



R.E.A.L. Education Limited

Behaviour Policy

**(R.E.A.L. Education Ltd.)
(R.E.A.L. Independent Schools, Hinckley)
(R.E.A.L. Independent Schools, Mansfield)**

Last reviewed 09/09/2024



1. Rationale

R.E.A.L. Education and R.E.A.L. Independent Schools seek to create an environment in which high quality learning can take place. This ethos is based on our vision of “We believe every child has a future.”

We have high expectations for our learners throughout all that they do. We focus on building positive relationships and this works well with our relational approach.

We base all of our work around our core values of-

Trust

Everybody should:

- Keep each other safe
- Build and sustain positive relationships with each other
- Provide consistent and predictable routines (be in the right place, at the right time, doing the right thing)

Innovation

Everybody should:

- Be brave and try new things
- Work with each other to find solutions
- Take responsibility together

Achievement:

Everybody should:

- Be the best we can be
- Look ahead and plan for the future
- Accept that it is OK to get things wrong

2. Our expectations

R.E.A.L. believes in high standards of behaviour, and these are achieved through 3 simple rules of being:

- 1. Ready**
- 2. Respectful**
- 3. Safe**

These 3 simple rules can be applied to a variety of situations and are taught and modelled in our learning environments.

There is a key focus on establishing positive role modelling and an emphasis on the key value of building quality, professional, trusted, relationships with the learners in all of our provisions.



This enables the setting of clear and consistent expectations and positive reinforcement of good behaviour. Our staff do this by focusing on-

- What to do
- What to say
- How to be

There is an acknowledgement that while consistency is important, there also needs to be careful application of processes in relation to learners' individual needs. Staff are expected to maintain a consistent, calm approach to behaviour at all times, with the emphasis on depersonalising behaviour interventions.

Positive noticing is encouraged and used to ensure we are catching learners doing the right thing. Positive acknowledgement, noticing and kindness teaches behaviours and we will get more of the behaviours we notice most.

3. Key roles

All staff

1. Meet and greet learners at the door/start of the session.
2. Refer to being 'Ready, Respectful, Safe' as required.
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson.
6. Be calm and give learners the thinking time they need when going through the steps.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. If walking past learners who are behaving in an inappropriate manner, consider the most appropriate way to deal with it or inform an appropriate member of staff.

Middle/Senior leaders

Middle/Senior leaders are not expected to deal with behaviours in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Middle/Senior leaders will:

1. Meet and greet learners at the beginning of the day and change over time.
2. Be a visible presence to encourage appropriate behaviour and attitudes.
3. Support staff in returning learners to learning by sitting in on restorative meetings and supporting staff in conversations.
4. Regularly celebrate staff and learners whose efforts go above and beyond expectations.
5. Encourage use of positive noticing and positive phone calls home.
6. Share good practice.
7. Ensure staff training needs are identified and targeted.
8. Use behaviour data to target and assess interventions.
9. Regularly review provision for learners who fall beyond the range of written policies.
10. Make sure that the 'buck stops here'.



4. Rewards

Alongside daily positive noticing, behaviour is also reinforced in a number of ways including:

- Listening to learners and understanding their needs and expectations
- Celebrating achievement publicly and privately
- Giving immediate feedback, verbal praise for individual achievement
- Adopting an approach of individual support and encouragement
- Student involvement in the reviews of their progress

All learner rewards are dependent on the starting point of the learner and based on their individual interests and needs. Rewards are often linked closely to outcomes within education, health and care plans, wellbeing targets or the daily log numerical score.

These are some of the examples that we currently use: phone call home, postcards, site-specific activities, certificates, bespoke individual rewards linked to EHCP targets, visit to agreed site/activity, end of term competitions, monetary vouchers linked to attendance/attainment, Head of Schools award and end of year celebration events.

5. Interventions

R.E.A.L. does not endorse the use of sanctions in terms of issuing some form of 'punishment'. Where learners exhibit behaviours that may put the learning and safety of themselves or others at risk, R.E.A.L. will use a range of interventions to promote positive behaviour:

The interventions used at R.E.A.L. are considered on an individual level. Our staff are expected to develop and maintain positive relationships with our learners which then enable them to address any concerns in a consistent way.

Interventions often are linked to significant incidents involving individual learners, and each significant incident is linked to a low, medium or high response. R.E.A.L. acknowledges that we are not able to issue a 'one size fits all' encouragement and all are required to be bespoke to specific needs.



Level of Intervention	Examples of Interventions
Low	Use of de-escalation techniques, changes to immediate environment and/or activity, change of immediate teaching staff, phone call to parents/carers, learner voice and restorative practice. Review of ILRA.
Medium	Possible use of physical guiding and escorting (to a change of environment), change to permanent teaching staff, change of teaching venue, changes to a learner timetable and home visit. Review of ILRA.
High	Possible use of physical intervention, immediate curriculum planning meeting, multi-agency responses/referrals for external services, commissioner led decision making, home visit. Review of ILRA.

6. Suspensions

R.E.A.L. does not suspend learners. Instead we look to make changes to the learner timetable to prevent issues arising again. Such changes may include a change of topic or session focus, change of location for the session, staffing review and other such adaptations that ensure learner success.

In the unlikely event that these changes do not support learners to achieve, the Head of Schools/Head of Behaviour and Attitudes will recommend an early EHCP review meeting with the parents and local authority. At this meeting the LA and parents will be informed that R.E.A.L. can no longer meet the needs of the learner. The learner will stay on roll for as long as it takes the local authority to find a suitable alternative or in line with contractual arrangements.

7. Physical Interventions (PIs)/Restrictive Physical Interventions (RPIs)

To ensure a consistency of approach, R.E.A.L. uses the principles set out in Nottinghamshire County Council's approach, known as CRB* (Coping with Risky Behaviours). All teaching staff have access to training and regular updates in the positive approaches to managing behaviours. However, our emphasis is on de-escalation techniques with the use of any restraint being used in the last resort and being reserved for those learners who pose a high risk to themselves and to others.

Teaching staff will only use reasonable force and physical intervention techniques when the risks involved in doing so are outweighed by the risks involved in NOT using restraint. R.E.A.L. will always put the safety of the learner above any issues relating to potential damage to property e.g. if a learner is causing damage to a site, and a physical restraint would cause further distress, the



wellbeing of the learner takes precedence. Damage and property can be replaced.

Staff Authorised to use CRB restraint techniques

Under Section 93 of the Education and Inspection Act (2006) and subsequent guidance the Head of Schools/Head of Behaviour and Attitudes is empowered to authorise all members of his/her staff to use reasonable force.

R.E.A.L. staff who have been empowered to use reasonable force are:

1. Teachers/tutors and any member of staff who has control or charge of a learner in a given lesson or circumstance have permanent authorisation
2. Other members of staff such as site staff also have the power to use reasonable force if a circumstance should arise in which immediate action should be taken

Deciding Whether to Use CRB restraint techniques

Under English law, members of staff are empowered to use reasonable force to prevent a pupil from, or stop them continuing:

- a. Committing any offence
- b. Causing personal injury to, or damage to, the property of any person (including the person himself)
- c. Prejudicing the maintenance of good order and discipline at the school, or among any learners receiving education at the school, whether during a teaching session or otherwise

All members of staff will make decisions about when, how and why to use reasonable force. To help staff in making decisions about using reasonable force teaching staff can consult the R.E.A.L. staff code of conduct, or use the following considerations :

1. Whether the consequences of NOT intervening would have seriously endangered the wellbeing of a person
2. Whether the consequences of NOT intervening would have caused serious and significant damage to property
3. Whether the chance of achieving the desired outcome in a non-physical way was low
4. The age, size, gender, developmental maturity of the persons involved

R.E.A.L. considers any physical intervention outside of the criteria above to be deemed *unreasonable*, and any member of staff contravening these criteria would be made subject to an investigation and possible disciplinary procedures.



8. Reporting of Incidents

All significant incidents are reported through CPOMS, using the significant incident reporting form (SIRF) which requires a clear low, medium or high response in discussion with the allocated Learning or Provision Manager. This links with the decisions surrounding whether a low, medium or high intervention will be used and is monitored through CPOMS. Follow up from these incidents is actioned by the Head of Behaviour and Attitudes, Personalised Provision Manager and/or Vocational Provision Manager. Any safeguarding links as a result of a SIRF are highlighted and actioned through CPOMS in the usual way.

All SIRFs should be logged on the day they occur.

9. Post Incident Support

Following the submission of a SIRF the Head of Behaviour and Attitudes or another appropriate leader will contact the staff member/staff team to discuss and review the incident and provide any support required.

Appropriate interventions will then be planned and actioned accordingly for the learner, and/or the staff member/staff team as appropriate.

10. Use of Weapons

The use of weapons is strictly prohibited across R.E.A.L. This prohibition includes but is not limited to firearms, knives and any other objects that can be used as weapons. The safety and well-being of students and staff are of paramount importance, and any violation of this policy will result in severe disciplinary action, which may include loss of placement and legal consequences in accordance with local laws. R.E.A.L. Education is committed to creating a safe and conducive learning environment where all students can thrive academically and emotionally and the use of weapons has no place within our educational community.

11. Staff Training

As part of the induction process staff will receive an introduction to this policy, along with support around how to deal with challenging behaviour.

12. Complaints

Any complaint or concern raised will be taken very seriously, and staff will be vigilant to obvious and subtle signs of this. A complaint will be dealt within in accordance with our Complaints Policy.



This policy should be read in conjunction with the Preventing Bullying, Safeguarding, Drugs, and Screening and Searching policies.