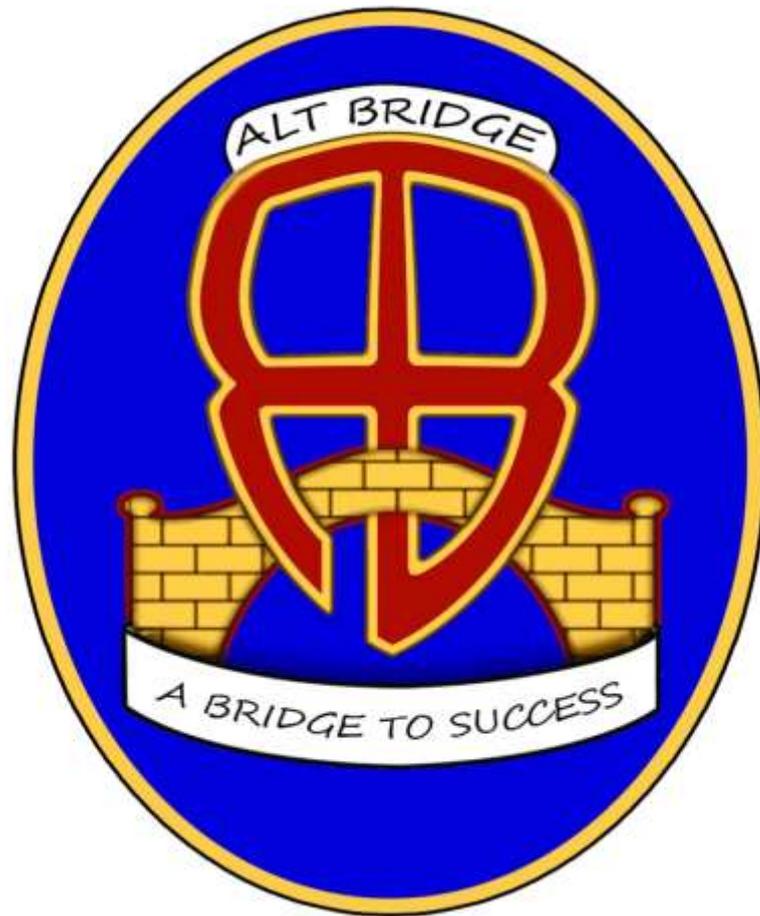


ALT BRIDGE SCHOOL

Behaviour for Learning Policy



Reviewed by	Date	Signature	Staff room and shared drive, website
Mrs. N. Menagh	28.01.20		✓✓✓
Full Governors	11.02.20		
Mrs. N. Richards	12.06.20		
Mrs. S. Gannon			✓✓✓
Mrs N. Menagh	07.05.21		
Mrs. N. Menagh	14.10.22		✓✓✓
AGM	18.10.22		

Positive
Restorative
Child-centred
Caring
Self-regulation
Structured
Mutual respect
High expectations
Trust
Communication

The words and phrases above form the basis of our ethos and approach to behaviour for learning. At Alt Bridge, we understand that behaviour within school is linked to the progress individual students make. We believe that students who demonstrate positive behaviour and are more engaged with their learning, achieve more.

Alt Bridge recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that certain behaviours are communicating that there is a problem. All students who attend Alt Bridge have an Education, Health and Care Plan due to their Special Educational Needs and/or Disabilities (SEND). Many students need support to develop their emotional self-regulation skills, communication skills or social understanding. It is believed that, with the right support, all of our students can develop positive behaviour for learning.

All members of staff have a responsibility to respond directly to both positive and negative behaviour. They must ensure that they are familiar with this policy and the range of approaches and avenues of support that Alt Bridge School has available.

Staff have a responsibility in educating students in appropriate responses and behaviours, as part of their professional standards. Alt Bridge School has adopted a range of whole school approaches to ensure that students develop the essential skills in order to maintain positive behaviour for learning. As a school, we invest heavily in our students as individuals, providing a range of support mechanisms to help them to achieve their best possible outcomes. We take the time to know our students and to build positive relationships with them, built on trust and mutual respect.

Parents and carers also have a responsibility to support both students and the school in ensuring that they also set high expectations with regard to behaviour and work with the school to review progress in regards to behaviour for learning for their child.

Students at Alt Bridge recognise that they need to take responsibility for their behaviour, particularly as they progress into the older year groups. Students have also stated that they understand that there needs to be consistency with rewards and consequences, and that they want to see that negative behaviour is addressed to ensure that everyone can learn in a calm, safe and positive setting.

Rights of the child

Alt Bridge School is a Rights Respecting School according to the UN Convention on Children's Rights. The following articles are particularly relevant to this policy;

- **Article 3:** The best interests of the child must be a top priority in all decisions and actions that affect children.
- **Article 16:** Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.
- **Article 28:** Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.
- **Article 29:** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
- **Article 31:** Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

We encourage students to be aware of the rights of others and how behaviour can affect other people. Encouraging consideration for others and awareness of rights is supported by our core values and key expectations.

Aims and expectations

- To provide a safe learning environment for all.
- To ensure that all staff members feel equipped and able to respond to behaviour via clear and consistent rewards and consequences and whole school strategies.
- To ensure all students are included and able to access the curriculum.
- For all members of the school community to feel safe and valued.
- To ensure that all pupils meet the key expectations of behaviour for learning.
- To promote positive relationships between all members of our school community.
- For the school's response to behaviour to be fair and to give due consideration to the individual needs of each student.
- To protect students from harm.
- To appreciate 'behaviour' as a form of communication and indication of an underlying need.
- To ensure that pupil welfare, mental health and wellbeing are prioritised.
- To teach students strategies to develop good mental health, social communication skills and emotional self-regulation skills in order to promote pro-social behaviours.
- To recognise positive behaviour and the efforts of pupils to achieve this.
- To tackle all forms of discriminatory behaviour against individuals with protected characteristics immediately and with reference to our core values as a school.
- To be a trauma informed school and respond to behaviours associated with trauma sensitively

Student Code of Conduct

Our five key expectations are;

1. **Attend and participate**
2. **Be kind**
3. **Communicate respectfully**
4. **Be ready to learn**
5. **Stay safe**

Our four core values are;

1. **Care**
2. **Courtesy**
3. **Resilience**
4. **Determination**

These key expectations and values will be continuously reinforced with students and displayed in each class and throughout school. Core values awards are allocated weekly and termly in celebrate assemblies.

Roles and Responsibilities

All staff are required to;

- Ensure the health and safety of students on site
- Act in the best interests of the student/s
- To record behaviour incidents and physical interventions as outlined in this policy.
- To apply rewards and consequences strategy fairly and consistently
- To adhere fully to the guidance contained in this policy
- Implement Team Teach approaches if de-escalation strategies or physical interventions are required
- Attend relevant meetings and contribute

Class-based staff	Ensure that students can access the curriculum Be aware of the contents of student profiles and make adjustments Implement recommended strategies for individual students Apply the rewards and consequences strategy consistently and fairly Reinforce the whole school ethos Implement whole-school approaches outlined within this policy consistently
Form allocated staff	As above plus; Maintain, update and share (with appropriate members of staff) Student Profiles

	<p>Maintain close contact with parents/carers</p> <p>Address any concerns regarding behaviour for learning and attendance in EHCP reviews</p> <p>Ensure students have contributed to, know and understand their student profiles</p>
SLT	<p>Respond to immediate calls for pastoral support</p> <p>Lead on the initiation, development and review of individual pastoral support packages for students who require more significant intervention</p> <p>Liaise with external agencies, sharing key information with the relevant staff</p> <p>Provide coaching support and organise CPD for other staff</p>
Learning mentors	<p>Provide a range of therapeutic interventions as planned according to the provision map and individual plans agreed for the student</p> <p>Contribute to Student Profiles and pastoral support packages</p> <p>Maintain records of interventions and outcomes</p> <p>Offer immediate pastoral support when a student is struggling with their mental health and wellbeing</p> <p>Initiate and lead EHATs where an EHAT is considered to be appropriate</p> <p>Liaise with external experts and implement specialist advice</p>
Inclusion and engagement leader	<p>Strategically plan whole school behaviour for learning approaches</p> <p>Maintain a whole school provision map</p> <p>Plan appropriate CPD for staff</p> <p>Maintain an up-to-date record of all exclusions and associated outcomes</p> <p>Review the behaviour for learning policy annually, reporting on the progress of the policy.</p> <p>Coordinate the MDT support of students who require this response level to behaviour within the setting.</p> <p>Manage the development of the nurture provisions in collaboration with key staff</p>

	<p>Maintain expertise as a Thrive practitioner and lead on the Thrive approach for students with attachment and trauma needs</p> <p>Coordinate in-year transitions and plan appropriately for students who may present with behaviour for learning challenges.</p>
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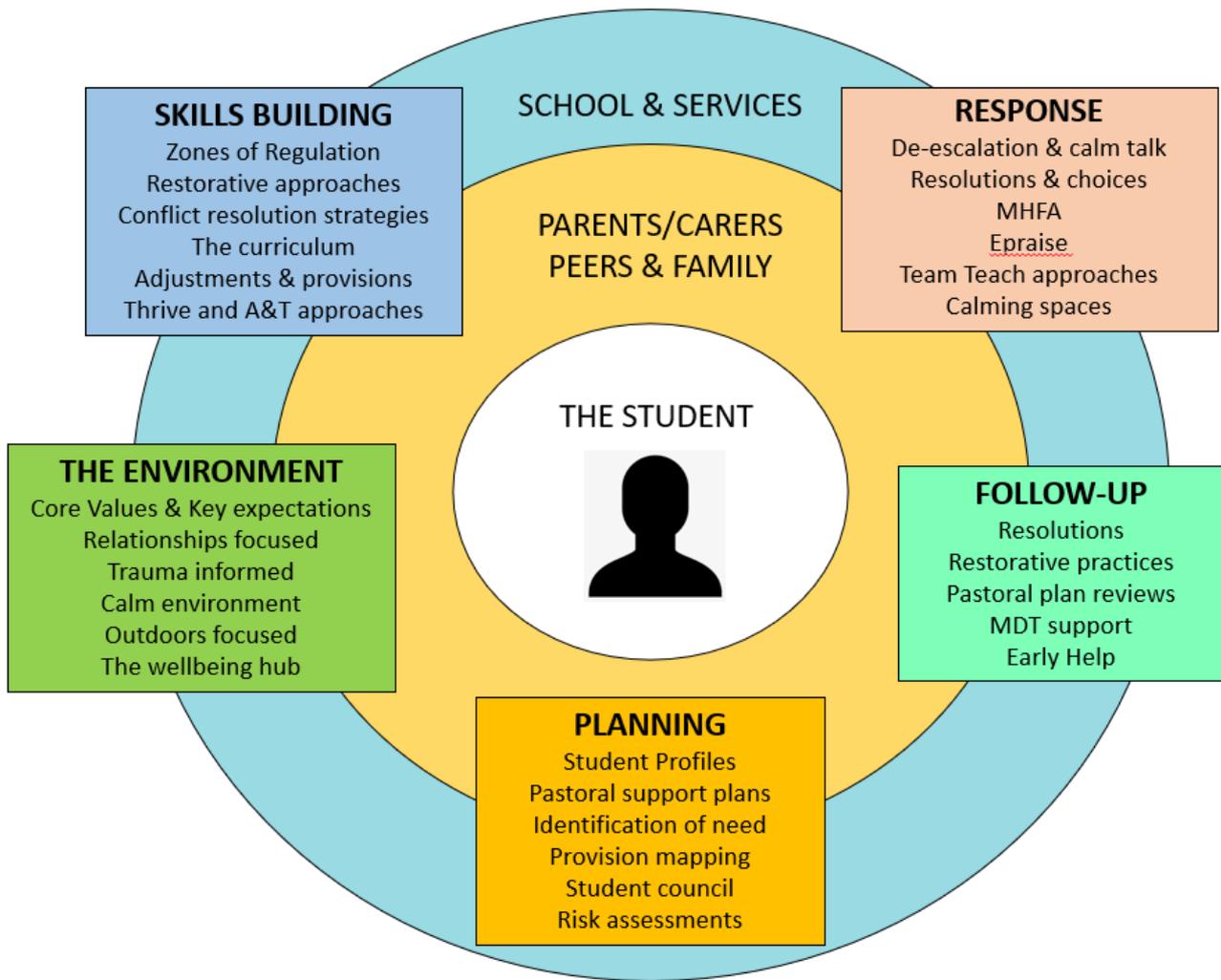
Whole school approaches

Alt Bridge adopt a range of whole school approaches to support positive behaviour for learning for all students. Whole school approaches at Alt Bridge include the following;

- Rewards and consequences strategy via the Epraise system
- PSHCE and SRE curriculums to cover key themes
- Zones of Regulation: a programme to develop emotional self-regulation skills
- Five key expectations for all students (see appendices for class display)
- Four core values: Care, courtesy, resilience and determination
- Using a school script to tackle discrimination (see appendices)
- Restorative approaches to repair damaged relationships
- Collaborative individual student pastoral support packages
- A relational approach: An emphasis on positive relationships between all members of the school community
- Attachment and trauma aware approaches and strategies
- Adopting an ABC model of analysing and recording behaviour using our CPOMS system to log concerns
- Use of calm spaces for sensory retreat guidance (see appendices)

These approaches are used in a way which supports the student in the right way and at the right time. It is essential that we work in partnership with families, ensuring that parents and carers understand and co-produce plans with us to ensure the best outcomes for individual students.

The diagram below displays the various whole school approaches that we use for school environment, skills building, response, follow-up and planning. When used together, these approaches provide a strong offer of support around individual students and their parents and carers. Where appropriate, we can also consider and work with family members and peers.



ABC model for reflecting on and reporting behaviour incidents;



Rewards

Rewards should;

- Provide recognition of positive behaviour for learning
- Be personally/individually motivating to the student
- Promote the repetition of positive behaviour
- Highlight positive role models for other students

EPRAISE

The Epraise system is an online tool used by school to capture a record of behaviour for learning for each individual student. The online platform allows staff to allocate merits and demerits, assign rewards and interventions and also communicate with families. The system includes an online shop, through which students can spend the points they have gained from merits. It is a system which also allocates accolades and certificate levels for the number of merits gained. The demerits do not remove points values but provide a helpful record to refer to in 1:1 discussions with students and their parents/carers.

DAILY REWARDS

Merits

During each day at the academy students can gain Merits for their achievements. Merits are assigned via the Epraise system.

Contact with families

Staff are encouraged to communicate regularly with families. Part of this communication should include Epraise messages, phone calls, emails or messages home via postcards, to share good news about the student's day. Parents and carers are provided with a login to the Epraise system to enable them to stay up-to-date with their child's individual progress and achievements in relation to behaviour for learning.

WEEKLY AWARDS

Year group celebration assemblies take place weekly in school. During assemblies, heads of year provide awards for the following;

- Core value
- Readers of the week
- Kindness awards

TERMLY AWARDS

Each term, an end-of-term assembly takes place for each year group. Parents and carers are invited to attend and student achievements are recognised by the following awards;

- Attendance Awards
- Subject Awards
- Behaviour for learning awards
- Core values awards

Consequences

Consequences should;

- Be consistently and fairly applied
- Never contravene the rights of the child according to the UN convention on children's rights
- Never cause humiliation or remove a child's dignity

Where challenging behaviour arises, staff are expected to follow the steps below;

Step 1: Warning and reference to key expectation not being met by the behaviour
Step 2: Reflection time outside class & discussion (time limited)
Step 3: Loss of 5 or 10 minutes of break/lunch to facilitate a resolution conversation
Step 4: Request Pastoral Support from duty member via their usual location or the school office

If a student has progressed through the first three steps and their behaviour has not improved then pastoral support should be called for by requesting SLT support.

Staff that initiate a Pastoral Support Response should:

- Have followed all three steps with the student first
- Have made use of available support if it is closer than the timetabled member of staff
- Send someone to the appropriate office/classroom to locate the pastoral support person
- Ensure that consequences are decided upon and enacted in liaison with the pastoral support person or other relevant staff members involved in a longer-term Individual Pastoral Support Plan
- Apply any consequences that are appropriate to the situation in follow-up
- Complete the data entry on CPOMS before the end of the school day.

The staff members who are providing Pastoral Support Response should:

- Be available at the time requested – any available SLT can respond
- If called, assess the situation and take appropriate action which may involve one or more of the following;
 - Speak with the student and return them to learning in class if they are ready
 - Withdraw a student from the situation.
 - Liaise with the member of teaching staff that initiated the response
 - Request that data entry will be completed on CPOMS.
 - Allow members of staff who are already dealing with a situation to continue to do so if no intervention is required and appropriate de-escalation strategies are being used.
 - Support with any physical interventions which may be required and manage calm talk, de-escalation and change-of-face between staff

Further interventions for negative behaviour can be implemented using the steps outlined in the chart below;

Individual student profile with reasonable adjustments	Green	Universal approaches to managing and responding to behaviour. Working to achieve positive behaviour for learning.
Apply the Zones of Regulation concepts and encourage use of self-regulation strategies		
Reinforce five key expectations through dialogue		
Steps to responding to negative behaviour (see above)		
Behaviour throughout lesson reflected in merits awarded		
Restorative conversation to repair relationships and support students in perspective-taking skills		
Discussion with form tutor and agree actions	Yellow	Additional support sought in order to address behaviour which is higher level or persists despite efforts and intervention within the class level
Review Student Profile with parent/carer		
Initiate the individual student pastoral support package		
Referral to wellbeing hub for mental health support, learning mentor sessions and/or therapeutic interventions		
MDT response possible to provide further intervention and support for the student and staff		
Positive handling plans	Red	Actions taken when the school is managing and responding to high risk behaviour
Individual student risk assessment		
Referral to behaviour outreach service within Knowsley for further advice		
Early Help Assessment and regular review meetings with parent/carer		
Utilising 1:1 support		
Exclusions applied by HT		
Initiate a re-assessment of needs through the EHCP process if long-term unresolved difficulties are occurring		

Scope of rewards and consequences

Both rewards and consequences can be used outside of the classroom by staff supervising students during unstructured times of the day or working with students through interventions.

Students are encouraged to take responsibility for their behaviours and to apply personal self-regulation strategies.

Pastoral Support Package

The Individual Student Pastoral Support Package is initiated where there are ongoing concerns regarding behaviour or in response to a significant elevation of concern.

The package includes the following documents;

- Pastoral Support Plan
- Positive Handling Plan
- Individual Student Risk Assessment

A student may require one, two or all of the plans above in response to their needs. All completed documents should be uploaded to CPOMS.

Once a pastoral support package is initiated, it should be informally reviewed regularly through check-ins with key staff. A more formal review of the package should take place every six weeks.

Student Progress Meetings

Every term, student progress meetings will be held by SLT to review the holistic needs of individual students. The progress meetings will be planned into the academic year and included on termly calendars. The progress meetings will include the form teacher, form allocated teaching assistant, 1:1 Teaching Assistant (if one is in place), year group allocated learning mentor and a senior leader.

The meetings will be an opportunity to;

- Review academic progress according to information shared by curriculum leaders
- Discuss presenting pastoral needs
- Review Individual Pastoral Plans (IPPs), Individual Risk Assessments (IRAs) and Student Profiles (SPs)
- Review progress towards EHCP outcomes
- Assign interventions for pastoral needs

Student Profiles (SPs)

Student Profiles (see appendices) contain the necessary information to ensure that staff across school are aware of specific information related to individual students. They are in place for all students. All class-based staff must have an awareness of what is contained in the SP for each student.

The designated form teacher will co-produce SPs initially with students and parents/carers and will review them regularly during student progress meetings and annual EHCP reviews.

Form teaching assistant will meet with individual students prior to progress meetings to discuss their profiles and ensure that their views are included. The form staff should ensure that the child is aware of what is on their profile and can discuss their triggers and self-regulation strategies.

Interventions and support processes

The school employs five full-time learning mentors to provide intervention and support to students for a variety of reasons which may include but are not limited to the following;

- Bullying and anti-social behaviour
- Trauma
- Mental health difficulties
- Bereavement/loss
- Emotional self-regulation difficulties
- Friendship/social issues
- Sexual health and referrals to the Brook Clinic
- To collect pupil views using specialist approaches
- To provide onward referrals to key specialists

There are various other support systems available within school that include the following;

- Pastoral support for class-based staff and SLT
- Thrive approach, placements and outreach support from nurture classes
- Referral to the Wellbeing team for learning mentor support and access to a wide range of therapeutic interventions
- KOOTH Counselling
- Peer mentoring and support
- OSSME Autism Initiatives support
- ADHD Foundation coaching/mentoring

Nurture classes

Our nurture classes offer support to learners who need a specific approach for social and emotional needs. The staff within the class are trained in the Thrive approach and two members of staff within school are also trained as Thrive practitioners, able to develop the skills of other staff and complete assessments of students. The Thrive approach is offered to students within the class but also to students in the main school classes via an outreach model.

The amount of time a student spends accessing the nurture classes depends on their individual programme of learning. The classes are each staffed by a teacher and two teaching assistants. The staff and classroom remain consistent throughout the day for the students thereby reducing the number of transitions they face throughout the day. Some students access particular classes within the main school as appropriate to their aspirations and individual programmes of learning.

The classes support students from across 2-3 year groups so the curriculum is delivered through a rolling programme and is enriched with the Thrive model. Over time and depending on need, as students gain the skills they need to self-regulate and communicate effectively, they may possibly return to their main school class

Meeting with parents/carers

Early intervention

When behaviour becomes a concern, the form tutor should initially meet with parents/carers to discuss concerns. During this meeting the following should be addressed;

1. Details of incidents/difficulties/concerns which have been observed or investigated
2. A discussion about the possible cause of behaviours
3. A discussion about the way forward and possible strategies

Following meetings with parents/carers, form tutors should ensure that the individual student profile reflects the strategies agreed upon and the meeting should be logged on CPOMS. The profile should then be securely shared with the rest of the staff working with the student in school so they are aware of any updates or new strategies.

Ongoing support

For some students, ongoing reviews and meetings with parents may be required in order to improve behaviour for learning. Parents/carers should feel part of the team which are working to co-produce plans in order to achieve the best outcomes for students.

If appropriate, ongoing support may include the implementation of Individual Pastoral Plans (IPPs) or Individual Risk Assessments (IRAs). Parents and carers should be fully involved in discussions and be aware all measures being put in place within school to support behaviour for learning. Parents/carers should co-produce Student Profiles (SPs) with staff and share their views in review meetings regarding this document.

Positive home-school meetings

It is really important that we maintain a positive and open dialogue with parents and carers which is focused on improved outcomes for the learner and making decisions which are in the student's best interests. It is only through working in collaboration with parents and carers, that we may achieve the best possible outcomes for children. To ensure that meetings achieve the most they can, the following approaches are recommended;

- All parties use active listening skills and remain calm
- Ensure the meeting is accessible for all
- Adopt a person-centred approach where all parties contribute
- Avoidance of jargon
- Produce plans together, being honest about the reasons for measures or strategies
- Consistently focus on the end-goal; to achieve the best outcomes
- Present information in an accessible way
- Keep in touch using the most accessible method for parents as long as approaches are in line with our acceptable use policy and staff code of conduct

Managing Transitions

Transition times can be a source of increased anxiety for pupils. The smooth transition of information between settings should enable the staff at Alt Bridge to prepare for new students arriving and should contribute to the formulation of SPs at entry. Equally, this information should be shared as pupils' transition between year groups, classes and settings.

Further details can be found in our transitions policy.

Physical intervention

Our use of and approach to physical intervention is outline within our separate physical interventions policy.

Peer-to-peer abuse

The school will act on any reported incidents of bullying or peer-to-peer abuse. Bullying will not be tolerated and must never be ignored. All incidents or reported incidents must be reported using CPOMS and the Designated Safeguarding Leader (DSL) or Deputy DSLs must be informed.

Our approach to peer-on-peer abuse is outlined fully within our safeguarding policy.

Our approach to anti-bullying is outlined fully within our anti-bullying policy.

Individual pupil risk assessments

The specific Alt Bridge individual student risk assessment master document can be found in the appendices. Where possible, this document should be drawn up collaboratively and signed by the various key parties involved in the student's care.

Individual risk assessments for students should;

- Only be necessary for individual students, where there is a risk of harm to the child, their peers, staff members or the public from their behaviour
- Aim to achieve successful inclusion of the student and enable access to the full curriculum
- Adhere to any specific advice received from specialists such as Educational Psychologists, OSSME, Speech and Language Therapists, CAMHS or Social care
- Be drawn up as part of a team involving parents and carers so that all parties understand the purpose and the need for the control measures in place
- Identify the risks of behaviours to others
- Provide control measures to manage the above risks within the setting
- Be shared with all adults working with the individual student
- Be regularly reviewed

The risk assessment should detail the context of when risk occurs i.e. the classroom, yard or dinner hall, the level of risk and the control measures in place to reduce risk.

Behaviour which occurs outside school

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”. The individual special educational needs of students will be taken into account in applying this behaviour for learning policy in response to negative behaviours which are reported to occur outside school.

Alt Bridge School follows the advice set out in the DfE guidance ‘Behaviour and Discipline in Schools, June 2016’.

An incident occurring outside school, which has been reported to school, should be referred onto the Designated Safeguarding Leader or another member of the safeguarding team. A decision will be made by the DSL as to the next appropriate course of action in line with the policy.

Screening and Searching Pupils

Our approach to screening and searching pupils is outlined within our safeguarding policy.

Mobile phones and other technical equipment

Students are not allowed to bring mobile phones into school or onto transport.

All technical equipment must be switched off and handed in to the office on arrival.

If a staff member becomes aware that a student is carrying a mobile phone then it will be confiscated.

On the first occasion a student brings a mobile phone into school and keeps it on their person they will receive a warning. If it happens again parents/carers will be asked to collect the phone from school.

N.B. loss and damage

The school will not accept legal responsibility for loss, theft, damage to property whilst on school premises. It is suggested that parents cover clothing and property on their household insurance.

Mental Health First Aid

The school has several members of staff who are trained mental health first aiders. These members of staff will have completed their full MHFA certificate.

MHFAs can be called when staff are concerned about the mental health of a pupil and it is felt that the pupil is at, or close to, crisis point. Indicators of need which may require an MHFA are;

Significant emotional distress
Self-harming and threats to self-harm
Suicidal ideation or threats or suicide
Significantly withdrawn
Flight response
Eccentric or unexpected responses

The MHFA should liaise with a designated member of the SLT to ascertain when the pupil may be able to return to class or to make further arrangements to meet current need. Arrangements may include;

- Contacting and involving parents/carers
- Identifying a designated member of staff to support
- Considering appropriate peer/sibling support
- Offering quiet spaces and preferred activities to provide time to calm
- Allowing parents/carers to take students off-site for the purposes of calming or accessing emergency mental health care

Exclusion

All students who attend Alt Bridge have EHCPs. Where there is a risk of permanent exclusion or more than one fixed term exclusion, of a pupil with an EHCP, the key stage leader must inform the SEND officer at the local authority. In these circumstances, an interim review of the EHCP will be requested to consider next steps.

When exclusion is being used as a sanction, there are three levels of exclusion:

Internal Exclusion – in this instance the student is with a member of SLT and is withdrawn from lessons for a set period of time. Parents/carers receive a letter from the member of SLT outlining the reasons for the internal exclusion.

Formal External Exclusion – in this instance work is set for the student and parents/carers are given the responsibility to supervise the student to work at home for the first 5 days of the exclusion (for exclusions longer than 5 days an alternative provision will be identified for the student). At the end of the period of exclusion parents meet with two members of the SLT. A re-integration agreement is made and signed by the student, parent and staff. On return to school the student's reintegration will be monitored by the key stage leader.

Permanent Exclusion – the decision to permanently exclude a student will be taken in response to:

- A serious breach or persistent breaches of the school's behaviour policy;

- Where a student's behaviour means allowing the student to remain in school would seriously harm the education or welfare of the student or others in school

Only the Head teacher (or the acting Head teacher) has the power to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head teacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling.

*If there is a concern that a Looked After Child is at risk of exclusion then the school will notify the Virtual Head and liaise with agencies to find alternative solutions.

Monitoring

The Head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this in line with the introduction of any new regulations, or in the event that the governing body receives recommendations on how the policy might be improved.

APPENDICES



Expectations

Attend and participate

Be Kind

Communicate respectfully

Be ready to learn

Stay safe

School Script for Discrimination

Question what the pupil said

"Sorry what did you say?"

Explain what they meant

"Did you know that word means _____"

Link to school values

"Our school values are _____."

Put it into a personal context

Relate to a sports person/celebrity or someone they know.

Quiet Room Protocol- To Be Used as a retreat space

Important Before Using the Quiet Room

- Clear expectations given by classroom staff to young person before use of safe room- this means explain to the young person how long they will have in the quiet room before going in (5/10mins). All discussion about the quiet room with the young person should not be in a negative or overly positive way- keep it factual and clear.
- Support the young person to identify the use of the quiet room as part of their zones of regulation strategy choices- if staff see a change in young persons behaviour they may prompt them to choose the quiet room as their strategy. Staff to support the young person to identify which zone they are in and to then go to the quiet room.

When In the Quiet Room....

1. Staff to start visual timer (sand timer and put back in same place on shelf) say “ we will leave the quiet room in 10 minutes”= low-demand language
2. Staff to reduce all demands- this means do not ask the young person anything that is not relevant. Use low demand language
3. Staff to turn on visuals – staff to model the use of the projector games if needed. Keep verbal language to a minimum
4. If young person appears they need verbal interaction- staff to talk about the here and now for example “we are sitting in the quiet room” it’s a sunny day today” “we are safe in the quiet room” use low demand language- etc
5. It is crucial that all staff model the behaviour they wish to see from the young person (this is called co-regulation)- this also extends to body language.
6. Once the timer is up , staff to say out loud and use fingers on hand 5, 4, 3, 2, 1 and “now we leave the quiet room” take the young person back to class. Keep it the same every time.

Alt Bridge School: Student Profile

My name		Date of the Student Profile	
My form teacher's name		Review Date	
GREEN ZONE		YELLOW ZONE	
I am in the green zone at home when....		I am in the yellow zone at home when...	
I am in the green zone at school when....		I am in the yellow zone at school when....	
		What helps me when I'm in the yellow zone....	
BLUE ZONE		RED ZONE	
I am in the blue zone at home when....		I am in the red zone at home when...	
I am in the blue zone at school when....		I am in the red zone at school when....	
What helps me when I'm in the blue zone....		What helps me when I'm in the red zone....	

My strengths	My difficulties	My health needs	Support I need
My goals and aspirations			

SIGNED BY _____ Form teacher

Date:

SIGNED BY _____ Parent/Carer

Date:

Alt Bridge School: Pastoral Support Package

ALT BRIDGE SCHOOL –Pastoral Plan

My name		Date of the Individual Pastoral Plan	
My form teacher's name		Review Date	
GREEN ZONE		YELLOW ZONE	
I am in the green zone at home when....		Behaviour	
I am in the green zone at school when....		Yellow Zone tools	
BLUE ZONE		RED ZONE	
Behaviour		Behaviour	
Blue Zone tools		Red Zone tools	

Planned behaviour outcomes	Details of planned interventions			
<i>(identify the outcomes for behaviour we are hoping to achieve within the next term)</i>	Programme/intervention	Timing	Person/s responsible	Outcomes
Class-based strategies	Details of class-based strategies			
<i>(identify the kind of strategy which has been recommended i.e. talking strategy, resources, sensory breaks etc)</i>	Strategy	Timing	Person/s responsible	Outcomes
Details of people involve in creating this IPP;				
Names	Role	Signature	Date	

ALT BRIDGE SCHOOL – Positive Handling Plan

Authorised methods of planned physical intervention			
LEVEL OF EXPERTISE	Try	Avoid	Notes
Intermediate			
Gather and Guide			
Friendly escort			
Single elbow			
Figure of four			
Double elbow			
Single elbow in seats			
Advanced			
Half Shield			
Shield-Cradle with Leg Support			

<p>Follow-up after an event requires a discussion but also restorative approaches if relationships may have been damaged. Details of likely actions needed</p>	
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<p>Any medical conditions to be taken into account before using any de-escalation strategies and/or Restrictive Physical Intervention? (e.g. Asthma)</p>	
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If all of the above fails and situations is unmanageable within the school setting, the following agreement is in place with the family:

ESCALATION	Protocol specifics/contact details
Call for the family to collect student from school	
Call for an ambulance	
Call the police	

ALT BRIDGE SCHOOL - Individual Student Risk Assessment

Student Name		Form tutor		Form class		Date	
Situation		Hazards/risks		Level of risk (HIGH/MED/LOW)	Control measures		Level of risk after control measures applied

SIGNED BY _____ Person initiating ISRA Date: _____

SIGNED BY _____ Parent/Carer Date: _____

SIGNED BY _____ 1:1 TA/Class TA Date: _____

SIGNED BY _____ Head teacher Date: _____