



Kilgarth School

Policy for Behaviour Modification and Management

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Introduction

Most systems of behaviour modification and management are based on sanction and reward. There is an increasing body of evidence to suggest that sanction of negative behavioural choice is an ineffective method of effecting change. Our approach to behavioural modification will be based on three main components.

- An effective reward system based on short, medium and long term rewards, a reduced behaviour monitoring period and an emphasis on positive reinforcement
- Curriculum modification to enhance teaching of social skills, social problem solving skills and emotional regulation
- Intervention to ensure that post event learning opportunities are fully utilised

Policies\Behaviour Modification and Management. Replacement policy (no sanctions) October 2016
Headteacher has responsibility to review every 2 years.

Policy approved by Policy Committee June 2018 (section on 'Searching' updated) next review June 2020

An abridged version is posted on the website (excludes appendices which are procedural) Page 1 of 34

There will be no use of sanctions on a day to day basis and staff will not use language that can be associated with punitive approaches. All of our interactions with pupils will be positive, avoid confrontation and promote de-escalation.

Rationale

Some pupils respond to sanction. There is evidence to support that the actual sanction is relatively unimportant-people respond to the feelings of discomfort they experience when faced with the disapproval of others. They learn to associate these feelings of discomfort with the negative behaviours that precipitated them. There is, however, a significant population of pupils who do not respond well to this aversive conditioning and for whom sanction or the fear of punishment is less effective in promoting behavioural change.

- Some pupils with social communication difficulties may find it hard to recognise how they or others feel and therefore less likely to respond to punishment cues. Sanction may well be less effective for this type of pupil
- Some pupils show callous unemotional (CU) traits. Pupils displaying these traits are less likely to experience empathy or to care about the feelings of others and therefore will be less responsive to aversive conditioning. Restorative justice techniques are often inappropriate for these pupils.
- Pupils with a combination of SEMH and ADHD have been shown to have a suppressed fear response to aversive stimuli. This lack of fear may make them less responsive to aversive conditioning.

As well as being ineffective for a sizable group of our pupils, punishment may militate against positive behavioural modification. Evidence shows that pupils are more responsive to work on modifying poor choices when they feel a sense of well-being and are emotionally resilient. Punishment does not contribute to positive feelings of self. The anger that many pupils feel when sanctioned is often transferred and used to 'justify' the original misdemeanour or fuels feelings of negativity about any victims of the behaviour. Such pupils are less likely to analyse their behavioural choices and develop new strategies to cope with challenging situations.

De-escalation and Non-Confrontational Approaches

The best chance of successfully implementing strategies to modify behaviour is to build excellent working relationships between staff and pupils. The philosophy of using non-confrontational approaches when communicating with others is central to the school's ethos.

A summary of non-confrontational techniques can be found in 'The Toolkit, Non -Confrontational Approaches to Behaviour Modification' which is appended. Staff at Kilgarth are trained in the rationale for and implementation of these strategies. All staff use the strategies routinely.

A comprehensive package of de-escalation strategies is available via 'Team Teach', our trainer of choice in the use of positive handling strategies. We embrace the team teach approach which emphasises the use of verbal and non-verbal de-escalation techniques to reduce instances of

aggressive behaviour and the need for positive handling. All staff are trained and conversant in the use of de-escalation techniques and receive refresher training on an annual basis or as need is identified. Training materials are available to all staff (Changing Minds – The Psychology of Managing Challenging Behaviour within an Ethical and Legal Framework) The Team Teach website provides a full explanation of this approach. http://www.team-teach.co.uk/introduction_Aims.html

Systems to Reward and Promote Positive Behaviours

Reward is often significantly more effective than sanction for the groups of pupils discussed in the rationale. Rewards can be verbal (praise), good PAS scores or various token rewards. Reward, wherever possible, is immediate and explicitly linked to positive behavioural choices. This encourages the behaviour to be repeated. Consistent repetition of positive behaviours leads to the behaviour becoming an embedded part of the pupil's behavioural repertoire.

Our systems have been developed collaboratively with the whole staff and pupil population. They are subject to daily review in whole staff briefing and periodic review by SLT, the School Council and House Teams. Because of this they are constantly evolving to reflect the changing dynamic of the school and the views of pupils and staff.

The primary interface between pupils and our behavioural modification system is the Pupil Achievement Sheet (PAS). Pupils earn a mark out of five in three key areas for every activity in the school day. These areas are

1. Effort to learn
2. Getting on with others
3. Behaviour choices

During the lesson staff explicitly link positive behavioural features with the PAS mark in order that good choices are linked with reward in the minds of pupils. The final mark is discussed with each pupil at the end of the activity and recorded. PAS scores are converted to percentages at the end of each day and a running total is printed on the PAS the next day if the individual student so chooses. PAS marks are directly linked to token rewards. These range in value and frequency- they currently include:

- House points
- Certificates
- Postcards home
- Raffle tickets for a prize draw
- Medals
- Invitation to tea with the head teacher
- Mid-term and end of term reward trips

The Importance of 'Effort to Learn'

Effort to learn has been identified as a key component of successful students and is afforded extra significance. The last lesson of the day is timetabled alongside social activities. Pupils who score an average mark of three or above in this column for the day are deemed to have earned a social activity. Other pupils attend their timetabled lessons as normal.

Pupils who choose to remain outside the lesson can earn a maximum mark of two in any column (except in cases where they are taking a short time out to self –manage or have been asked to remain outside by a staff member). In this way attendance at lessons is promoted and pupils are less likely to choose to spend the lesson in a reflection room.

Each pupil is also set personal behaviour and learning targets. They are set and administered by subject leaders because the behaviour and learning profile of a pupil might vary significantly between different subjects and different teachers. Subject leaders are responsible for the administration, review and reward of these targets and this is quality assured by the Senior Leadership Team on a half termly basis.

Post Event Learning Opportunities

This policy is designed to promote the modification of behaviour by improving the capacity of learners to make positive choices. Pupils will inevitably make negative choices on occasion. The absence of sanction will increase the likelihood that pupils engage with the post event learning opportunities that will take place after an incident. The type of learning opportunity will depend on:

- The nature of the event
- The nature of the pupil and the likelihood of a positive interaction
- The emotional state of the pupil

Only staff with training in post event learning (PEL) will administer the process.

Each incident will be analysed on a case by case basis so that the appropriate time, venue and staff can be arranged. Some situations will require ‘cooling off’ time whilst it may be appropriate for an immediate response in some situations. A brief discussion may suffice but some will involve a more lengthy process. Some PELs will therefore be administered on an ad-hoc basis. Others will be administered during lesson 2 (giving time to settle in the morning and with the prospect of break approaching) or the lesson immediately prior to socials (giving time to settle after lunch and with the immediate prospect of socials approaching).

Characteristics of Post Event Learning

Post event learning will generally involve the pupil discussing the event around the following headings:

What happened?

The question does not have to be phrased in this way but must not be presented in a way that implies blame or personalises the incident. Other opening questions could be ‘What caused that situation to arise?’
‘What caused the behaviours that we saw today/yesterday?’

When pupils reply our response is crucial. Skilful questions that avoid blame and confrontation will be required should the initial answer need to be explored.

Questions to avoid include:

'Why did you do ...?'

'What did you do...'

The purpose of the questions are to help pupils analyse the antecedents to an event so they can link their behaviours to feelings, feelings to experiences and then develop alternative strategies when they recognise similar feelings in future. Simply asking for an explanation or reliving the event is, at best, unhelpful. At worst it can make a pupil feel that they are being blamed rather than helped or encourage them to simply relive the event, thus triggering negative emotions and promoting negative behaviours.

How did that make you feel?

This question is key if pupils are to develop strategies to make better choices the next time they feel the same way. Most pupils will not have a wide vocabulary to express their emotions and will need support to do this. A number of tools are available and more are being produced. Some pupils will not be able to recognise simple emotions such as anger or fear. They will not be able to develop strategies until they are supported to develop this emotional literacy and therefore improve their emotional intelligence. This is a key function of post event learning.

What can you do whenever you feel that way?

A number of strategies will be explored so that pupils will be able to find, over time, the ones that work best in different situations.

Restorative Justice

The use of restorative justice (RJ) techniques and RJ type questions should be carefully considered and their appropriateness will depend on the students involved. Pupils who display CU traits may well have the empathic ability to understand the effects of their actions on others but may not care about their feelings sufficiently to modify their behaviour. In the worst cases they may use information gained during the process to negatively manipulate future situations.

RJ techniques and questions are beneficial for some pupils. This is especially true of those who care about the feelings of others but lack the ability to understand the emotional impact of their actions on them. Carefully administered RJ sessions may be especially beneficial for some learners on the autistic spectrum when combined with work to recognise feelings in others and self.

Creating the Conditions for Positive Behaviour

Pupils are more likely to make positive choices if staff are proactive in creating the optimum conditions for this to happen. When negative interactions do occur staff are expected to intervene rapidly to prevent them from developing. The table below highlights some of the expectations of teaching and support staff. This table is meant to be indicative rather than exhaustive.

Situation/Issue	Expectation
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<p>A staff member is observed acting outside the parameters of agreed policy</p>	<p>All staff are responsible for their own actions and the actions they may observe in others. Staff who observe others acting outside the letter or spirit of school policy and ethos should feel able to discuss the matter openly and honestly in support of the schools Mission Statement and in accordance with the Policy for Acceptable Behaviour.</p> <p>A culture of continuous improvement requires honest feedback. It is the responsibility of the person delivering feedback to do it fairly and with sensitivity. It is the responsibility of the recipient of such feedback to accept it with good grace. They should carefully consider whether or not they need to amend their practice as a result and do so if necessary. This should be the case whatever their relative positions in the school hierarchy.</p> <p>If the observer does not feel comfortable discussing the matter face to face then they must discuss it with the appropriate line manager .</p>
<p>Pupil behaviour outside lessons.</p>	<p>It is the responsibility of staff to deal with any instance of unacceptable behaviour that they observe. The simple rule is that 'if you see it you own it.' The behaviour should be addressed immediately if it is possible and if this is not possible then it should be followed up later using agreed procedures.(eg contribute to the marking of the PAS for that lesson) If this is not practicable then information should be communicated to the appropriate people via duty. Basic expectations are that pupils:</p> <ul style="list-style-type: none"> • walk calmly on the left • line up calmly outside lessons • keep hands and feet to themselves • make no negative comments to or otherwise antagonise others • use appropriate language • follow staff instructions <p>Staff may feel that a pupil's behaviour on the corridor makes it inappropriate for them to enter the room at the start of the lesson. Every effort should be made to communicate this to the member of staff at the door.</p>
<p>Proactive engagement</p>	<p>In any situation, including social situations, staff members should always be engaged with pupils either directly in learning, building relationships or distracting/deflecting. This should begin from the moment that the pupils arrive until the moment they leave.</p>
<p>Proactive planning.</p>	<p>Staff should plan their actions carefully, taking into account the pupils who will be present, the learning situation and any other information that has been communicated. Teaching and support staff should consider:</p> <ul style="list-style-type: none"> • how to ensure they will arrive in a timely manner • what they will do and say to engage pupils as they arrive • what activity pupils will be asked to do to immediately engage them • who is likely to need immediate support to achieve a positive start • what differentiation is in place to ensure appropriate stretch and support • where pupils will sit and how their movement to their places will be managed • how they will position themselves in the room and in relation to likely behaviours

	<ul style="list-style-type: none"> • what they will do in response to events in the room • the type of learning activity, how pupils are likely to respond to it and the appropriate interventions • how pupils leave the room and are supported to arrive at the next lesson ready to learn • how they will build in time for marking and feedback • non-verbal and verbal cues to signal the need for intervention • how departure from the room will be managed • if any pupils are showing themselves unready to learn in the following session
Communication	<p>Whilst one person is responsible for leading a lesson, its successful implementation is the responsibility of all staff who are present or become involved in any way.</p> <p>The lesson leader is responsible for directing and communicating with support staff. Equally they are responsible for creating an environment where support staff feel comfortable communicating information to them and acting with appropriate independence.</p> <p>Support staff are responsible for communicating issues to the lesson leader. This might be information about pupil learning/behaviour or might be feedback about the application of agreed policy.</p> <p>All are responsible for communicating in a timely way with Duty staff. This will not include an account of negative behaviours in the hearing of the pupil concerned or any other pupil. Duty staff will communicate with lesson leaders before pupils are returned for reintegration to a lesson. They will pass information arising from the lesson to other staff if it becomes necessary</p> <p>Serious incidents should be communicated to a member of SLT so that an appropriate response can be planned and implemented.</p>

Positive Handling

Pupils will, from time to time, make choices that compromise the safety of others, their learning or cause unacceptable damage to the fabric or fixtures of the building. At such times it may be necessary to use 'Team Teach' positive handling techniques. These are the only techniques that will be used and this will only occur when de-escalation techniques have been exhausted or a situation has developed rapidly which demands immediate physical intervention. Staff members will judge when this is necessary but each episode will have one of the following features:

- The pupil concerned will be at risk of harm or of harming others.
- The pupil is causing extreme disruption or making it impossible for the school to operate effectively.
- Staff deem that the pupil's behaviour is likely to escalate to a point where they and others may be at risk of harm .
- The pupil is likely to commit a criminal offence.

Only staff who have appropriate 'Team Teach' training will become involved in positive handling and they will ensure that their intervention is reasonable and proportionate to the situation. Staff who are not appropriately trained will not become involved in positive handling but will call for assistance using the word 'staff!'

Staff who are appropriately trained should only intervene physically when it is safe to do so. If it is unsafe to use positive handling they can loudly instruct pupils to stop the activity and use the word 'staff' to call for assistance.

Searching

School staff can search a pupil for any item if the pupil agrees. (DfE departmental advice Searching, Screening and Confiscation dated Feb 2018)

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for

Confiscation

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Exclusion

Exclusion from school, from activities, from particular locations or from trips is still available for use by staff. They will not, however, be used in a punitive way and the language used when exclusion is awarded will not be punitive in nature.

Exclusion is available when behavioural choices become a matter of health and safety or when learning is compromised to an unacceptable level by persistent and extreme disruption. Exclusion of any kind, however, will only be used when sanctioned by a member of the senior management team.

We have an Exclusions policy which outlines the procedures for excluding a pupil, either fixed term or permanent.



EXCLUSIONS.doc

The behaviours in question rather than the individual in question will be tackled when an exclusion is applied. For example a script may run: 'It's great when you're involved with this activity because you bring a real sense of purpose to the group. The group can't function with these behaviours though. You are welcome to be involved as soon as I'm sure that the behaviours aren't going to come back'. This type of script can be adapted to many different situations.

There are times when a member of staff may judge that a pupil needs to leave the room or is not ready to join a group at the start of an activity. Teaching staff, in conjunction with duty staff are best placed to make a decision about this and pupils will not be allowed to join the group if their behaviours show that they are not ready to learn or to allow others to do so. The pupil will be allowed to re-join as soon as they show appropriate choices. This does not constitute an exclusion and the strategy can be used by any member of staff as the need arises.

Missed Learning

Rationale

The primary function of Kilgarth School is to provide outstanding educational provision thus supporting academic progress and the development of essential pro-social skills. This policy is designed to support our primary function by:

- Encouraging all pupils to attend all of the timetabled lessons.
- Provide additional support for pupils who have elected to disengage with learning opportunities.

Aims

To reduce the number of learning opportunities lost by selective absence from lessons

To reduce the number of learning opportunities lost by selective disengagement from activities.

To compensate for these losses by providing replacement learning opportunities and to give pupils the chance to reflect positively upon their decision making.

Principles

Missed Learning will be applied to students who have chosen non-attendance of lessons without them having reasonable mitigating circumstances.

It will be applied after other strategies to modify this choice of behaviour have been exhausted.

It may be applied on a compulsory basis, with the support of parents and carers. It will **never** be applied in a punitive way. Missed Learning is not a sanction and will not be used as a 'threat'.

The learning completed will be that which was missed and will be supported wherever possible by the subject leader. Missed Learning is intended as a tool to modify behaviour choices. Once this has happened then any outstanding missed learning may be discontinued.

APPENDICES

The Personal Achievement Sheet (PAS)

Appendix A

Each category is marked out of five at the end of each lesson and reasons for the scores awarded are explained to pupils at this time.

Pupils are told when a behaviour impacts positively on the PAS marks as soon as the behaviour is observed. Examples of these behaviours are available to all staff and are being produced in a pupil friendly format.

Scores are converted to percentages at the end of each day and average PAS scores are displayed at the top of the PAS sheet. These are reset to zero at the end of each term. Some pupils do not wish to see the average PAS mark because a drop in the mark causes them anxiety. The average PAS mark is not displayed for these pupils.

When house points are awarded these are put onto the PAS sheet and collected and recorded at the end of each day. House points contribute to rewards. Staff and pupils are aware of the criteria for awarding house points.

PAS Sheet

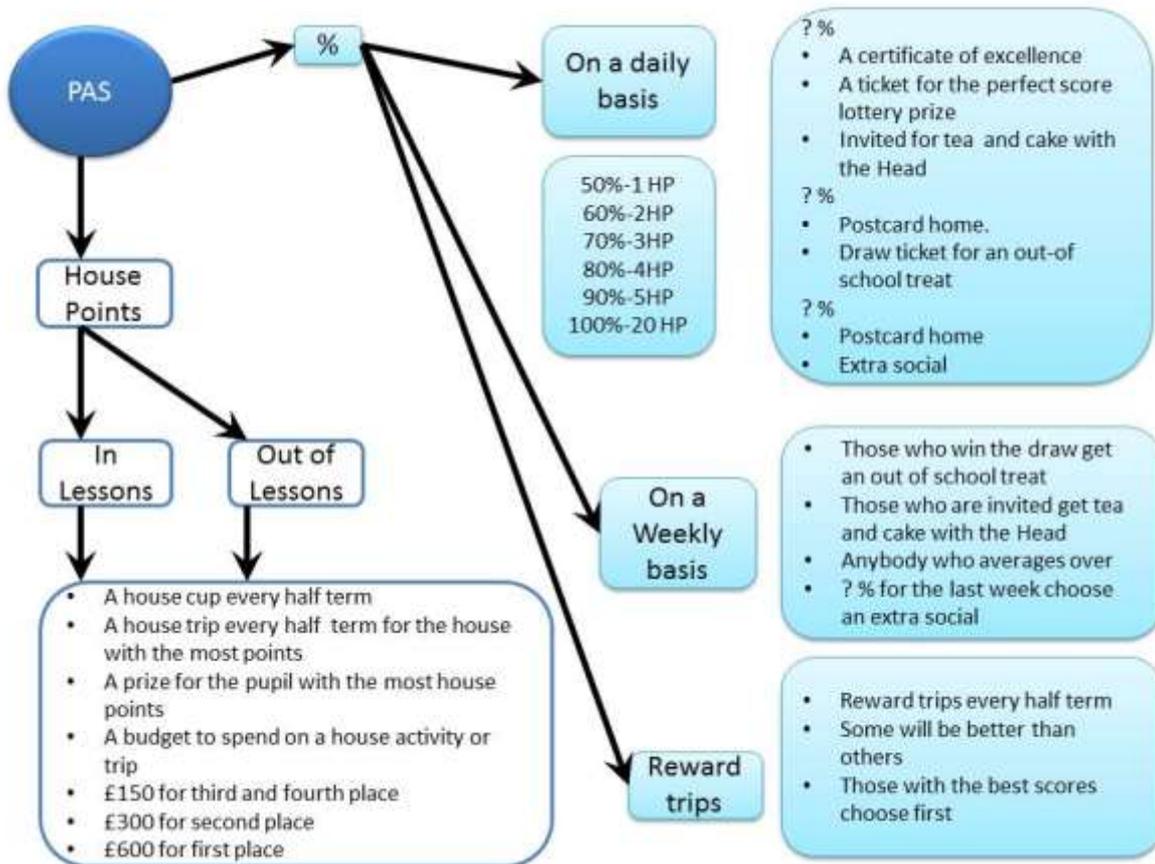
	PUPIL NAME			PUPIL NAME			PUPIL NAME			PUPIL NAME			PUPIL NAME		
MONDAY	E	B	H	E	B	H	E	B	H	E	B	H	E	B	H
REG															
ENGLISH															
SCIENCE															
Lexia															
READING															
LUNCH															
P.E.															
MATHS															
MATHS															
P.D./SOCIALS															
FOR OFFICE USE	24	27		24	27		24	27		24	27		24	27	
NEEDS															
SOCIALS ?															

E = effort
 B =
 behaviour
 H = housepoints

Appendix B

Kilgarth Reward System Summary

The reward system is discussed on a daily basis at staff meetings and in various pupil forums. This means that it is subject to constant evolution. The following is, therefore, an overview with the details subject to change.





Kilgarth School

Non-Confrontational Approaches to Behaviour Modification

The Toolkit

A selection of techniques designed to modify learner behaviour; denying attention to negative interactions, placing emphasis on choice and reducing perceived threat.

Avoid Confrontational Techniques

- × It doesn't work.
- × It legitimises confrontation in the eyes of the students
- × It damages the self-esteem of students, many of whom will already be vulnerable.

Avoid provoking the 'flight or fight' reflex. Students will feel disempowered, hurt and disabled. This may well provoke secondary behaviours which are, of course, counterproductive.

Invading Personal Space

- × 'In your face'
- × Leaning over seated (or smaller) students
- × Standing too close
- × Moving quickly toward students
- × Touching

All of the above raise stress levels for everyone. Keep space between you and the student and consciously slow down your movements.

Confrontational Gestures

Make a conscious effort to relax and avoid the following. If you can't relax, try to pretend!

- × Finger wagging
- × Pointing
- × Prodding
- × Banging desks
- × Hands on hips and leaning forward
- × Folded arms,
- × Facial gestures-contempt, disdain, anger, disbelief, raised eyes...

Tone of voice

Use a calm, deep assertive tone. This emanates control and demonstrates concern for student well-being.

5-5-5breathe in for 5 seconds, hold for 5 and breathe out for 5. Gives you 15 seconds to control your tone and frame your response. Is also very relaxing!

Deny attention to negative behaviours. Reward good choices.

Positive Directions

Direct students to what you want them to do rather than highlight behaviour that you want them to stop.

'Sarah, I'd like you to choose to sit quietly and get on with your work. Thanks.'

- ✓ Has clarity and gives an alternative model of behaviour that students can adopt.

Catch Them Being Good

Focus on students who are making good choices about their behaviour. After giving a clear direction, make a conscious effort to praise those who choose to follow the direction. This can quickly encourage others to follow their example.

Use smiles, nods and other positive gestures to reward new positive choices that other students make as a result.

Positive Cueing

Target a student who is off task.

Choose a student who is on task-the closer in physical proximity to the targeted student the better.

Praise this student for their compliance.

When the target student chooses more positive behaviour, briefly reward this with thanks or another gesture of acknowledgement

Reduce stress levels by 'turning off the spotlight'

Allow Take – Up Time

Allow students to feel comfortable with complying with your instructions by not focusing attention on them. Turn away, break eye contact or move away in order to 'turn off the spotlight'. This will send several messages.

- ✓ The interaction is over – there's nothing else to say
- ✓ You are confident that the student will comply
- ✓ In turning off the spotlight quickly you care about their feelings
- ✓ You are not interested in escalating the situation

After delivering the instruction, **immediately resume the lesson or refocus on a student who is complying**. Greater attention is devoted to students who comply.

You are giving time and space for students to deal with emotional baggage whilst complying. **You can best cope with any secondary behaviour which arises by ignoring it.**

Private Repeating of Directions

This is particularly effective for students who respond to public admonishment by making poor choices.

- ✓ A very quiet direction so that there is no audience
- ✓ Be brief
- ✓ Allow take-up time for students to modify their behaviour rather than expect immediate compliance

Bill is not focused. The teacher quietly moves to his side and says

'Bill, I need you to go back to answering those questions, thanks'

The teacher then moves away to give him some take-up time. As she does so she praises those students who are making good choices. Bill's efforts are praised as soon as he begins to get back on task.

Acknowledge an Issue then Redirect

This helps you avoid having to argue, deflect or distract. Instead use acknowledgement, redirection and expectation of compliance.

'Bill, Sarah. I need you to get back on task now, thanks.'

'I was only asking Bill what time homework club is'

'I'm happy that you want to go to homework club and you can ask Bill at the end of the lesson.(acknowledgement) Right now I need you to get back on task, (redirection) thanks (expectation of compliance).'

Pause

Use this to gain and then maintain a learner's attention. Pause after you use their name and before you give the instruction.

- ✓ It's, okay if you have to repeat the name several times.
- ✓ The eye contact you often get will allow you to use assertive eye contact and refocusing gestures.
- ✓ Be prepared to talk to the back of a learners head! You don't need to get eye contact-just compliance
- ✓ Tone, style and inflection are important when you use the students' name. It has a direct influence on their mood and thus their response.

Use Questions to Redirect

- ✓ Use casual questioning to gain attention and focus without paying unnecessary notice to the inappropriate behaviour.

Approach a student (or group) and ignore the inappropriate choices being made. Just ask a redirective question.

'How's it going? Do you need any help?'

'Bill, is there something I can help you with?'

'Sarah, do you want me to see if you've understood what the task is?'

Then walk away, leaving the students refocused and with the expectation of compliance.

'I'll be back in a moment to see how you're getting on.'

Maybe....and.....

You have just given an instruction, pleasantly and assertively. Have you experienced one of these reactions?

- 'This is boring!'
 - 'I wasn't...'
 - 'Other teachers.....'
 - 'You can't make me.'
 - 'I don't even care'
 - 'This school's bang on.'
 - 'I was only talking about the work'
 - 'What about them? They were talking too.'
- ✓ Use assertive redirection. Agreeing with someone is a great way to diffuse a situation and you immediately return the focus to the direction you have given.

'Sarah, the rule for answering questions is hands up, thanks.'

'(Tut!) But I was only telling him the answer.'

'Maybe you were, and I need you to put your hand up and wait until I ask you to speak. Thanks.'

If a student persists with the behaviours move to a consequential choice. Allow take up time.

'Sarah, if you choose to argue with me, you're choosing to stay and discuss it at break, thanks'.

Expect compliance and act as if you will receive it.

- ✓ Use thank you rather than please to end instructions
- ✓ Move away when the instruction has been given. There's no need to dwell on it.

Give the implicit message that you are confident the student will respond to a request without feeling it is a personal attack. Your strategies are more likely to work if you believe they will work!

Slowly get Closer

Move in the general direction of a student who is off task, offering praise as you go.

The teacher would like Bill to work without speaking.

'Thanks for working quietly, Carl' – (who is a desk away from Bill).

She continues to move around- getting closer to Bill all of the time.

'I like the way you are working on your own, Jean' – (who is sitting next to Bill).

She bends down to give some attention to Jean and switches focus to Bill's new, positive, behaviour as soon as he gets on task.

- × Do not use body language that students may perceive as threatening or intimidating.
- × Do not invade students' space or 'tower' over them as they sit.
- × Don't 'give them the look' and try to stare them into compliance.

Focus on Student Choices and Their Consequences

Give a Rule Reminder

Give a private, assertive reminder of the classroom or school rule.

- ✓ Depersonalises the transaction
- ✓ Removes the 'because I said so' element that can be seen as an opportunity to escalate the situation
- ✓ Supports your colleagues by reminding students that it is the school rules that drive interactions rather than individual teachers.

'Sarah, our rule is to stay seated unless I ask you otherwise. I'd like you to follow that now, thanks.'

Give a Clear Choice

- ✓ Shift apparent control of the situation to the student and give them responsibility

'Bill, I need you to choose to go back to your seat and get on with your work. If you choose not to then you will be choosing to sit separately for five minutes.'

Give 'Time-Out' Time

- ✓ Move a student to another seat **for a set period of time** – particularly effective if given as a choice.

You are not administering a punishment but are taking students away from a situation in which they continue to make poor choices. You can then refocus back onto the task.

'Sarah, you have chosen to work away from the others for five minutes. Go to the front seat now, thanks'.

You can then do your repairs and rebuild the relationship.

'Sarah, thanks for doing your time out. Do you want to choose to go back to your seat now or would you find it easier to stay where you are?'

Exit the Room

Use for students who significantly prevent you from teaching or others from learning. This is your most invasive strategy and should usually be used only after other strategies designed to help the student make better choices.

- ✓ Calmly
- ✓ Assertively

- ✓ Paying minimum attention to the inappropriate behaviour
- ✓ Always let the student know that it is the inappropriate behaviour that is being exited, not the student.
- ✓ Always let the student know that you will accept them back into the room once they begin to make appropriate choices.

Effective teachers will realise that if they have to continually exit a student then the problem may be as much to do with the way in which they are managing the student rather than with the student herself

De Escalation and Help Scripts

For students in crisis

Pupils in crisis will often communicate using behaviour because, at the time, they find it difficult to recognise or articulate their feelings. Staff must recognise the behaviour as a communication and try to decode the meaning. They must support the pupil to articulate what has happened in a way that does not further escalate the situation. An effective method is to **acknowledge their feelings without judgement and offer support.**

I appreciate that...	you're not yourself	I'd rather you tell me using
I can see that	you're thinking with your	your voice
It's clear that	emotions	what is it you're trying to tell
Your behaviour is telling me	you're communicating with	me
	your behaviour	...and I'm here to help
	you're trying to tell me	...and I'd like to help
	something using your	I'm listening
	behaviour	you talk and I'll listen
	you're trying to tell me	you can tell me or I can find
	something	somebody else
	you're trying to get	I know you don't want to
	somewhere	hurt me
	you want to get into that	
	room	

you're angry

you're upset

E.g.

'I don't know what has happened but I know that right now you are not thinking positively. I can see from you actions. You can stop that now as I am listening and you can use your voice to tell me instead of your behaviour.'

'I can accept that you are very angry right now and that's okay to be angry. You and what you are angry about are important to me. I am listening to how you are feeling but I am having to use my eyes because you're telling me using your behaviour. You've got my attention and I'd like to use my ears – it would be good if you could use your voice.'

'Let's not get the attention of more staff who probably feel that they need to come and support. That may make you feel more uncomfortable. Why don't you tell me how you feel instead?'

It is often effective to **refer to a previous positive event:**

- you're always good at telling us what the problem is
- remember when....and you could sort it out because.....
- I remember you felt really good when you were able to....
- we all feel really proud because now you're often able to...
- when you.... it makes me feel...
- I have seen you do amazing things/pieces of work/being kind to others and I really care that you're feeling/thinking like this. Let's get this sorted as best we can
-

Distraction and changing a pupil's thought process is often highly effective. It depends on the event and a knowledge of the individual student. Football, scooters, hobbies, pets, family, trips. Humour or an unexpected action/facial expression may be effective.

React immediately to the first positive choice or find a positive to praise. Thanks for not hitting, kicking, spitting, pushing, banging, shouting...

Great – that's the first step

Now you're thinking with your brain

That's a great decision

Now you're making positive choices

Right now you're thinking 'how am I going to get back on track', well I will tell you- you are already on the path to that, well done

Outline the **steps** necessary for the pupil to show themselves ready for whatever comes next. This should usually be done **one at a time** and they should be simple and achievable. If you tell a pupil in crisis there are three steps it might seem too much to achieve.

'I'd love to help you and the first step will be to stop pushing me'

'Why not just take a step back and that will be the first step toward...'

'The first step will be to stop banging. That will show me you're ready to deal with the situation'

'I want you to succeed; I want you to be in your lessons. Right now we need to take steps to get you there otherwise this issue might escalate and get worse. (Give instruction) You will show me from your actions what the next step is.....Thank you.' (walk away).

Make sure the pupil knows what constitutes a successful step.

'The next step is to wait in a reflection room. What will that look like?'

Tone of voice is important. A low pitch spoken calmly and slowly is most effective. The volume should be low but loud enough for the pupil to hear. Nobody else needs to hear it unless nearby staff need to hear the messages you are giving.

Body language should be as relaxed and open as is consistent with your personal safety. If you look defensive or threatening then it may take much longer to de-escalate because of the messages the pupil is picking up from you.

Facial expression is important. Smile if it's appropriate. Certainly don't frown or have a furrowed brow/narrowed eyes.

Listen without judgement and ask non-judgemental questions

What did you do?

'What happened?'

Why did you...?

Do you want to tell me what caused you feel like this?

What did you say?

Shift Responsibility and Emphasise Choice

'Your behaviours control my decisions. Remember that you are in control. You will choose what is going to happen next with the decision you make.'

'Remember how it felt earning the reward trip; remember how it felt when you didn't. Staff want you to go, but we can't control you. You are in charge of you and your behaviour/attitude/how you deal with/manage these situations will either make a positive/negative impact. This will be your choice.'

'I really hope you can show me where on the maturity ladder you are, I will leave you to think and when I return I would love it if you have made a better choice.'

Explain the decision

There will be a consequence to every action and this might be difficult for a pupil to accept or may cause upset/anger. Prepare them for the decision and explain it.

'I know you want to go back on the gym. That might be possible and we'll find out in a minute'

'Can you think of anything that could happen if I took you back on the gym now?'

'Can you think of any reason why it might not be possible?'

I'm going to find out about the situation. I'll come and speak to you in a minute. Thank you for waiting patiently'

Have something positive to say to mitigate bad news.

'If you can accept what I'm going to say you will definitely be able to go onto the gym during socials'

'The good news is that you *can* earn your way back onto the gym when you/as soon as you...'

Help Script – Asking Pupils to Leave a Room

Asking a pupil to leave the room is a strategy of last resort. You will only use this strategy when the behaviours they display are having a disruptive effect on the learning of others and when you have exhausted strategies to re-engage the pupil.

Refusal to work is not, of itself, a reason to remove a pupil from the room

The initial responsibility to persuade a pupil to leave the room rests with the staff who are present. Duty staff should only become involved when all other strategies have failed.

Only in exceptional circumstances will the strategies below be disapplied. An example is when there is violence or the possibility of violence.

Strategies to use before asking a pupil to leave the room

Verbal	Other Strategies
<ol style="list-style-type: none"> 1. Private interactions-keep the spotlight switched off 2. Private repeating of directions 3. Private rule reminder 4. Ask 'Do you need help?' (redirection) 5. Ask what the issue is (acknowledgement) 6. Is there something I can do.....etc 7. Are you okay? Avoid challenging questions eg Why are you doing that? 8. Choice. Eg If you choose to you will be choosing 9. If you continue, you're choosing what happens next 10. If you choose to..... you'll be choosing a warning 11. You could choose to (compliance with instruction) and then you'll be choosing... 12. Do you need five minutes time out so that you can relax/calm down/chill/settle down/focus 13. Distract script (refer to the work they are doing, inconsequential conversation, reminder of positives)) 14. Talk quietly 15. Assertive but neutral tone. 16. Keep your voice low and quiet. 17. Speak slowly. 18. Use name-give processing time 19. Clear expectations of behaviour/effort 	<ol style="list-style-type: none"> 1. Task is appropriately differentiated 2. Re-direct staff. Ask support staff to work with the pupil. Especially if it is a staff member the pupil reacts well to 3. Offer an alternative task 4. Ensure body language is open and positive 5. Position in room 6. Support staff to ask duty if room is available 7. Offer new working space if this is possible 8. Make pupils aware of the effect of their own behaviour (for others if they will respond to this or for themselves) 9. Don't give up. If the pupil is disengaged it is up to you to break the cycle. 10. Communicate behaviour from previous lesson or to next lesson via support/duty

Strategies to use when asking a pupil to leave the room

Verbal	Other Strategies
<ol style="list-style-type: none"> 1. Communicate-ensure duty knows you are asking somebody to leave 2. Give clear, simple, unambiguous instructions 3. Give clear consequential choices 4. Overtly praise what is good in the room (ignoring unwanted behaviour) 5. Ensure pupils know that the behaviour, not the pupil, is being asked to exit 6. Ensure that the pupil knows there is a way back 'Can you tell duty that I thinkwill be choosing to leave in a second' 7. 'I'd like you to choose to leave the room and then you'll be choosing.....' Walk away if you can - switch off the spotlight and show you expect compliance 8. At the moment this doesn't have to be a big deal and you are choosing what happens next with your behaviour. Why don't you choose to de- escalate? 9. If you choose to stay in the room then you are making the decision about what happens next. I'll give you some time to think about it. Look at the clock. I'll give you until (5 minutes maximum-3 minimum) and by then you need to have decided to leave the room 10. Try again (talking quietly). Never give up on getting compliance. Pass it over to duty as a last resort 11. Humour – if appropriate 12. Distract – regain attention 13. Never verbalise the behaviours of the pupil to duty within earshot of the pupil or other pupils. We do not advertise negative behaviours or antagonise pupils who are already likely to be advanced in the conflict spiral. 	<ol style="list-style-type: none"> 1. Focus on the focused. Only give attention to positive decision making 2. Try to redirect 3. Help them to get back on track eg pick book up, start them writing – have another go! 4. Position yourself or support staff between boys 5. Open the door 6. Make sure doorway is clear. 7. Ensure pupil has a clear path to the door 8. Block off other routes so that the path to the door is the most attractive option 9. Remove hazards/equipment to protect yourself and others 10. Block the pupil/incident from others' view 11. Refocus class. Use praise for compliance 12. Remember to consider the environment for hazards. This will affect your choice of strategies 13. Ask for support from duty as a last resort

Strategies to use once a pupil has left the room

Verbal	Other Strategies
<ol style="list-style-type: none"> 1. Reinforce that the pupil will be very welcome back once the behaviours have changed 2. Ensure the pupil understands why they were asked to leave 3. Ensure they know the criteria for a return to the room 4. Try to talk to pupil or ask duty to explain the PAS mark for the lesson. 5. Give praise for making the correct choice 6. Reminder of previous achievements in that lesson 7. Reminder of other situations where the pupil has made positive decisions 8. Draw a line under what has happened 9. Reinforce positives, don't bring it up again unless there is a learning experience 10. If on duty let the pupils know exactly what time it is and how long they have left 	<ol style="list-style-type: none"> 1. Ask duty about pupil's performance before marking PAS sheets 2. Make sure pupil is settled to go to next lesson 3. Communication with next teacher/lesson 4. After missing out on lesson time give them a short target they can achieve 5. Lock door

When communicating with duty staff

'Duty, please. Do you have any room, thanks?' We always ask politely and calmly, without drawing attention to the negative behaviours.

- models polite behaviour
- keeps the spotlight switched off
- signposts the next step in the interaction
- shows pupils that we follow procedures and reinforces that duty staff are responsible for decisions
- ensures that there is capacity on the corridor to accept the pupil

Only ask duty staff to help remove a pupil once you have exhausted all the options above.

It is never appropriate to use duty staff to 'vent' about an incident. The reasons for a pupil to be asked to leave can be discussed privately

Don't whisper or gesture about a child when they are present. This will be likely to antagonise.

Respond positively when duty staff make a request of you. Work must always be provided upon request. If they ask if a pupil can return to lesson they will have a good reason. Accommodate the request if it is at all possible.

Other Possible Situations and Scripts

Situation	Possible scripts
<p>Pupil is consistently engaged-listening, making contributions, working hard, asking questions etc.</p>	<p>Catch them being good! Praise the effort rather than the achievement</p> <ul style="list-style-type: none"> • Praise during the lesson (verbal and non-verbal) • ‘thank you for your effort’ • ‘you’ve been really focused in this lesson, your pass score will reflect this’ • ‘thank you for your contribution to the lesson, you asked an excellent question ‘ • Well done for trying your best. • That’s an excellent/brilliant question • Well done for listening to the question properly • I can tell you’re listening because...(describe the behaviour eg.leaning forward/eye contact/nodding/ stopping conversations) • Well done I can see you have put lots of effort. • Thanks for today you have worked really hard. • Thank for being a positive role model. • What a great question, I’m really looking forward to marking to your PAS • Thank youfor listening, working hard, name. • Well done name, that’s a great question. • I really like that positive attitude. • Wow that’s amazing!.....then say why. • Thank you for sharing with us. • I am impressed by how hard you are working • Thank you for making a positive contribution to this lesson. • Congratulations, your effort has earned you a house point.
<p>A pupil making bullying comments/skitting</p>	<ul style="list-style-type: none"> • ‘Our school rule is to be kind to each other. You need to choose to make positive comments’ (and remember the school has an Anti-bullying policy) • ‘thank you for being so positive-explain the behaviour that attracted the praise’ • The school rule is that you to speak to people appropriately, thanks. • Do you feel this is appropriate language/behaviour? • you need to choose to treat others with respect • Treat people with respect thanks. (go on to ask or to describe what this looks like) • Treat others how you would like to be treated. Thanks • Remember, our classroom rules/ or (non-verbal) remember (point to classroom rules - Classroom Code of Conduct is on display) • We don’t have that type of behaviour here. • To the victim – thank you for letting me deal with that! • I would like you to choose to make positive comments (to others in room) thank you for creating a positive working

	<p>environment and speaking nicely to others.</p> <ul style="list-style-type: none"> • Thank you for allowing staff to deal with that (<u>name</u>)
Pupil sitting inappropriately on a chair	<ul style="list-style-type: none"> • 'Non-verbal gesture first to let them know you want them to sit properly. After time • 'thank you for sitting properly on the chair' • 'I can see you are sitting properly and ready to start work. Thank you for that' (if another pupil is doing this to highlight good behaviour) • thank you for sitting on your chair/s properly • We don't want you to hurt yourself so please sit properly. • It would be great if you could sit on your chair properly thanks. • Well done for sitting properly on your chair. • Non-verbal hand gesture to put chair down, then thumbs up. • Straighten your chair, thanks; I don't want you to hurt yourself. • I would like you to choose to follow the school rule and sit properly on the chair. • Thank you for choosing to sit properly on your chair. • Non-verbal gesture
Pupil passes equipment to a classmate	<ul style="list-style-type: none"> • 'Thank you for being helpful, you've earned a house point • Non-verbal – thumbs up/smile • Thank you for sharing • Thanks for passing that nicely. House point. • Well done for sharing <u>name</u> • Thanks for sharing nicely <u>name</u> • Thanks for passing the equipment nicely. • That's lovely to share, thanks <u>name</u>. • Name that was superb manners. Thank you. • Name, that's a good way of getting on with others and I'll remember it when I mark your PAS
Pupils are shouting out answers or talking across the teacher	<ul style="list-style-type: none"> • Ignore the negative behaviours and direct comments to those who are being positive-'Thank you for putting your hand up' • A private rule reminder. 'The school rule is that we put our hands up before speaking.' • 'I can see you're keen-that's great. Let's allow the others to contribute' • Great answer next time put your hand up, thank you • Praise the people who <u>are</u> listening • (To the ones who are listening) thanks for listening lads • Just give me finish dealing with this and I will be right with you. • Wait then say thank you to ones who are listening or talk to ones who ready to learn • 'I really want to hear' or 'it's really important that we can hear what <u>name</u> is saying' • It is really polite to listen when others are talking • Indicate with finger....1 minuteor you're next <u>name</u>. • If you choose to continue to disrupt the lesson, you will be choosing to work 1 in and 1 out/work separately for a short time • Well done for the ones who follow instructions

	<ul style="list-style-type: none"> • If you choose to continue your conversation you are choosing to be sat separately. • Hands up guys • One at a time guys, thanks.
Pupil sitting on the steps in the corridor	<ul style="list-style-type: none"> • 'I'd like you to go to the reflection room, as instructed thanks' • 'If you choose to go into the reflection room you'll be choosing a better PAS mark' • I would like to chat aboutfor me to do that I need you to in a reflection room. Thanks • I can see you need my attention and I can deal with your request once you're in a reflection room, thanks. • I'd love to help and I can talk to you when you are sitting in the right place • It would help me if you would sit in room 9a/b etc then I can help you. • Thank boys who are in right place. • Make the right choice and sit in the appropriate room (thank you) • I can help you as soon as you are sitting in a reflection room. Thanks • When you are sitting in the reflection room I will know you are ready • Make the right decision and follow staff instruction. Thanks. • Thanks for listening, that's the first step. The next step will be for you to choose to go to the reflection room.
Pupil swears	<ul style="list-style-type: none"> • I'd love to help you and I'll be able to do that as soon as you are speaking appropriately. • 'If you're choosing to continue to swear, you are choosing to... • If you choose to use appropriate language you'll be choosing a better PAS score... • Use praise at the first sentence or phrase that uses appropriate language • (to other pupil) 'Thank you for using appropriate language. • Ignore if the language is out of frustration or the pupil is in crisis • Divert the attention of the pupil • Thanks for using appropriate language • It would be fab if you could use appropriate language • I'd like to choose not to swear thanks • I'd like you to choose appropriate language thanks • I can focus better on what you say when you choose appropriate language • Use appropriate language thanks. • If you choose to continue using inappropriate language it will be affect your PAS
Pupil persistently swears	<ul style="list-style-type: none"> • If you chose to continue using inappropriate language your PAS mark will be affected. • If you choose to swear you are choosing to have 5 minutes out • If you continue to choose inappropriate language you are choosing a lower PAS mark. • If you choose to swear and disrupt the lesson, you are choosing

	<p>time away from the group</p> <ul style="list-style-type: none"> • Highlight somebody else for speaking appropriately.
<p>Pupil is not engaging in task/has not started working</p>	<p>Use positive strategies (positive cueing, slowly get closer, expecting compliance, redirective questions, consequential choices)</p> <ul style="list-style-type: none"> • Look for positive effort scores in previous lessons to encourage positive feelings • You always work so hard in these lessons... • Remember how you felt when you ... and did really well/made great progress • Your PPF could say how well you managed your feelings and turned this around? • (to pupils who are working) 'Thank you for starting your work.' • 'Can I help you to get started with your work?' • Ask pupils to complete task together • Offer an alternative learning task • 'If you choose to start your work, you're choosing a more positive PAS mark.' • Direct support staff • Praise to pupils who are on task • Ask pupil if they would like help • Is there anything you need help with? • Praising others about starting to work. • I'd like you to start the task, thanks. • I will come round in a minute to see who needs help. • Have I explained the task properly? • Is there anything I can help you with? • Assign TA to pupil to check • Does anyone need help? • Would anyone like my help? • It would be great if you just started, thanks • Do you need to take some time out to get into a positive frame of mind? • Praise (nearest pupil working) • Thank you for choosing to start the task • If you are choosing not to work, it will affect your PAS score. • Think of your options and try to choose the more positive approach.
<p>Pupil will not underline and does not draw in pencil</p>	<ul style="list-style-type: none"> • Remember change of face • Catch them being good for the smallest of positive choices • Re: drawing in pencil – show example of how mistakes cannot be changed in pen. • Do you mind if I show you how much better it looks when you..... and then demonstrate • That's a great effort and I'll be able to mark it properly when ... • Show previous examples and point out the positives about them • 'Could you underline the title, thanks' • 'Thank you for presenting your work correctly.' • Reminder/model behaviour expected when working

	<ul style="list-style-type: none"> • Non-verbal gesture eg pencil or ruler in front of them. • That's a great piece of work well done, can you under line it please that's great. Thanks • Well done for using a ruler for the drawing/next time could use pencil please. • praise the ones who are on task • model the correct way • Find positives to engage • I need you to choose to complete the tasks as instructed.
Out of seat/wandering	<ul style="list-style-type: none"> • Catch them being good • Praise pupils who are sat correctly – Thanks • If you sit correctly, than you are choosing a positive PAS • I can see some people are ready to... • Focus attention on the desired behaviours
Running in corridor	<ul style="list-style-type: none"> • Walk on the left, thanks • It's ok to pass on a message or come back to the issue later if you don't have time to deal with it immediately • Praise and reward those who are doing the right thing • Thank you for walking • Can you go back and walk
Lunch time at the hatch	<ul style="list-style-type: none"> • Hi name let me give you your dinner, then I will come to talk to you when I have finished serving everyone • Hold on for a minute name I am just serving name I will speak to/listen to you as soon as it is your turn. • Use appropriate language please name, thanks.
I want 5 out when there does not seem to be a problem	<ul style="list-style-type: none"> • (quietly) 'Are you sure? Is there anything I can help you with?' • 'Give me a minute to check with duty' • 'I would really like to see you back in 5 minutes' • You know that I really want you to come back-the lesson is much better when you are here
Pupil asks for 5 minutes out so they can watch negative behaviour on corridor	<ul style="list-style-type: none"> • 'It's a little bit busy out there; I really do not want you to be involved in other people's negative behaviour.' • 'You have worked really well; I would really like you to continue with your positive behaviour.' • Focus on positive PAS marks and earning socials • Do you remember what the maximum marks will be if you choose to stay out of the room
Saying please when ordering their dinner at registration.	<ul style="list-style-type: none"> • You have lovely manners <u>name</u>, thank you for saying please. House point.
Pupil refusing to go back into room after 5 minutes out.	<p>Focus on positives initially. 'I can see that you've just (describe a positive decision) ... and that is the first positive step well done' 'I'm really happy that you've ...-well done' The next step will be to...'</p> <p>I'm not asking you to go to lesson right at this very moment. The next step to get what you want is to...</p> <ul style="list-style-type: none"> • Reminder about previous positives in that lesson/with that teacher • 'I know you want to get a good effort score to earn your social

	<p>activity. What do you think your maximum score is if you stay out of the lesson</p> <ul style="list-style-type: none"> • Distraction – getting engagement with redirective questions or distraction with appropriate humour • I would like you to go back to your lesson thanks. • It would really help me if you go back to your lesson thanks
<p>Pupil off task on game on computer</p>	<ul style="list-style-type: none"> • Positives at first eg. thank the pupil for listening to you or congratulate on a previous piece of work/effort • A reminder about previous examples of compliance and the positive outcomes from doing so • Acknowledgement-I can see that you really want to play on the game/finish this level and... • Rule reminder-the school rule is... so I have to set a time limit and help you make a positive choice so that I can leave your computer switched on • Make it personal-‘you know that I like you and it will make me feel really sad if I need to turn off your computer’ • If you choose to keep playing then you’ll be choosing for me to turn off your computer. I really don’t want t do that so why don’t you make a choice that helps both of us?

Missed Learning

Application of Missed Learning

Missed Learning will be applied by the duty member of staff in conjunction with the subject leader. The only person to initiate a Missed Learning conversation will be the duty member of staff. Missed learning will be applied in response to a single event or as a result of a pattern of events. It will only be applied in the case of pupils refusing to attend, unless there are exceptional circumstances. Examples may be:

- a pupil is refusing to attend (or engage in a reflection room/learning hub) and there is no good reason
- a subject specific pattern of non-attendance has emerged
- a weekly/daily/time specific pattern has emerged
- a pattern has emerged relating to manipulating the PAS or in attending last lesson.

Non-engagement in lessons

This will not usually be considered Missed Learning but will be the responsibility of the person leading the lesson and ultimately the subject leader. They will use our available strategies to help ensure engagement. These will include:

- quality first teaching, engaging activities, appropriate differentiation and directed support
- use of agreed scripts
- use of the Pupil Achievement Sheet
- PPM sessions
- contact with parents/carers after consultation with SLT

If these strategies to engage learners in lesson fail, subject leaders will bring the appropriate information to SLT when 'missed learning' may be applied.

Administration of Missed Learning

Once missed learning is applied, the name of the pupil will be entered in the Missed Learning book, which will be kept in the office.

Pupils will be asked to complete learning the same evening and will have the option to do so in social time, providing they have earned it. They will be taken home by a member of staff at 3.30 or when the learning is complete to a satisfactory standard – whichever comes first.

Pupils who have not completed the learning in a satisfactory manner will have the opportunity to do so on the next day. The completed work will be recorded and the work ticked off once it is complete

NB Missed Learning is not intended to replace lost time in lesson but to ensure that learning is complete. Once the learning is appropriately completed, the session can be ticked as complete in the Missed Learning book.

On entering a pupil for missed learning, the duty member of staff will quickly warn subject staff of the event. Subject staff will either prepare to administer the missed learning session or provide appropriate work for somebody else to do so. Duty staff will record this in the missed learning book. At this point the pupil will be entered into the Missed Learning book and office staff will endeavour to inform parents.

The pupil should be notified as soon as the duty member of staff feels that they will be able to respond positively to the news.

If several pupils owe missed learning for the same subject, the subject leader may:

- split the group over several evenings
- arrange suitable tasks for another member of staff to complete the learning.

During the usual dispersal session, pupils who have missed learning will be offered the chance to begin it – **if appropriate staffing is available**. Some pupils may be capable of completing missed learning in the Learning Hub on a self-managed arrangement. Pupils may be offered the opportunity to complete missed learning at home if the quantity builds up and the learning is appropriate.

PELs

At any point, subject staff may decide to use missed learning time to conduct a PEL. This is acceptable. A PEL which addresses the root causes of missed learning is a valuable learning experience for the pupil and may help modify the behaviour.

Refusal to Attend

If pupils refuse to attend missed learning then the session could possibly take place with parents in attendance. It is also possible that some sessions (after risk assessment and consultation with parents) might take place at home.

