



MacIntyre Academies

Venture Academy

Behaviour Support Restoration Policy

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Aims of the school

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is consistent throughout the school. This policy is therefore designed to support the way in which all members of the school community can work together to create an environment where everyone feels happy, safe and secure. Venture Academy is a community that nurtures and supports every child; that values everyone's unique worth and contribution; that empowers every member to achieve their fullest potential; that opens up a world of opportunities.

It is a place of safety where firm boundaries guide and support; where high expectations lead to lifelong learning; where care and respect build self-esteem and self-belief.

It is a gateway to limitless possibilities; to soaring aspirations; to brighter futures. We aim to achieve this through:

- Establishing clear expectations of behaviour.
- Encouraging pupils to conduct themselves in a responsible, reflective and selfdisciplined manner
- Providing opportunities to develop empathy and, caring about the needs and rights of others.
- All students and staff being treated with respect

- To prevent all forms of bullying.
- Working together with parents / carers to create a partnership between home and school.

The behaviour policy at Venture Academy is based on the following considerations:

- We are compassionate towards young people and their families, and each other. We are committed to [compassionate teaching principles](#).
- We are non-judgemental and have [unconditional positive regard](#) for young people and their families. We believe that you 'get more of what you focus on' so we always build on positives, reward and reinforce positive behaviour.
- We focus on building young people's [wellbeing](#) and [quality of life](#) as our primary goal.
- Every young person should have a strong sense of belonging. Positive contributions to the school community are widely celebrate.
- We believe that a young person who is motivated, encouraged and made to feel worthwhile, and given the appropriate specialist support will thrive.
- Our approaches are [person centred](#) and individualised.
- We endeavour to [never](#) exclude young people.
- We believe in a '[team around the young person](#)' approach, where partnership with families and professionals and coproduced plans are key.
- We recognise that young people with; SEN, SEMH or ASC can find it very difficult to trust, develop relations, understand and process what is going on around them, or understand their emotions, all of which can lead to significant anxiety and stress.
- We also recognise that mental or physical health difficulties, or sensory needs, can all be possible reasons for [concerning behaviours](#).
- We believe that all behaviour has a function (or meaning) for the young person expressing the behaviour – concerning behaviours are often a way of communicating. We use a scientific approach to understanding why the young person behaves in the way that they do (function).
- We believe that any interventions that punish or [sanction](#) in any way are ineffective, unlikely to be understood or seen as fair by the young person, and are unethical.
- We understand that [restrictive practice](#) often escalates behaviour, non-restrictive responses are likely to be more effective in a crisis, even when behaviour is high risk.
- We focus on and prioritise learning targets that maximise young person's [well-being](#) and [quality of life](#), rather than those that aim to reduce concerning behaviours.
- We embrace restorative practice and learning from all incidents. We recognise that [concerning behaviours](#) can be stressful. We provide good debriefing for everyone, including the young person and onlookers, to help people deal positively with their emotional response and learn to do something different next time.
- We recognise that young people who show concerning behaviours can be increasingly vulnerable to intentional or unintentional abuse. We seek to achieve an open and reflective culture where abuse is less likely to exist.

- Our policy and practice safeguards young people, staff and the wider community from harm

School Ethos

- At Venture Academy we (*the*) whole school ethos and values are based around three key words taken from the Paul Dix work “When the adults change everything changes”, “**Ready, Respect-and Safe**”. These words are the cornerstone of all that we do at the school and are prominent around the school building.
- Below are the agreed school rules (discussed by each class) to ensure that Venture Academy is an environment that students and staff can feel proud of, where everyone feels respected and safe.

Ready	Respect	Safe
Attend School	Listen to others	Listen to staff instruction
Wear school uniform	Respect others opinions, culture and beliefs	Stay in the area you should be
Be where you should be, at the right time	Be respectful with the words we use	Keep yourself and others safe from harm
Have everything you need to learn	Acknowledge your own, and others achievements	Keep your environment tidy
		Inform staff of hazards

What is Restorative Practice?

A restorative school is one which takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen. Becoming a restorative school has many benefits, including increased attendance, reduced exclusions and improved achievement. It can also alleviate problems such as bullying, classroom disruption, truancy and poor attendance, antisocial behaviour, and disputes between pupils, their families, and members of staff. To be effective, restorative approaches must be in place across the school. This means all students, staff (including non-teaching staff), management and the wider school community must understand what acting restoratively means and how they can do it. As a result, restorative schools adopt a whole-school approach to restorative methods. There is good evidence that restorative practice delivers a wide range of benefits for schools. A report published by the Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective. An independent evaluation of restorative justice in Bristol schools found that restorative justice improved school attendance and reduced exclusion rates. In Barnet, an evaluation by the local authority found a reduction in exclusions of 51% in restorative justice trained schools compared to a 65% increase in exclusions in the thirty two Barnet schools that have received no restorative justice training. They also found increased confidence among school staff to deal with bullying and conflicts in the school. <https://restorativejustice.org.uk/restorative-practice-schools>

Restorative Practice at Venture Academy School

All staff at Venture Academy have had training on using restorative scripts and understand the importance of restorative practice within an SEMH environment. The majority of

restorative conversations will take place with a member of the pastoral team however all senior teachers within the school have also been trained as specialist mediators.

In March 2022 a parental seminar took place to teach parents how to use restorative practices in the home environment with a particular focus upon restorative scripting and restorative mindsets away from the classroom environment.

Referral Pathways

Students can self-refer for support any member of staff. Parents and Carers can also make a request for Restorative Intervention via the school office. Many issues will be supported by the pastoral team who will use Restorative Practice as part of their everyday practice in responding to peer conflict and relationship issues. The Pastoral Team may choose to use restorative conversations when talking to students about an incident or concern raised. A record of this intervention will be kept on the CPOMS system.

Some students will require a more intensive approach, using restorative circles. The value of using restorative circles are:

- Everybody has a chance to speak and BE HEARD.
- Everyone FEELS SAFE to express their thoughts and feelings.
- Everyone FEELS INCLUDED and has the same opportunity regardless of age, role, experience etc.
- Everyone FEELS VALUED if not always agreed with.

Restorative Action should be included (where appropriate) as part of the support plan for students who have been excluded from school as part of their reintegration requirement. This is especially relevant for any students who have been excluded as a result of violent or aggressive behaviour towards a peer or member of staff.

*any disclosures made during restorative conversations or circle time will be reported following Venture Academy and local authority safeguarding policies.

Restorative Preparation & Evaluation

Restorative Practice should take place within 5 school days of any incident to ensure its effectiveness – however, some students may require time to reflect following an incident to ensure they are ready to engage with restorative interventions.

Students with special educational needs, may need support prior to the intervention taking place. Students who have social communication needs will need access to an advocate or keyworker who can help them to understand what the process is that they are taking part in and how it will work for all parties involved.

Students who have been referred to a specialist mediator to help resolve a situation, should be asked if they are willing to participate. Specialist Mediators can work with any year group at a time that is appropriate for them. Students may be taken out of lessons to complete the restorative intervention, but teachers must be warned in advance that this is taking place. Some students maybe requested to participate before school, during lunchtime or after school. Staff leading the Restorative Circles should provide an evaluation of each session and monitor the impact for up to 6 weeks after the intervention has taken place. Via CPOMS.

The impact and overall effectiveness of restorative practice could be evaluated in the following ways:

Immediate:

- The school is aware of a problem and is putting in appropriate support in response.
- Students feel listened to and supported to deal with an incident or issue immediately. (student voice)
- Parents / Carers acknowledge that the school is responding to a reported issue in a timely and effective way, providing feedback to parents /carers. (parent voice)
- There is a reduction in the level of anxiety, stress, anger or distress the incident would have caused without the intervention. (student voice)

Short Term:

- A positive, trusting relationship is established between a group of students and the specialist mediator.
- The situation is monitored over a period of time to ensure the resolution is 'holding.'
- Consistency of staff involved with any ongoing or further incidents.
- Pastoral Staff have the support of a procedure in place to respond to ongoing incidents of peer conflict – possible reduction in workload.
- Communication between home and school leads to greater parental confidence.
- There is a focus on impact and reintegration rather than blame and punishment for those who have been excluded. Improving relationships between adults and students in school.

Medium to long term:

- Students feel confident in resolving any future conflicts or issues in a restorative manner without the need for adult intervention
- Students are more resilient and less likely for any incidents to have a long term negative impact on their emotional wellbeing. (case study see appendix e)
- Reduction in the number of repeat incidents of aggression and violence (data)

About Restorative Language:

When our students find themselves in conflict or upset we will ask them:

What happened?

What were you thinking when it happened?

What needs to happen to put this right?

What would you do differently next time?

We might also say to our students:

What would you think if this happened to you?

How can we put this right?

What could you do differently next time?

What other choice could you have made?

How could you make sure this doesn't happen again?

When students have restorative meetings, staff may also use the restorative questions that are recommended by Paul Dix in his restorative scripts these questions are:

What happened?

What were you thinking at the time?

What have you thought since?
How did this make people feel?
Who has been affected?
How have they been affected?
What should WE do to put it right?
How can we do things differently in the future?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

Equality for All

We understand and respect that all of our students are different and provide a school experience that is accessible and appropriate for all our students. Through careful monitoring, should it present itself as necessary, we will seek the support and guidance of other professionals such as:

- Educational Psychologist
- Educational Welfare Officer
- Social Care
- Art Therapist
- Talk therapist
- Drum Therapist
- Speech and Language Therapist

Parental Engagement

At Venture Academy we realise the importance of the engagement of parents in support of the school. It is important that parents are given positive and negative feedback on a regular basis regarding their child's behaviour. Listed are the formal ways in which contact will be made regarding behaviour with parents.

Telephone Calls	Parents will receive phone calls regularly from teaching and mentor staff regarding behaviour. (all phone calls will be logged on CPOMS)
Emails	Parents will receive weekly emails (if requested) listing any behaviour incidents that have taken place in school throughout the week.

Post	<p>Parents who do not have access to email will receive weekly correspondence listing any behaviour incidents that have taken place in school throughout the week.</p> <p>Parents will also receive behaviour postcards/certificates to recognise good behaviour for learning</p>
Face to Face	<p>Parents are invited to a termly parental consultation.</p> <p>Parents are invited to join the monthly parent forum to discuss any issues that they are having. (once system is fully reviewed)</p> <p>Parents will be invited to reintegration meetings after any formal exclusion.</p> <p>Parents may be invited into school to support the behaviour of their child, this can be in the form of a restorative meeting, restorative intervention or even to support within the classroom environment.</p>

Praise and rewards

At Venture Academy we believe that the key to promoting positive behaviour is through praise and rewards. There numerous ways in which we reward students for different aspects of their behaviour for learning. These are broken down into short term, medium term and long term opportunities to achieve, this helps us engage even the most disengaged student.

Venture Academy Class Dojo Rewards System

Students at Venture Academy are able to achieve Dojo points in every lesson. These points are based around The Macintyre Values of: **Ambition, Compassion** and **Partnership**, The **Ready, Respect, Safe** agreed behaviour rules and the Individual EHCP targets of each child. Students can also gain bonus Dojo points for going above and beyond expectations in lesson. Points are weighted for each of the categories as show below in the chart.

Category	Dojo Point Weighting	How to achieve
Above and Beyond	3	Completing or making a good attempt at a piece of work that was thought to be impossible.
Ambition	2	Taking on higher level tasks
Compassion	2	Being compassionate to others

Partnership	2	Working in collaboration with class team
Ready	1	Be at the right place at the right time, ready to learn, in uniform, all equipment with them ready to learn.
Respect	1	Listen to others, respect others opinions, culture and beliefs, be respectful with the words we use, acknowledging others and own achievements.
Safe	1	Listen to staff, stay in the area where you are supposed to be, keep yourself and others away from harm, keep your environment tidy and advise staff of any hazards.
EHCP Target (Up to three targets)	1 Per target met	Different for each child based upon their Educational Health Care Plan.

Teachers and teaching assistants will record points at the end of every lesson using the class Dojo app. Students will take an active part in points being awarded and there will be a discussion the end of each lesson.

Each class will agree a target with SLT (different for each class in the school, based on numbers in class, attendance etc). Students will then also be able to nominate a class reward that they would like to work towards as a team. As an example, class A could set a target of 400 points and if they achieve they as class they could visit a waterpark as a class group. After each reward the class total will begin at zero again and a new target will be agreed.

Parents/carers have been granted access to their child's Dojo account and will be able to keep track of their progress throughout the year.

Physical contact with students

Restrictive Physical interventions

At times staff will be required to use physical contact to restrain a student. Staff are trained in the use of Team Teach and regularly update their training. Venture Academy seeks to avoid physical contact to restrain or control a student and should always consider carefully the likely risks of not acting. Staff should never use physical contact simply to exert their authority in a situation but may use physical force if a student is, in the judgement of the staff present, at risk of causing harm to others or to themselves.

The following constitutes the approach that the school takes in this area and is in line with and draws from Department for Education guidelines

What is reasonable force?

- Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury;
- Force should be 'reasonable in the circumstances' which means using no more force than is needed and withdrawing from physical contact as soon as possible;
- Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm. Restraint means to hold back physically or to bring a student under control. It will only be used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention or when a student is a clear danger to themselves or others;
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force but when they do so, they must act in accordance with the policy of the school;
- Volunteers, parents or older students who find themselves in supervision of students must not use physical force unless requested to do so by a member of staff. All pastoral staff and senior leaders, and most teaching staff are trained in the appropriate use of restraint and conflict resolution.

When can reasonable force be used?

- Staff may use force to prevent pupils from causing harm to themselves or to others, to prevent damage to property, or from causing disruption;
- The decision on whether or not to physically intervene is down to the professional judgement, and the dynamic risk assessment, of the staff member concerned and should always depend on the individual circumstances. Staff should go as far as possible to avoid the use of physical force and should always seek to use alternative methods to bring situations under control. Staff should have an appreciation that in some situations the use of restraint can add tension to a situation rather than defuse it. In addition to situations where students pose an immediate risk to themselves or others, staff at Venture Academy School may use physical force to:
 - prevent a student behaving in a way that causes serious disruption to a school event or activity;
 - prevent a student from leaving the classroom where doing so would risk their safety or lead to behaviour that disrupts the behaviour of others. It is not lawful for physical force to be used as a punishment.

Recording, Reviewing and reporting the use of force

Following a situation where physical force has been used, the following process, normally led by the Head of School, will be followed:

- Recording: Written statements provided by all staff involved recorded on CPOMS, review of CCTV where possible. A log will be stored on the school system. Parents will be informed that the incident has happened;
- Review: All reports are read and reviewed by the Head of School.

Reporting: A restorative meeting will be held with all parties involved to ensure every person involved is heard. All incidents of Restrictive Physical Interventions will be reported monthly to the Academy Trust.

Exclusions and Cool Downs

As a restorative school we will endeavour not to use exclusions and cool down periods, however in certain circumstances it may be imperative to implement a short-term exclusion/cool down period. When this is the case students and their parents will take part in a restorative re-integration meeting to ensure that they are ready to return to school and that they are part of the plan to move forward.

Glossary

Compassionate Teaching Principles

We foster positive relationships between pupils and staff, ultimately teaching pupils to be safe, healthy and successful.

Child Centred Approaches



Our schools offer a holistic curriculum. At the centre of the model is young person centred practice because we place the young person at the centre of everything we do.

This diagram identifies the essential components of a young person centred curriculum. All of these elements promote improved wellbeing and understanding of self, whilst overcoming barriers to learning. Some schools might call this pastoral support, for us it is central to our practice, it is an integral part of learning to be safe, healthy and successful.

Wellbeing

The state of being happy, comfortable or healthy, how well the person's life is going. Wellbeing is subjective and relates to peoples experiences, feelings and perceptions of how their lives are going. High wellbeing is positive whereas low wellbeing is associated with poor life outcomes.

There are several types of defined wellbeing; physical, social, economic and psychological. The impact of all four is referred to as general wellbeing.

General wellbeing can be improved through 5 ways: Connect, Be Active, Take Notice, Keep Learning and Give (NEF 2008).

Concerning behaviour

Throughout this policy we use the term concerning behaviour to describe behaviours which have a negative impact on a person's quality of life. The term concerning behaviour has been chosen as an alternative to challenging behaviour, behaviour that challenges, or harmful behaviour which are frequently used in our sector. We have chosen to use concerning behaviour to make it clear that this includes self-injurious and self-harming behaviours that may not pose such an obvious challenge to others, and to support staff to develop empathy for the person exhibiting the concerning behaviour as opposed to viewing them as a challenge.

Safe and Healthy Behaviour

We want young people to have improved [wellbeing](#) and [quality of life](#), which will lead to them exhibiting more safe and healthy behaviour, this will be a key part of many Individual Education Plans (IEP's). We define safe and healthy behaviour as having the following qualities:

- We define 'safe and healthy' behaviour as having the following qualities:
- Considerate - to show understanding, care, love and pride for ourselves and other people.
- Respectful – to respect ourselves and others regardless of differences. To be considerate of others feelings.
- Ambitious – to want to do the best we can, even if it means putting ourselves outside of our comfort zone.

- Resilient – to strive to do our best. To recognise that failure is an opportunity to learn. To bounce back when things get tough.
- However 'safe and healthy' behaviour will look different for different young people. For some these will be longer term goal with a significant amount of support required to help them on this journey, however we will not lose sight of this aim.

Team around the Child

A small individualised team is established around each young person and their family. The team is more effective, creative, knowledgeable and powerful than the individual people in it. Typically members might include, parents/carers, extended family, therapist, teacher, school senior leader, social worker. Membership is kept low so that it is young person and family-friendly and not intimidating.

The purpose of the team is to prevent fragmented and disjointed work. The benefits are that we:

- View the young person as a whole
- See the young person within the bigger systems of close and wider family and community
- Bring together the people closely involved into a whole intervention/support system around the young person and family
- Integrate, as appropriate, separate treatments, therapies and educational programmes into a whole approach

Restrictive Interventions / Practices (Last Resort Strategies)

Interventions that may infringe a person's human rights and freedom of movement. These may include:

- Physical intervention - Any direct physical contact where the intervener's intention is to prevent, restrict or subdue movement of the body, or part of the body, of another person.
- Time Out - a specific behavioural intervention where positive reinforcements are restricted as part of a behavioural programme.
- Seclusion - The supervised containment of a person in a room. Its sole aim is to contain severely disturbed behaviour which is likely to cause harm to others. (DH, 2008)
- Environmental Restraint - Where individuals or groups of people are prevented from moving freely by placing obstacles, barriers or locks in their way. Where this containment is within one room without access to basic needs (toilet, drink etc.) then this is defined as seclusion (see above).
- Chemical Restraint (also referred to as PRN) - The use of medicine which is prescribed by a psychiatrist and administered for the purpose of controlling or subduing aggressive/disturbed behaviour.
- Mechanical Restraint - The use of a device to prevent, restrict or subdue movement of a person's body, or part of the body, for the primary purpose of behavioural control. This includes the use of arm splints and protective headgear to prevent severe self-injury.

We specifically prohibit the use of seclusion or face down restraints as we regard these as unacceptable interventions.

Rewards

The positive promotion of behaviours is central to this policy. Rewards offer a clear system of rewarding positive social behaviour and behaviours that support learning.

Sanctions

A penalty for disobeying a rule or law, also known as punishment. E.g. a letter home, detention, a telling off, prevention from doing an activity as a form of punishment.

Our schools will **not** have sanctions bases systems, or a one-size fits all set of consequences for concerning behaviour. Rather individuals PBSPs will identify the most appropriate responses to concerning behaviour, and actions that will be taken to safeguard the pupil and others from such behaviour.