



Positive Behaviour Policy

Policy Date	February 2025
Policy Renewal	February 2026

Policy Statement

Star Light Alternative Provision provides a safe and respectful space for all students, staff, visitors and the wider community. **Star Light** acknowledges that our pupils may have found mainstream education difficult and require time to reset in our provision before returning to their main education provision. They may be on the point of permanent exclusion and require an alternative approach to education. Whatever the reason being that a child attends our provision we take pride in the therapeutic approaches that we take. We are not a punitive provision but accept that at times conventional approaches may not suit all children as such aim to support children at the core to enable them to access a education provision. In turn we will not settle for second best and expect all of our staff, students and visitors to adhere to the guidelines set out in this policy.

Star Light Alternative Provision expects:

- Students, staff and visitors to behave respectfully always treating one another with dignity, kindness and respect;
- There is a focus on positivity throughout the school;
- That the school is safe, calm and orderly;
- Students become self-managers of their own behaviour and in turn support their peers on how to behave correctly; showing a readiness to learn and respect for other;
- Staff to find resolutions and solutions to negative behaviour in school.

Positive Behaviour

-Research into behaviour management in education suggests that the best strategies are the ones that focus on positivity. This should not be confused with a 'soft' approach when dealing with student behaviour. We aim to offer preventative strategies that reduce the need to challenge poor behaviour as they allow students to reflect on current behaviour and adapt a positive school culture. We encourage self-management, self-respect, responsibility and co-operation.

-We want our students to feel they are part of **Star Light Alternative Provision** and bond and unite each person within our remit. We want students, staff and visitors to feel welcome at our school and see that our positivity is embedded into everything that we do. Praise and acknowledgement are a key foundation that will be evident throughout the school.

-Students learn best when they are in a safe, secure and positive environment, it is important that they believe in this concept, so they can be effective learners. **Star Light** wants to develop young people into positive valued members of society, taking pride in who they are and what they stand for.

Behaviour for Learning

-**Star Light Alternative Provision** has high expectations for students conduct and behaviour, which is commonly understood by staff and students and applied consistently and fairly to help create a calm and safe environment.

-Staff at **Star Light** work together to role model high standards of behaviour and support students to do the same. Staff undertake an induction program enabling them to value the ethos and culture of the school. Staff also have access to staff supervision and training days to support them to project the model in which we want for our pupils. Support for staff faced with challenging behaviour is also an important responsibility of the school. All staff, teaching and non-teaching, are responsible for ensuring that the policy and procedures are followed consistently and fairly applied. Mutual support

amongst all staff in the implementation of the policy is essential. They also have responsibility, with the support of the school for creating a high-quality learning environment, teaching positive behaviour, and implementing the agreed policies and procedures consistently. Staff briefings/ meetings and training days are used for training on behaviour and any updates that may be necessary.

-Students at **Star Light** will primarily be here because they have difficult or challenging behaviour. This is considered when dealing with students, but with the clear message – we are uncompromising on the guidelines stipulated.

-The approaches that we would use to manage challenging behaviour would be to ensure we completed robust risk assessments on each child. This would be partnership working with key professionals to gain information as to that child's needs.

-**Star Light** staff would use de-escalation techniques depending on building good relationships with young people to understand why a pupil behaves displays a certain behaviour. We promote positive reinforcement by understanding the behaviour being a consequence of a situation rather than labelling a child as troublesome. Patience and tolerance is a skill required for this role so that staff do not become part of the issue when dealing with young people.

-The program at **Star Light** begins each day with an emotional check in and end the day with the same. Techniques such as emotional coaching, PACE and mentoring will be key in enabling a pupil to begin to understand their behaviour and begin to regulate their own behaviour. Here at **Star Light** we use mindfulness as a tool in understanding self.

-Part of our behaviour management program is a progression of techniques to give a young person the tools to use at home and in the community. We do not practice containment but value supporting our pupils so that they can integrate back into either their main school or another setting as appropriate.

-All children will be given the opportunity to speak with key staff throughout the day on issues that they struggle with. Should a situation become challenging there is a break out room where the young person can retreat to with a staff member to begin to regulate before rejoining the group. We also use a Sensory Zone with a dark den, mood lighting and activities that encourage using the 5 senses as part to enable regulation of breathing and anxiety. Following an episode of challenging behaviour young people will be encouraged to discuss what led to them becoming angry and frustrated, to think about how that felt in the run up to it and how to manage it moving forward.

-The tools used at **Star Light** to assist young people will be based loosely on the RULER approach, the base line is to recognise their emotions, understand how their emotions and behaviours can affect others, learning how to express emotions and in what circumstance this may be, and finally how to regulate their emotions, but to also allow for relapse in this program and that that does not define the young person moving forward but is part of their learning. We intend as a provision to give young people the tools to integrate safely into educational facilities and the community.

-All activities and environments will be risk assessed prior to taking place to minimise risk should a young person display unpredictable risky behaviours. All incidents will be logged through our staff incident reporting and as a staff group through supervision and group working we would identify possible challenges for that day or how many incidents have occurred for a particular child and how we support that child safety and those around them. It may be that some children initially struggle in groups so we could offer a service to that child as a sole activity with the view to integrating them into group work when it is thought they can manage that situation safely.

-Behaviour in the classroom directly impacts on students' performance and their results. As a school we must always praise achievement and challenge poor behaviour in a proactive way, fairly and consistently.

-In order for the behaviour policy to be effective, there are clear links with other policies including the Child Protection, Anti-Bullying, and Exclusions. **Star Light Alternative Provision** work positively with external agencies to seek appropriate support to ensure that the needs of all pupils are met. This support is coordinated by the Designated Safeguarding Lead.

-Sometimes a student's behaviour is not acceptable. In these circumstances staff will try to respond promptly, predictably and with confidence to maintain a calm, safe learning environment using de-escalation techniques.

- All staff, teaching and non-teaching, are responsible for ensuring that the policy and
- procedures are followed consistently and fairly applied. Mutual support amongst all staff in
- the implementation of the policy is essential. They also have responsibility, with the support of the education lead.

Staff briefings/ meetings and INSET is used for training on behaviour and any updates that may be necessary.

-Students at **Star Light Alternative Provision** will primarily be here because they have difficult or challenging behaviour. This is considered when dealing with students, but with the clear message – we are uncompromising on the school rules.

- **Star Light Alternative Provision** have individual reward programme which is agreed upon starting their program. There are also class reward systems where the end result can be agreed as a class to work towards. We use tracker systems with verbal praise, encouragement and tangible rewards, are the ways that students will be rewarded. This will be regularly communicated with parents. To support a positive learning environment,

staff and students will work together to ensure that **Star Light Alternative Provision** is a successful place, and everyone achieves their full potential.

-At **Star Light Alternative Provision** there is a focus on positivity to make our students successful. Praise looks like this:

-Behaviour in the classroom directly impacts on students' performance and their results. As a school we must always praise achievement and challenge poor behaviour in a proactive way, fairly and consistently.

-The SENCO and deputy lead, work closely together to ensure students are supported. In order for the behaviour policy to be effective, there are clear links with other policies including the Child Protection, Anti-Bullying. **Star Light Alternative Provision** works positively with external agencies to seek appropriate support to ensure that the needs of all students are met. This support is coordinated by the Designated Safeguarding Lead.

- Sometimes a student's behaviour is not acceptable. In these circumstances staff will try to respond promptly, predictably and with confidence to maintain a calm, safe learning environment using de-escalation training. In these situations, we need to enforce the relevant sanction.

-If behaviour and or work expectations are not being met a process is followed.

Each child has a tracker reward system:

Great behaviour/work, effort leads to.....						
✓(Name)on tracker	👍 Visual reward (smile) verbal praise	Points on their tracker😊	Praise to their care giver (card)	Visual wall of acknowledgement	School reward	Trips and prizes agreed by the class

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-Sometimes a student's behaviour is not acceptable. In these circumstances staff will try to respond promptly, predictably and with confidence to maintain a calm, safe learning environment using de-escalation training. In these situations, we need to enforce the relevant sanction.

- If behaviour and or work expectations are not being met a process is followed.

Step One:

1. Discussions with the pupil in question outside of the classroom to take place	
2. Pupil returns to their classroom or activity they were undertaking	
3. Completes the lesson/activity but further work is required on a 1:1 basis	3. Pupil is unable to continue to focus on the lesson/activity and is required to leave to regulate

Step Two:

1. Significant disruption requiring additional staff to offer support	
2. Pupil is unable to return to the activity/lesson requiring time on a 1:1 within the calming setting	
3. Education lead to contact the pupils parent/carer whilst remaining in the calming setting	3. Education lead to determine if the pupil requires a sanction and what next steps to undertake re their reintegration to the classroom setting.

If Step two is required and a warning is given for disruption to learning the pupil must be informed why this is taking place so they understand the consequences of their behaviour:

- Tell the student what they have done wrong
- Explain if their behaviour does not improved they may not be able to return to the classroom session as were previously

Following all incidents, staff will support students to reflect and consider how such behaviour can be prevented from recurring. This may involve targeted discussion with their learning mentor, phone call with parent and or involvement of their main school

Student Support

-If a parent feels their child is experiencing a difficulty or a barrier to learning, parents should contact their child's Learning mentor to discuss an appropriate course of action. Where additional support is identified, it will be put in place as soon as possible.

-All our staff are trained to support students that might be struggling for whatever reason. We encourage all students to talk about their problems, to ensure that we can deal with them and in turn help support them.

-Learning Coaches mentors will be a point of contact for parents and will deal with a variety of issues ranging from, supporting attendance issues and behaviour management.

-All behaviour expectations are discussed with parents and students at admissions meetings prior to a student starting at **Star Light** and at appropriate times during the academic year. We expect our parents/carers to support the school behaviour policy

-Sometimes students may disagree with staff, but it is important that parents/carers support the school in order to educate our young people and support them in overcoming their difficulties.

Parents/carers must:

- Inform school of anything that could impact their child's behaviour;
- Follow our code of conduct on the telephone, on site and in meetings;
- Attend regular review meetings when requested by the school;
- Maintain regular contact with school;
- Be fully supportive of this policy.

Working in Partnership with Families

Star Light Alternative Provision we are fully aware that communication between home and school needs to be strong, to maintain discipline and good relationships. To ensure we achieve this we will:

- Meet regularly as a staff team to discuss behaviour;
- Communicate regularly with parents/carers, via text, e-mail, letter and telephone;
- Meet with parents/carers to try to prevent an issue or to deal with issues as and when they occur.

Every student is different and whilst we always aim to be consistent it is important to remember that not all students can be responded to in the same way. **Star Light** will never discuss other students (including their sanctions) with parents/carers. We will always ensure that praise and sanctions are applied fairly to everyone.

The Right to Search

Star Light has to maintain high levels of safety for staff, students and visitors; therefore we ask parents/carers to support us in ensuring that no dangerous items/harmful substances are brought onto the premises. We ask everyone to apply a common-sense approach to this, if it's not safe don't bring it to school.

As a school we will exercise our right to search a student or their belongings without consent. This will be completed by the education lead and one other member of staff. We have identified a list of prohibited items, they are:

- Bladed items, including craft knives and pen knives and sharp implements such as razors and any item that has been deliberately sharpened;
- Guns of any kind, including replicas and BB guns;
- Alcohol;
- Illegal drugs and 'legal highs';
- Stolen items, whether known to be or not;
- Tobacco and cigarette papers; • Vapes or e-cigarettes;
- Fire lighting equipment or flammable liquids;
- Fireworks or explosives of any kind; • Offensive material such as pornographic, racist or violent images;
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- Laser pens or LED torches;
- Energy drinks containing high amounts of caffeine (Red Bull, Monster, etc.);
- Any item deemed to be inappropriate or unsafe by a member of staff.

The decision of the Education Lead is final. If anything is found on a student's person or in their property, school will confiscate this item. If this is an illegal item, the matter will be referred to the police. If not, school will determine if, when and how the item will be returned. School also reserves the right to confiscate mobile phones and request there are stored safely. Should it be agreed a child can keep their phone for purposes that they have breathing or relax items that they use as part of their program this may be allowed.

Behaviour Incidents Online

Star Light expects the same high standard of behaviour between students online as it does in the school building. All students should treat each other with kindness, respect and dignity. If inappropriate online behaviour occurs, such as bullying, the use of inappropriate language, the creation, soliciting and sharing of child abuse (nude or semi nude images/videos) and sexual harassment and is made known to staff, it will be dealt with in the same manner as if it was done offline. Where appropriate staff will follow the safeguarding policy and the DSL will take the lead.

All students have the right to an education, however students are not in a position to compromise this right for themselves or in a way that may affect others in school. We take breaches of the behaviour policy very seriously and will deal with this lawfully by the powers issued to us from the government.

Malicious Allegations against Staff

Our aim is to build positive and secure relationships between staff and students. However there may be an exceptional case where a student makes an allegation against a member of staff. If this does occur, it will be fully investigated. If it is deemed that the allegation was a deliberate act to deceive, serious sanctions will be applied to the student including suspension and possible termination of their place.

Drugs and Other Prohibited Substances

Star Light Alternative Provision wants to support its pupils to recognise the dangers of illicit substances. We recognise that some drugs have beneficial medicinal effects, but also that every drug has potential harm. For this reason, all drugs need appropriate and responsible care and management. To be able to make informed choices, staff and students need to understand the nature of drugs, their social and legal status, their uses, and effects.

Star Light have a clear role to play in preventing drugs misuse support this, the Government's Drug Strategy 2010 ensures that school staff have the information, advice, and power to:

- Provide accurate information on drugs and alcohol through education and targeted information, including via the FRANK service.
- Tackle problem behaviour in schools, with wider powers of search and confiscation
- Work with local voluntary organisations, health partners, the police, and others, to prevent drug or alcohol misuse.

Definition of a drug: a substance that affects the way in which the body functions physically, emotionally, or mentally. This definition includes illegal substances and legal substances such as: alcohol & tobacco, volatile substances, over the counter & prescription medicines. By drug paraphernalia we mean items such as cannabis grinders, rolling papers filters, matches, lighters and pipes etc (This is not an exhaustive list).

(See appendix re Drugs and Illicit substances)

Medicines

Star Light Alternative Provision has a procedure for the administration of medicines that must be followed for everyone's safety. Please refer to the Administration or Medication Policy for more specific information.

Alcohol

No alcohol will be consumed during a normal school day. Students and visitors under the effects of alcohol will be asked to leave the premises and return later for the safety of the whole school. Parents will be asked to collect their children and consequences will be issued in line with the school's Behaviour Policy.

Smoking and Vaping

Star Light Alternative Provision is a non-smoking site, always. Students are not permitted to bring to school smoking materials, including matches, lighters, or electronic devices. In the interests of health and safety, should a student be found in possession of any of these on school premises, they will be confiscated, and parents requested to collect the items. Should the items not be collected by a specified date then **Star Light** will dispose of them appropriately. Consequences will be issued in line with the school's Behaviour Policy.

Illegal drugs

No illegal drugs are allowed to be brought on to or used on School premises.

Solvents

Star Light Alternative Provision will ensure that potentially hazardous substances are stored safely, and students will be supervised if it is necessary that they encounter them in the course of their work. Students are not permitted to be in possession of sniff-able products.

New Psychoactive Substances (NPSs or 'legal highs')

Star Light Alternative Provision does not allow NPSs on site. These are now either under the control of the Misuse of Drugs Act 1971 or subject to the Psychoactive Substances Act 2016 (PS Act) and as such, have no place in a school setting.

The Management of Drug Related Incidents

Star Light Alternative Provision is committed to tackling drug misuse among students. Instances of possession, use, or supply of drugs, on school premises will be regarded with utmost seriousness and depending upon circumstances, may lead to permanent exclusion from the school

Responses to drug related incidents.

A drug related incident may be any of the following:

- Finding drugs, or related paraphernalia, on school premises.
- Possession of drugs by an individual on school premises.
- Use of drugs by an individual on school premises
- Supply of drugs on school premises.
- Individuals disclosing information about their drug use
- Rumours of parents, staff or students using drugs; or
- Reports of parents, staff or students using drugs

Where there is a possibility that a student may have drugs in their possession, staff at a **Star Light Alternative Provision** under the general power to discipline, as set out in Education and Inspections Act 2006, enabling a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. Where the member of staff finds other substances, which are not believed to be controlled drugs, these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include new psychoactive substances or 'legal highs'. If school staff are unable to identify the legal status of a drug, it will be treated as a controlled drug, although the police may be called to support in that situation. staff are not required to inform parents before a search takes place or to seek parental consent to search a student. Whilst there is no legal requirement to make or keep a record of a search **Star Light Alternative Provision** If there is uncertainty about what the substance is, it should be treated as a controlled drug.

Controlled Drugs

In taking temporary possession and disposing of suspected controlled drugs **Star Light Alternative Provision** will:

- ensure that a second adult witness is present throughout.
- seal the sample in a plastic bag and include details of the date and time of the seizure/find and witness present.
- store it in a secure location, such as a safe or other lockable container with access limited to senior members of staff.
- notify the police without delay, who will collect it and then store or dispose of it in line with locally agreed protocols. The law does not require a school to divulge to the police the name of the student from whom the drugs were taken but it is advisable to do so.

- record full details of the incident, including the police incident reference number.
- inform parents/carers, unless this is not in the best interests of the student.
- identify any safeguarding concerns and develop a support and disciplinary response. If a student is suspected of being under the influence of drugs or alcohol on School premises, the staff will prioritise the safety of the young person and those around them. If necessary, it will be dealt with as a medical emergency, administering First Aid, and summoning appropriate support. Depending on the circumstances, parents or the police may need to be contacted. If the child is felt to be at risk the Safeguarding Policy will come into effect and social services may need to be contacted.

Use of Reasonable Force

School staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property. All trained staff can use reasonable force depending on the circumstances if the dynamic risk assessment will mean that an incident can be prevented.

De-escalation techniques are used rather than restrictive physical interventions. In the case of an emergency and only as a last resort; and must only be used when there is no other way of stopping a child from doing themselves or others significant harm, or causing serious damage may a staff member intervene. A record of any such strategy must be recorded in the child's behaviour management plan and details recorded as a significant incident

We recognise our obligations under the Equality Act 2010 and acknowledge our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN). We will take positive and proactive steps to remove, reduce or prevent the obstacles faced by a disabled child and/or a child with special educational needs (SEN), as far as is reasonable.

-Star Light Alternative Provision will take immediate action, where we believe an individual may be at risk, or it is alleged that a child is suspected of being abused. Our primary concern, at all times, is the welfare and safety of all members of the School community, including children, staff and visitors.

-This section of the Positive Behaviour Policy and all associated procedures apply to all staff (including consultants, agency staff, volunteers, students on placement and any other individual working for, or on behalf of Star Light Alternative Provision and children.

Roles and responsibilities

The directors for **Star Light**, head teacher or equivalent and senior staff members have approved this policy. It is agreed;

-Restrictive physical interventions are always an act of last resort; and must only be used when there is no other way of stopping a child from doing themselves or others significant harm, or causing serious damage.

-children will always be treated with compassion, dignity and respect.

-However, where communication with the child is known or found to escalate a particular situation, staff must adjust their level of interaction accordingly whilst continuing to monitor the child's well-being. A record of any such strategy must be recorded in the child's behaviour management plan and details recorded as part of the restrictive physical intervention record. If the child's physical or emotional condition gives rise to any concern appropriate steps must be taken to safeguard the child's physical and emotional well-being.

-All relevant staff must follow the procedures outlined in this policy and report any safeguarding concerns to a senior member of staff as a matter of utmost urgency and submit any written documentation within 2 hours, or by the end of the working day, whichever is sooner.

The legal context

-The use of force increases risks to the safety of children and staff and inevitably affects personal freedom and choice. We are committed to ensuring that all restrictive interventions are used in a transparent, legal and ethical manner.

Duty to make reasonable adjustments

-We recognise our obligations under the Equality Act 2010 and acknowledge our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

-We will take positive and proactive steps to remove, reduce or prevent the obstacles faced by a disabled child and/or a child with special educational needs (SEN), as far as is reasonable.

Prevention of restrictive physical intervention

Star Light Alternative Provision are is committed to improving the quality of life for the children attending our school by increasing the use of proactive, preventative, non-restrictive approaches in response to behaviour of concern (challenging behaviour) while at the same time, reducing the use other restrictive practices wherever possible.

Star Light Alternative Provision policy is to identify, train and support staff to promote the systematic introduction and development of Positive Behaviour Support across the school.

-Staff must have the skills and confidence to communicate easily and understand the importance of listening to, involving and responding to the children in their care. Staff should understand that they have a responsibility to observe, notice and respond to children who are expressing their views, acknowledging that it is not the sole responsibility of the child to 'tell'. They should also understand how children might communicate their feelings through their behaviour.

-Staff must use appropriate de-escalation techniques and creative alternative strategies that are effective and specific to the needs of each child and designed in consultation with them, where possible.

Risk assessments and behaviour management plans

Some children at **Star Light** have an individual risk assessment and behaviour management plan. The designated member of staff with overall responsibility for ensuring individual risk assessments and behaviour management plans are devised, monitored, reviewed and updated (if necessary), in accordance with expectations of These documents are initially created using information generated via referral and admission procedures, including discussions with parents, carers, any other adult with parental responsibility (e.g. social worker), other local authority representatives and medical practitioners (where appropriate). Additional evidence associated with early observations, experiences and conversations with the individual child, is incorporated as soon as possible.

Where new information is brought to the attention of a member of the Senior Leadership Team,, details will be communicated to relevant staff as soon as reasonably possible; and the individual risk assessment and/or behaviour management plan will normally be reviewed, updated and redistributed (where appropriate), within 72 hours.

All relevant staff are expected to familiarise themselves with the current risk assessment and behaviour management plan for every child they are likely to have responsibility for educating, engaging, supporting or supervising.

All risk assessments and behaviour management plans are developed and then reviewed and updated on a regular basis in consultation with children. The period of review will vary from child to child depending on changes in their behaviour, responses to particular strategies and/or other matters of concern. However, every risk assessment and behaviour management plan must be reviewed in full and updated regularly. Parents, carers, and any other adult with parental responsibility (e.g. social worker) must be informed of any significant updates.

Staff must not assist parents, carers or any other adult with parental responsibility (e.g. social worker) in using a restrictive physical intervention to manage a child's behaviour. If

the parent/carer etc. refuses to withdraw and the child is suffering, or is likely to suffer significant harm, a member of staff must call the police immediately.

- Where parents, carers or any other responsible adult (e.g. social worker) instigate a restrictive physical intervention, in the presence of a member of staff, when the child is considered to be in their care (i.e. off-site), staff should monitor the situation and inform the police and/or children's social care if they have any concerns.

Staircases and steps

-Staff must not, under any circumstances, use restrictive physical interventions to escort children up or down a staircase containing three or more steps.

-Given the potential risk of a slip, trip or fall, any decision to move a child up or down one or two steps must be based on a dynamic risk assessment where the potential risk of not escorting the child away from the area is greater.

Response to unauthorised climbing

Given the potential risk of serious injury and death associated with falling from height it is important to emphasise that there is no such thing as a 'safe climbing height' for children.

-**Star Light Alternative Provision** will do everything possible to identify, educate and support children at risk while at the same time minimising access to roofs, balconies and temporary works, such as scaffolding; and planning internal and external environments with a view to reducing opportunities for unauthorised climbing. However, it is imperative that all staff with a responsibility for educating, engaging, supporting or supervising children, are vigilant and proactive in preventing them climbing on fixtures, fittings, furniture and other objects, both inside and outside buildings.

-In the event that a child is attempting to climb above ground/floor level, staff must conduct a dynamic risk assessment to establish whether it is safer to either support the child verbally, and encourage them to return to ground/floor level or, where the risk is deemed unacceptably high, to physically manoeuvre the child back to ground/floor level. In all cases, the desired outcome is prevent access to an area of height and therefore prevent a risk of clear and present danger arising.

-Any such decision, must be based on the principles of best interests (of the child) and duty of care. Failure to intervene in a situation, where clear and present danger exists, may result in disciplinary action.

- If the child has succeeded in climbing out of reach of staff it is imperative not to do anything that may increase the risk of harm either to the child or to staff involved in seeking to de-escalate the situation. Ideally, a member of staff with a good relationship with the child should engage and negotiate with the child to either climb down

themselves or if they are unable to do so, accept the offer of support from **Star Light Alternative Provision** staff, or in high-risk situations rescue by the emergency services.

- If a child has managed to gain access to the roof of a building, staff must not, under any circumstances follow a child onto the roof. Staff should safeguard themselves and others from the risk of contact with items thrown or dislodged from the roof while again, seeking to engage and negotiate a safe resolution to the situation. Following such events, steps must be taken to close off the identified access route to the roof, as soon as possible.

- Staff should not engage in any restrictive physical interventions in a 1-to-1 situation with a child, unless there is an immediate, foreseeable and significant risk to the child, other children or the staff member present (unauthorised climbing, being one such example).

- Staff should not attempt any physical contact (whether or not such contact would qualify as a restraint or incident where they are outnumbered by the number of children involved; and there is a risk that the personal safety of staff will be compromised, due to the actions of other children present.

- Staff should not attempt to remove a child's shoes or any other item of outer clothing e.g. jumper or jacket during a restrictive physical intervention, when to do so may place the child or any member of staff at risk of greater injury.

- However, where there is an immediate, foreseeable and significant risk to staff members involved in a seated or kneeling position from a child deliberately kicking staff. Trained members of staff must immediately help and enable such a person to physically withdraw from the situation with a child who is displaying physically aggressive behaviour without undermining the member of staff concerned. The untrained member of staff must contribute to the reporting and recording of the incident in accordance with the procedures outlined in this policy document.

The use of withdrawal

- HM Government guidance 'Reducing the Need for Restraint and Restrictive Intervention: Children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties in health and social care services and special education settings' (June 2019), differentiates between 'imposed withdrawal' and 'autonomous withdrawal' as follows:

- Imposed withdrawal involves removing a child involuntarily from a situation which causes anxiety or distress to themselves and/or others and taking them to a safer place where they have a better chance of composing themselves.

- Where withdrawal is against the individual's will, it is a form of restraint carried out under a setting's duty of care to protect the child from harm, or risk of harm to themselves and/or others.

- Autonomous withdrawal occurs when a child or young person actively chooses to move to a quiet space for a period, for example when their anxiety levels rise and they become agitated, in order to calm down and ‘self-regulate’ their behaviour, averting the need for restraint.

- Staff must take care to ensure that their use of language is clear regarding when withdrawal is autonomous or imposed.

Post-incident support for children

- Talking to children about incidents of restrictive physical intervention and the behaviour that led to it is fundamental to empowering them to understand and manage their own behaviour.

- Should they request or require first aid, this will be provided.

-Post-incident support for staff

- First aid/medical assistance must be summoned immediately if there are any specific health concerns for staff arising from a restraint incident and/or the antecedents. -The process of reflecting on an incident of restrictive physical intervention with staff can serve a number of purposes. For example, it provides an opportunity to: -

- establish, monitor and promote the physical and emotional well-being of staff; express and/or address any thoughts, feelings or behaviours associated with the specific incident;

- reflect on the nature and sequence of events, in order to identify what led to the incident and what, if anything, could have been done differently;

- determine whether alternatives, including less restrictive interventions, such as autonomous withdrawal, were considered;

- review and update the child’s risk assessment and behaviour management plan, to ensure that any new behaviours, useful de-escalation techniques and unhelpful strategies are included, where appropriate;

- determine whether barriers or constraints within policy, procedure or practice make it difficult to avoid the same course of action in the future;

- recommend, where appropriate, changes or updates to the policies, procedures, practice, environment or staff training within the setting;

- All staff physically involved in an incident of restrictive physical intervention should normally be debriefed within 24 hours by a member of staff nominated by the Principal and notes of any discussion recorded.

- In addition, all staff and children must be given an opportunity to discuss incidents of physical intervention they have witnessed or been affected by, with an appropriate member of staff, who, if they were physically involved in the incident, must be accompanied by someone who was not.

Monitoring incidents of restrictive physical intervention

The Education lead/head teacher has responsibility for the regular monitoring and evaluation of restrictive physical interventions on a daily, weekly and monthly. Information generated during this process is shared, as appropriate, with

- Members of the Senior Leadership Team;
- Learning coaches;
- Safeguarding Lead;

- The use of positive handling and restrictive physical interventions, is regularly discussed in staff briefings

-Individual welfare support

-Where a child's behaviour generates an individual risk assessment with a high likelihood of harm, for example drug abuse or self-harming, steps will be taken to communicate such information to parents, carers, any other adult with parental responsibility (e.g. social worker) or other local authority representatives, as soon as is reasonably possible (and in any event within 24 hours).

-Where it is agreed that **Star Light Alternative Provision** are still able to meet the needs of the child, pro-active strategies will be adopted to reduce the likelihood, and therefore risk of harm, by identifying a member of staff with the necessary knowledge, understanding, skills and relationship to work with the child on a one-to-one basis over a period of no longer than 48 hours.

-The sole focus of individual welfare support is to engage with the child in order to identify and address (where possible) any underlying issues or concerns whilst keeping them safe from harm. The process and outcome of any such work will be recorded and shared with parents, carers and any other adult with parental responsibility (e.g. social worker) or other local authority representatives, in accordance with our policies and procedures.

- We also work in partnership with other agencies such as hospitals, general practitioners, and the Child and Adolescent Mental Health Service (CAMHS), where appropriate.

- The designated senior member of staff with overall responsibility for the 'Restrictive Physical Intervention' at **Star Light Alternative Provision** is the school deputy lead/head teacher or equivalent.

Recording and Monitoring of Positive and Negative Behaviour

- All information relating to behaviour will be recorded on the appropriate paperwork this will allow school staff to monitor what has been going on daily and weekly and beyond with students to determine how resolutions to their behaviour can be identified.

-Each student will earn achievement points in each lesson. Every lesson students will be able to earn 5 points by simply meeting the school's code of conduct. They will earn a point for each of the following:

- Arriving on time;
- Making valid contributions;
- Completing work to the best of their ability;
- Not disrupting learning in anyway, including remaining in their lesson;
- Being polite and well mannered.

-Staff may choose to issue bonus points for students that complete a particular task, contribute something exceptional to the lesson, support another student with their learning or complete an outstanding piece of work. Behaviour that is not positive will be determined by the staff member present at the time. Staff will then record the following:

A. Action – What did the student do?

B. Bring – What strategy did the member of staff bring to the situation to prevent it escalating.

C. Consequence – What consequence was the student given?

-Points will be assigned to the incident for monitoring purposes only. Staff and students will be able to see the number of incidents that that student has had. A member of staff will only record an incident when a sanction has been applied. Students will complete Redo minutes from 2:30pm with their Learning mentor. This time is used to reflect on what went wrong, who was affected and how to prevent it happening again. All behaviour information will be re-set weekly, but the history of the incidents and all data will be available for monitoring and analytical purposes.

Each week students that have had 100% attendance will be rewarded.

Removal from Lessons

-If a student is causing a disruption to a lesson and it is preventing them or others from learning, staff will intervene early with a RESET conversation.

-If a student continues to disrupt learning a member of staff will remove the student from the lesson and they will be in REFLECTION (a designated classroom) while a decision is being made to bring about a solution.

- A sanction will be applied to the student depending on the reason for their removal from class. Whilst we will always try to prevent a removal from lessons, sometimes we will have no other option. Learning can continue in reflection with a member of staff.

-Reflection is used to: maintain the safety of all students and to restore stability following an unreasonably high level of disruption:

- enable disruptive students to be taken to a place where education can be continued in a managed environment;
- allow the student to regain calm in a safe space.

Detaining Students

The school does not have a policy of detaining pupils at the end of the day but chooses to use other sanctions as outlined in the reward systems

Guidance Used for this Policy

Star Light Alternative Provision acknowledges the obligations associated with the Children Act 1989, the Human Rights Act 1998, the Equality Act 2010 and the UN Convention on the Rights of the Child. We also have regard to HM Government guidance 'Reducing the Need for Restraint and Restrictive Intervention: Children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties in health and social care services and special education settings' (June 2019).

Star Light Alternative Provision follow current DfE guidance Keeping children safe in education 2023 - part one (publishing.service.gov.uk) 'Working together to safeguard children' (2018)¹, HM Government advice 'What to do if you're worried a child is being abused' (2015) and the Local Safeguarding Children Partnership's policies, procedures, guidance and protocols.

Star Light Alternative Provision recognise the importance of effective health and safety management in compliance with the Health & Safety at Work etc. Act 1974 and The Management of Health and Safety at Work Regulations 1992; and acknowledge our responsibility for ensuring the health, safety and welfare of all those we work with especially our employees, children and visitors to our premises.

Star Light Alternative Provision take immediate action, where we believe an individual may be at risk, or it is alleged that a child is suspected of being abused. Our primary concern, at all times, is the welfare and safety of all members of **Star Light Alternative Provision** including children, staff and visitors.

