utilise a range of data tracking methods to build a comprehensive picture, enabling us to support each student effectively and develop appropriate engagement strategies.

We also ensure excellent communication with parents through various methods. Personal coaches commit to speaking with parents at least once a week to review the week's data and progress. These conversations are meticulously logged in our parent communication document, ensuring consistent and thorough documentation. This approach helps us maintain strong, transparent relationships with parents/carers and keeps them informed about their child's progress.

Monitoring, Evaluation, and Review

We continuously monitor, evaluate, and review these tracking methods to ensure they effectively support student engagement and behaviour improvement.

The governing body will review this policy at least every year and whenever there is a change in legislation or guidance, and assess its implementation and effectiveness.

The policy will be promoted and implemented throughout the academy.

Appendix 1: Student Behaviour Contract

This contract is to help the student conduct themselves in a manner that reflects the Stone Soup Behaviour Policy. By signing the Behaviour Contract and following the simple expectations the time spent at Stone Soup will be a happy and safe experience.

As a student of Stone Soup Academy I will:

- Treat staff, students and learning environment with respect
- Try my hardest in the subjects I have chosen
- Be respectful in my language and manner in and around the building
- Try and always be above 90% in my class dojo positive points
- Try and always be above 90% in my attendance and punctuality
- Address any problems I might have to the engagement team
- Agree to be screened on entry to the academy
- Agree not to bring into the academy prohibited items including:-
01. Knives and any object deemed as a weapons
02. Alcohol and any illegal drugs or drug related paraphernalia such as 'grinders'.
03. Stolen items
04. Fireworks
05. Pornographic images

06. Any aerosol
07. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
08. Any item banned by school rules which has been identified in the rules as an item which may be searched for.
09. Cigarettes and cigarette papers, lighters and any other smoking paraphernalia, including vapes and e-cigarettes.

I understand that prohibited items will be confiscated and destroyed.

- Hand in my phone at the door when searched
- Accept the diversity of our school community, understanding that everyone's needs are different.
- Follow the academy dress code

As a student of Stone Soup Academy I will not:

- Use threatening behaviour (physical or verbal)

- Be violent to any other student or staff member

- Discriminate against others

- Behave in a sexually inappropriate manner, including sexual touch, sexualised language or referring to another gender as being inferior or insignificant.

- Distract or hinder other student's learning

- Be in the learning hub unless I have to be

- Bring my phone into school

- Smoke during school hours

Student Name:

Student Signature …………………………….. Date: ………………………

Appendix 2: Parent Contract

This contract is to ensure a common understanding between home and the academy. This will help the student conduct themselves in a manner that reflects the Stone Soup Behaviour Policy. By agreeing to the parental contract we will ensure a consistent approach and will increase the likelihood that the time spent at Stone Soup will be a happy and safe one.

As a Parent/guardian of a Stone Soup Academy student I will encourage ……………. to:

● Treat staff, students and learning environment with respect

● Try their hardest in the subjects they have chosen

● Be respectful with their language and manner in and around the building

● Try and always be above 90% in their dojo positive points

● Try and always be above 90% in their attendance

● Address any problems they might have to the engagement team

● Agree to be searched on entry to the academy

● Hand in their phone at the door when searched

● Accept the diversity of our school community, understanding that everyone's needs are different.

● Follow the academy dress code

I will encourage them NOT to:

Bring in prohibited items into the academy including:-

- Knives and any object deemed as a weapons
- Alcohol and any illegal drugs or drug related paraphernalia such as 'grinders'.
- Stolen items
- Fireworks
- Pornographic images
- Any aerosol
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by school rules which has been identified in the rules as an item which may be searched for.
- Cigarettes and cigarette papers, lighters and any other smoking paraphernalia, including vapes and e-cigarettes.

I understand that such items will be confiscated and destroyed and if necessary passed to the police.

● Use threatening behaviour (physical or verbal)

● Be violent to any other student or staff member

●Discriminate against others

●Behave in a sexually inappropriate manner, including sexual touch, sexualised language or referring to another gender as being inferior or insignificant.*

● Distract or hinder other student's learning

● Be in the learning hub unless they have to be

● Bring their phone into school *(If I do I will place it in my locker during the school hours)*

● Smoke during school hours

Student Name:

Adult Signature …………………………….. Date: ………………………
  *The academy will record any concerning behaviour on the Safeguarding software (CPOMS)

Appendix 3: Physical Intervention and Positive Handling Policy

1 Introduction 1.1 This policy is based upon Government Use
of reasonable force .

1.2 Stone Soup recognised that there is a need, reflected in common law, to intervene when there is an obvious risk to safety to its students, staff and property.

1.3 Stone Soup is committed to ensuring that all staff and adults with responsibility for young people's safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour, and only use positive handling as a last resort in line with DfE and Stone Soup behaviour guidelines. If used at all, it will be in the context of a respectful, supportive relationship with the students. We will always aim to ensure minimal risk of injury to students and staff.

1.4 This policy must be read and implemented in conjunction with the academy's behaviour policy and approach to behaviour management, together with students' individual learning plans.

1.5 The Education Act 1996 (Section 550A) states that it is lawful for teachers and other authorised staff to use reasonable force to prevent a student from committing an offence, causing injury or damage or disrupting the good order and discipline of the academy. Staff at Stone Soup are not contractually obliged to carry out restraint procedures however they all receive training in any restraint procedures. The Principal, Senior Managers and Lead Tutors at Stone Soup are trained in appropriate techniques. This policy applies to all staff who are authorised to use positive handling.

1.6 All staff authorised to positively handle students and young people must be aware that they MUST NOT:

- Use corporal punishment
- Use pain to gain compliance
- Deprive the person of food or drink
- Require the person to wear inappropriate clothes
- Humiliate/degrade the child or young person.

2 Approach to best practice 2.1 The best practice regarding positive handling outlined below should be considered alongside other relevant policies in Stone Soup, specifically those policies involving behaviour, anti-bullying, child protection and health and safety.

2.2 In line with Education Act 1996 (Section 550A) in the following situations, staff must judge whether or not positive handling would be reasonable or appropriate:

- Where there is risk to the safety of staff, students or visitors
- Where there is a risk of serious damage to property
- Where a student's behaviour is seriously prejudicial to good order and discipline
- Where a student is committing a criminal offence.

This judgement will take into account the circumstances of the incident. All staff should be aware that the use of positive handling in response to a clear or developing danger of injury will always be used to manage behaviour positively to prevent a deterioration of the situation.

2.3 Staff will view positive handling of students as a **last resort for the purposes of maintaining a safe environment.** If students are behaving disruptively or anti-socially, every strategy to de-escalate the situation will be used to manage behaviour positively to prevent a deterioration of the situation.

2.4 Staff will understand the importance of listening to and respecting young people to create an environment that is calm and supportive, especially when dealing with students who may have emotional and behavioural needs, which may increase their aggression.

2.5 All staff will understand the importance of responding to the feelings of the young person, which lie beneath the behaviour as well as to the behaviour itself.

3 Practice regarding specific incidents: 3.1 All policies and practice regarding the supervision of students at Stone Soup will be appropriate to the identified needs and behaviours of the students. Combined with Stone Soup's approach to behaviour, this should reduce the likelihood of requiring positive handling to an absolute minimum

3.2 The physical action taken will take into consideration the age and competence of the young person and will be the least detrimental alternative

3.3 Staff intervening with young people will seek assistance from other members of staff as early as possible, since single-handed intervention increases the risk of injury to both parties and does not provide a witness.

3.4 A member of staff recognising that a situation is escalating to a point demanding positive handling yet who feels unable to carry this out must, as part of their duty of care, clearly tell the student(s) to stop the behaviour and seek help by any means available. They must also be clear about strategies to de-escalate the situation.

3.5 Staff who become aware that another member of staff is intervening physically with a student will have a responsibility to provide a presence and to offer support and assistance should this be required.

3.6 Where possible, staff who have not been involved in the initial confrontation leading up to an incident may be in a better position to intervene or restrain the student if this proves necessary.

3.7 A student's behaviour may be adversely affected by the presence of an audience. Wherever possible the audience will be removed, or if this is not possible, the student and member(s) of staff will withdraw to a quiet but not completely private place (e.g. two members of staff should be present or a door left open so that others are aware of the situation).

3.8 Staff will be aware of the need to tell the student being restrained, in a calm and gentle manner, that the reason for the intervention is to keep the student and others safe. Staff will explain that as soon as the student calms down, she/he will be released.

3.9 The force used will be commensurate with the risk presented.

3.10 All staff are aware that we operate a back-up system to enable staff to call for help in emergencies (e.g. a member of staff will contact a Director or Lead Tutor either by telephone/or the whatsapp group ET SOS or by sending a student).

4 Positive Handling 4.1 Examples of situations where positive handling may be appropriate include when:
- ● A student attacks member of staff or another student
- ● Students are fighting
- ● Students are engaging in, or on the verge of, committing deliberate damage or vandalism to property
- ● A student is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects

4.2 The following approaches are regarded as reasonable in appropriate circumstances:

- ● Holding for security and to reduce anxiety where there is potential risk, even if the student is not yet out of control. This is best used when the student is anxious or confused. Its purpose is to defuse or prevent escalation. Staff should take care that their actions should in no way be capable of being interpreted by the student as aggression.

- Physically interposing between students.
- Blocking a student's path.
- Pushing, if restricted to situations where reasonable force is used to resist a student's movement This does not include a forceful push that might cause the student to fall over.
- Escorting a student by the hand or arm.

5 Holds to be avoided The following
holds should **NOT** be used:
- Holding a student around the neck, or by the collar, or in any other way that might restrict a student's ability to breathe
- Slapping, punching or kicking a student
- Twisting or forcing limbs against a joint
- Tripping a student
- Holding a student by the hair or ear
- Holding a student face down on the ground.

6 Recording an incident

6.1 All incidents that result in non-routine interventions will be recorded in detail in an incident report on CPOMS.

6.2 Contemporaneous record (i.e. written within twenty four hours of the incident's occurrence) will be made by the staff member involved in the incident.

6.3 Similarly, contemporaneous notes will also be made by any other members of Staff involved (i.e. as witnesses or additional providers of support).

6.4 The record will contain the following information:
- The name(s) and the job title(s) of the member(s) of staff who used reasonable force
- The name(s) of the student(s) involved
- When and where the incident took place
- Names of staff and students who witnessed the incident
- The reason that force was necessary
- Behaviour of the student which led up to the incident
- Any attempts to resolve and de-escalate the situation
- The degree of force used
- How it was applied
- How long it was used for

● The student's response and the eventual outcome

● Details of any injuries suffered by either staff or students (if able, photograph)

● Details of any damage to property (if able, photograph damage)

● Details of any medical treatment required (the accident book will be completed, where medical treatment is needed)

● Details of follow-up, including contact with the parents/carers of the student(s) involved

● Details of follow up involvement of other agencies – police, Social Services

● Post incident discussion with a young person.

6.5 Student witnesses may also be asked to provide a written account if appropriate.

6.6 A copy of this entry will be kept on the student's file and retained.

6.7 Stone Soup will report any injuries to students or staff in accordance with legislation.

6.8 Students who are identified as likely to require positive handling as part of their Behaviour management will require an Individual Behaviour Plan alongside their Individual Education Plan. This is drawn up in response to the risk posed by the student's behaviour and is shared with all staff, parents/carers and the student if appropriate.

7 Debriefing Arrangements 7.1 The student and the member of staff will be checked for any sign of injury after an incident. First aid will be administered to anyone who requires it, or medical treatment obtained.

7.2 The student will be given time to become calm while staff continue to supervise him/her. When the student regains complete composure, a senior member of staff (or his/her nominee) will discuss the incident with the student and try to ascertain the reason for its occurrence. The student will be given the opportunity to explain things from his/her point of view. All necessary steps will be taken to re-establish the relationship between the student and the member(s) of staff involved in the incident.

In cases where it is not possible to speak to the student on the same day as the incident occurred, the debrief will take place as soon as possible after the student returns to Stone Soup

7.3 All members of staff involved will be allowed a period of debrief and recovery from the incident. This may involve access to external support. A senior member of staff (or his/her nominee) will provide support to the member(s) of staff involved.

7.4 The Principal will be informed at the earliest possible opportunity of any incidents where positive handling was used. The Principal (or her/his nominee) will initiate the recording process if not already underway. (See 6.0) and review each incident to ensure that any necessary lessons are learned.

8 Training Needs of Staff 8.1 In cases where it is known that a student will require positive handling on occasions, Stone Soup will ensure that appropriate training is provided. Staff involved will identify their training needs in this area.

8.2 Where Stone Soup anticipates that positive handling may be required on occasions, Stone Soup will review approach and techniques with its consultant/trainer.

8.3 Staff trained in positive handling techniques need to update their training on a yearly basis and ensure that their training record is kept up to date.

9 Authorisation of staff to use positive handling

9.1 We recognise that positive handling will be seldom used and it is a last resort to maintaining a safe environment.

9.2 All teaching staff are, by the nature of their roles, authorised to use positive handling as appropriate. Support staff will require specific authorisation, either temporarily or permanently. The Principal can only give this authorisation. Authorised staff will be notified formally.

9.3 Best practice will be monitored. Frequent sessions to practice the use of techniques, as well as to disseminate any revised information, will be included as part of the Stone Soup's normal schedule or pastoral meetings.

These meetings will be open to all staff, including non-teaching staff, who have been authorised to use positive handling techniques

9.4 In the event of a complaint being received by Stone Soup in relation to the use of physical force by staff, the matter will be investigated in accordance with Stone Soup's complaints procedure.

10 Arrangements for Informing parents/carers 10.1 parents/carers will be

informed of Stone Soup's policy regarding positive handling in the following ways:

- At the outset of the introduction of this policy, all parents/carers will be sent a letter outlining its introduction with information about obtaining a copy for their own information
- Thereafter, a section about the Stone Soup's legal obligations to maintain a safe environment and the possible use of positive handling (as a very last resort) with students will be included in Stone Soup's brochure
- All parents/carers will be informed after a non-planned incident where positive handling is used with a young person
- The policy will be available on the school website.

The Governing Body of Stone Soup Academy will be informed of the number of incidents where positive handling has been used, on an annual basis.

Please see Link **to use of reasonable force Advice for headteachers, staff and governing bodies**

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Appendix 4: Behaviour in schools Advice for

headteachers and school staff

[Link](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf) to Behaviour in schools Advice for headteachers and school staff

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

(Appendix 5 Intervention instead of Inclusion)

Procedure for Implementing the 'Intervention' Approach

Objective: To replace the 'Inclusion' approach with a new 'Intervention' strategy aimed at promptly addressing and meeting individual student needs, leading to impactful, short-term interventions.

1. **Decision-Making Process:**
   ○ If a student is struggling to engage or exhibits concerning behaviour despite all intervention strategies, a decision will be made by either the Head of Engagement or the Assistant Principal for Behaviour and Attitudes.
   ○ Any team member can suggest an intervention, but the final decision rests with these two staff members.
   ○ If the Head of Engagement or the Assistant Principal is unavailable, the Head of Years will make the decision.
   ○
2. **Implementation Across Sites:**
   ○ Utilise both school sites, which are in close proximity, for interventions.
   ○ Transfer the student to the other site for the intervention, accompanied by a team member.
   ○ If the intervention is successful, the student will be returned to their original site when appropriate.

3. **Monitoring and Evaluation:**
   ○ Monitor the progress of students who undergo interventions.
   ○ Evaluate the effectiveness of the 'Intervention' strategy regularly.
   ○ Adjust the approach based on feedback and outcomes to ensure continued progress.
   ○
4. **Documenting Success:**
   ○ Record and document cases of significant progress, particularly with challenging students.
   ○ Share success stories to motivate staff and refine the strategy further through the 360s

Expected Outcomes:

- Prompt and effective identification and addressing of individual student needs.
- Significant and positive changes in the behaviour and performance of students.
- Enhanced involvement of leadership teams in student support processes.
- Overall improvement in the school environment and student outcomes.

Appendix 5: 360 case studies

Our 360 reports provide a comprehensive overview of a student's progress during each half-term. They encompass a thorough analysis of engagement, attendance, and are accompanied by personal coach notes documenting noteworthy activities and strategies for teachers to optimally support the student. These reports also incorporate year-end results in Year 11, maintaining continuity throughout their journey into our pastoral sixth form.

Appendix 6: Staged Letters

For all of our students we know that they can struggle in a number of different ways which is why we have a number of behaviour and engagement strategies and data tracking.
When a student becomes a concern or raised this could come from a number of different ways:

1. Behaviour Warnings
2. Negatives
3. Class Dojo percentage
4. Suspensions
5. Student Behaviour scores
6. Missed Lessons
7. Walking offsite
8. Specific concerns - eg gossiping in school that gets discussed in staff meetings
9. CPOMS concerns

Concern raised.

Whatever the concern is we will look at what interventions we have done and if we feel we have missed a good intervention we will try this before we raise it with the letters.

If the concerns persist. We then carry on with but we start the letters to referring schools and home.

With all the concerns that are raised we track this through our data as well and can base letters on this basis inline with our behaviour policy.

With all the letters we tailor it to what the concern is. It might be around walking offsite and that's why we send a letter and if the student improves then we let all parties know however if it continues that triggers the next letter and we add additional concerns if we have them and they start this procedure -

Letters procedure approach (With each letter there would have been interventions been done and logged on 360s or other additional sheets eg - parent meetings)

1. Interventions
2. Initial concern - Link
3. Improved or raise again - Link
4. Improved or concerned still and list interventions we do and have done. - Link
5. Improved or concern and give specific targets and risk of place - Link
6. Improved or give placement warning letter with targets - Link
7. Improved or termination confirmation - Link

With all these we carry on with all interventions listed below still and add them to the letter so everyone is aware of what we are doing.

Interventions we do.

The Switch: When a staff member encounters difficulties with a student, we facilitate a staff switch. This change can be reassuring for students as they interact with a fresh face, potentially diffusing any tensions.

360 Case Studies: We conduct 360-degree case studies to monitor progress throughout the year. These case studies help us identify effective tactics and strategies tailored to individual students, enabling all staff members to provide consistent support.

Calming Walks: Sometimes, students may benefit from a brief change of scenery. We take students on short walks to places like Nottingham Contemporary, providing a break from potentially stressful environments, which can have a calming effect.

Learning Hub: Our learning hub offers a supportive space for students when they encounter emotional or academic challenges, ensuring they receive the necessary

assistance. This is not used unless a member of the team takes them for the intervention. It is not open all day.

Support Cards: We offer support cards to students facing difficulties, although we never impose them. These cards are filled out by staff and returned to us by the student on how they got on in the lesson. We may also share them with parents, carers, or referring schools to maintain open communication.
Here is an example of one -

Gym Access: Our gym is accessible to students when needed. We prioritise understanding their needs, even when their behaviour may suggest otherwise.

Referrer meetings: We arrange these meetings when we identify a student who is facing significant challenges, and we believe it would be valuable for the referrer to visit the school to discuss and address these concerns

Parent/carer meetings : We arrange these meetings when we identify a student who is facing significant challenges, and we believe it would be valuable for the parent or carer to visit the school to discuss and address these concerns

Target setting with 360s: We set targets each half term for students with their 360 and will give them personalised targets from the personal coach and from the PAGS assessment.

Form tutor intervention: At times, a form tutor can provide a unique approach that can be highly beneficial in supporting the student."

Parent engagement: We will make efforts to contact the students' families and seek additional support from home to underscore our concerns while focusing on the student's potential achievements with us

Personal coach intervention: Personal coach will have time with their key student to have 1-1 talks about concerns and give advice and support

Head of Engagement intervention: If concerns persist, the Head of Engagement will have a conversation with the student and leverage their expertise to determine the necessary actions, which could involve issuing a support card, making a call home, or establishing specific targets

Assistant Principal PDBW intervention: If concerns persist, the Assistant Principal will engage with the student and draw upon their experience to determine the appropriate measures, which may include providing a support card, making a call home, or setting specific targets."

Principal intervention: If concerns persist, the Principal will have a conversation with the student and keep the engagement team informed about the outcomes.

Engagement Trips: Organising team-building trips for students, providing them with opportunities to bond as a team and feel an integral part of the Stone Soup family.

Behaviour, Attendance and punctuality focus groups -

Class Dojo / Student behaviour based targets -

Student of the day -

Money earned incentives -

Actions break down

Pushing of interventions will be done by OS, RA, CR & MR through the data tracking.

This will be highlighted to personal coaches

Interventions are logged through the 360 case studies and additional supporting documents the engagement team uses. - **See link here for Engagement team at a glance where 360s and supporting documents are linked to.**

When individual concerns are raised (eg. - Gossiping) this be discussed by OS & RA in line management meetings and whether they feel a letter of support needs to be sent.

When interventions have been done and concerns are still ongoing the letter procedures will start. - **See link here for folder of letters for 24/25**

Operations team & AP for PDBW will track the letters being sent and when they need to be sent - **See link here for 23/24 tracking of letters.**

Letters being sent -

Engagement team will provide names in weekly faculty meetings to AP for PDBW & H.o.E. When names are logged they will go through them and either put them on the sheet for a letter or ask ET for more information regarding the student as they might need more interventions logged before letters are sent.

Conclusion

This represents a more cohesive approach to our data tracking, moving away from ten separate procedures. It aligns seamlessly with our behaviour policy, demonstrating that data tracking is not just for the sake of it. Instead, we analyse it to understand how we can best support each individual student. Our ultimate goal is to exhaust all available avenues of assistance before considering a student's place with us as unsuccessful.

When sending any letters this must be confirmed with Oli (assistant principal - PDBW) - Suggestions will be logged in ET meetings

Appendix 7

Behaviour & Engagement meetings

Date -
Attendance to meeting
Student -
Parent -
Referrer -
Stone Soup Academy -

Data Prior to the meeting

Attendance	
Student Behaviour score	
Behaviour Warnings	
Negatives	
Suspensions	
Class dojo percentage	

Reason for meeting	

Stone Soup Academy views	
Parent/carer views	
Referrer views	
Student Views	
Actions from meeting	
Review date	