



The Midpoint Centre

Positive Behaviour and Relationships Policy

Reviewed By: N Biddle, Management Committee

Date for next Policy review: Summer Term 2024

The Midpoint Centre – Positive Behaviour and Relationships Policy

OUR VISION AND ETHOS

The Midpoint Centre aims to bring about positive change in the lives of young people. We strive as a staff team to enable learners to overcome barriers to learning, raise aspirations, realise potential, to be prepared for the world of work and make a positive contribution to their community.

Purpose

The purpose of the policy is to provide a simple, practical code-of-conduct for staff, students, and parent/carers which:

- Promotes a positive culture for learning.
- Promote positive relationships between staff and students and between each other.
- Recognises positive behaviour for learning.
- Positively reinforces behavioural norms.
- Promotes self-esteem and self-discipline.
- Teaches appropriate behaviour through positive interventions.

Centre Environment

The environment, curriculum and staff structure are under continual review so that we can provide a wide range of graduated responses to challenges and to prevent, as far as possible, the escalation of difficult behaviors and the use of physical interventions. Our students benefit from small class sizes, adaptive teaching, restorative practices, tailored curriculum, additional pastoral support systems and quality first teaching. As part of Lawnswood Campus, the Centre also benefits from being able to access the onsite Counselling Service LITS, the HUB space and internal intervention provision. There is a strong emphasis on the use of positive language, modelling, and encouragement to build young people's self-esteem and relationships. The central environment is kept tidy, well maintained, and bright, with displays that promote positive engagement from young people and value their achievements.

Roles and Responsibilities:

The Midpoint Centre recognises that dealing with behaviour in the is a shared responsibility. Promoting good behaviour for learning is the responsibility of all staff, students, associates, and parents / carers. We expect our staff and parents / carers to be good role models for our students as we develop their attitudes and outlook for all aspects of life.

The Midpoint Centre expects parents/carers to:

- Support The Midpoint Centre policy on attendance and punctuality by notifying the school of any absences or lateness.
- Notify The Midpoint Centre of any factors which may affect the behaviour of their child.
- Support their child by attending regular reviews, open days, and other meetings.
- Be aware of and support The Midpoint Centre Positive Behaviour and Relationships Policy
- Use class charts to monitor their child's behaviour.

The Midpoint Centre – Positive Behaviour and Relationships Policy

Behaviour Principals and Expectations for students (also contained in the Student Induction Pack)

We believe all our students can achieve and be successful and our behaviour expectations which support positive learning are underpinned by our STAR (Support, Trust, Achieve and Respect) values.

Staff Guidelines and expectations STAR

At the Midpoint Centre, we expect all staff to envisage our STAR culture and promote positive behaviour for learning through following our agreed responses to any behaviours.

We expect all staff to support students by creating a positive learning climate, supporting one another, supporting each students' individual needs, addressing behaviour that does not support learning, and supporting our culture for learning and success.

Our staff should always have the best intentions for students at the Midpoint Centre, supporting them to be the best version of themselves. Staff are expected to trust students to take responsibility for their behaviour and learning as outlined in the induction pack.

Staff provide students with tasks that are stimulating and engaging and that improve knowledge and understanding so students can achieve their full potential. Staff are expected to promote the achievement of all students and recognize student achievement within lessons and through weekly praise assemblies.

We expect staff to respect every one's opinion, beliefs and differences and promote respect to students. Staff show respect by catering for the individual needs of students. We expect our staff to show respect by showing empathy and listening and responding appropriately.

Uniform:

At the Midpoint Centre it is our expectation that all students to wear a uniform. That is:

- Black trousers or black joggers.
- A white polo or a white shirt
- Black trainers or shoes.

Strategies to promote positive behaviour for learning:

We recognise that poor behaviour for learning is more likely to occur when students lack a sense of purpose and/or structure, are presented with opportunities to be off task or are struggling to deal with external factors unrelated to school. By employing strategies to promote positive behaviours for learning in a timely manner, we can avoid confrontation and stress, and make best use of the student's learning time at the centre.

Deliberately Building Relationship Capital

We believe in building relationship capital as the best way to support positive behaviour. We do this in every interaction that we have, but also via deliberate "relationship capital" building activities, which are in our curriculum. As well as this we provide a bespoke enrichment curriculum that allows staff to interact positively with students. Our enrichment offer includes:

Boxing / Gym / Football / Basketball / Mountain Biking / Music / Hiking / Swimming / Hair and Beauty / Film Club / Sailing

We understand that our vision and values require the presence of positive relationships. Staff and student's relationships must be built on mutual respect and trust in the same way that we expect that our student's relationships with their peers must be built upon our spirit of support, trust, achieve, respect and tolerance of each other.

The Midpoint Centre – Positive Behaviour and Relationships Policy

Our Graduated Approach to Behaviour:

The Midpoint Centre adopts a policy and practice of positive, authentic relationships amongst students and staff to create an environment that reflects the principles of Support, Trust, Achieve and Respect (STAR). These principles form the ethos of the centre and underpin all our practice. We endeavour to model and positively reinforce the positive behaviours that reflect these principles. We believe that it is not always appropriate to respond to negative behaviour in the same way for every child, but it is useful to have a guiding framework of responses to good and poor behaviour. This ensures that students at The Midpoint Centre can be certain that every behaviour, positive or negative, will elicit some form of suitable adult intervention.

A Positive Start:

On entry to the Midpoint Centre, each young person is welcomed at the gate. Students are then walked to the welcoming team where two members of staff will welcome students into school. This is where students will have the opportunity to hand in any items such as mobile phones, vapes, food and drinks. During processing, if any student does not have the correct uniform, they are offered uniform here. All students are expected to walk through the metal detector to ensure the staff for all. Once students have been welcomed, students then attended breakfast club. This is where staff will engage in activities with the young people, informally assessing the mood of the young people, this allows for swift intervention.

Communication regarding behaviour briefings and debriefs:

At the Midpoint Centre we believe that timely and clear communication between staff and families supports the reinforcement of positive behaviour and promotes good learning. Routine attendance at briefings and meetings allows the staff team to make expert use of the information management system to record and analyse behaviour patterns and trends. Informal conversations during the school day are also critical. Without the timely sharing of information, detailing personal events outside of school for example, staff members are forced to react to behaviour without the knowledge of what has precipitated this, and that might otherwise prevent or prepared for.

Behaviour Boards:

Our behaviour boards are a keyway of sharing information about our students. Our behaviour boards identify our students baseline behaviour, positive ways in, trigger and strategies to support our students.

Risk Assessments:

Each student has an individual risk assessment. They are continually reviewed and updated, particularly after key incidents. The pastoral team and behaviour lead will be the staff members who update these. All staff have access to the risk assessments via the pastoral channel in TEAMS.

Weekly 360 Meetings:

At the Midpoint Centre, we have weekly '360 team around the child' meetings. These meetings include the behavioural, pastoral, safeguarding and attendance leads. In these meetings we discuss the individual needs of each student. We review behavioural and pastoral interventions and special personalised learning plans (see page 6) We look to access support from internal and external agencies during this contact time if required to make the student successful. Any changes to a student's provision will be communicated to parents in a timely manner.

Form Tutors:

Our form groups and tutors are a key element in building positive relationships and creating an environment where students can feel that they belong, are listened to, and valued. This is the place where tutors can gauge the well-being of a student and respond accordingly. Form tutors will be best placed to support and challenge students to be the best version of themselves. Every week, form tutors are responsible for telephoning or messaging parents / carers to update them of progress which includes positive comments. Class Chart reports are used to support discussions and provide an accurate reflection of a student's week.

The Midpoint Centre – Positive Behaviour and Relationships Policy

Duty Rota:

Positive behaviour is supported at break and lunchtime by having staff actively ‘on duty’ during these times. Staff are encouraged to check in with young people, play games and interact during these unstructured parts of the day, modelling the values and respectful relationships.

Class Charts:

Evidencing and evaluating behaviour of students is essential in creating a culture where positive behaviour for learning is celebrated and encouraged and inappropriate behaviours are challenged. We use Class Charts to record and analyse behaviour daily and this allows us to respond appropriately and promptly to students and communicate effectively with parents and staff to positively shape behaviour and promote a positive learning environment. The class charts system is closely monitored by the Behaviour and Attitudes Lead (Jack Mole) along with other members of the Senior Leadership Team (SLT). Additionally, all staff utilise Class Charts to implement the school reward system along with communicating with parents and celebrating success. Class Charts is used to support each other and discuss students that may need support. This is often done during morning briefings and daily debriefings. Form Tutors will discuss cumulative Class Chart points with individual students. This will allow students the opportunity to reflect and celebrate the positives and receive advice to support improvement. When form tutors communicate with parents this should be logged accordingly on class charts. Information is shared with all staff when necessary.

Learner Support and the use of External Agencies

On site at the Lawnswood Campus, we have a skilled onsite team (LITS) that deliver counselling sessions and provide space for students to deal with ambivalent feelings or personal crisis. As well as the onsite team, the Midpoint Centre works in close partnership with a range of agencies to improve outcomes for our young people. This includes working with partners such as:

- Multi Agency Support Hub
- Education Welfare
- SENSTART
- Nurse
- Connexions
- YOT
- Catch 22
- Base 25
- Wolverhampton 360
- Educational Psychologists
- Police Panel

Pastoral and Academic Interventions:

At the Midpoint Centre we always aim to be preventative in our approach to behaviour that is not conducive to learning. Our interventions are delivered by the pastoral and teaching staff, and they are underpinned by positive relationships and the careful management of anger and frustration in a safe setting. We aim for our interventions to be bespoke, targeted and planned into students timetables to ensure that they are impactful. However, we recognise that some interventions must be reactive to the presenting behavioural needs of the students. All pastoral and academic interventions are logged and recorded. Any student who we believe would benefit from targeted interventions are discussed in weekly 360 meetings.

Restorative Practice

At the Midpoint Centre Restorative Practice is at the heart of everything we do. Our aim is to develop a healthy community, increase social capital and to manage tension, conflict, and antisocial behaviour by using both proactive (building relationships and developing community) and reactive (repairing harm and restoring relationships) approaches. Please see appendix 2 for our restorative questions.

Restorative Conversations

The Midpoint Centre – Positive Behaviour and Relationships Policy

Our staff carry out these restorative conversations throughout the day, but particularly after an incident with a young person. These conversations can happen at any time, whenever possible before that young person leaves that day. Allowing every day to be a new day. Students receive a positive point on Class Charts for engaging in a restorative conversation.

Reflection:

When a student's behaviour makes it necessary to remove them so that other young people can exercise their right to learn, staff members are expected to contact the 'On –Call' pastoral team member to have the student collected and escorted to the 'Reflection' space. Whilst in the reflection space, students can have a conversation with staff allowing them to articulate concerns or triggers for the behaviours whilst simultaneously giving staff the opportunity to reset boundaries. Where possible it is always our aim to put students back into their classes where we know our personalised curriculum pathways give them the greatest chance of success. If students do not complete set work or fully engage in time out procedures staff members can arrange a learning conversation during the school day or after school where appropriate.

Leadership Conversations:

For any lower-level behaviours, the leadership team has conversations with student's when they arrive in the morning or end of the day, addressing the behaviour re-establishing expectations and consequences. This also provides a voice to see if any adaptations need to be made to further support the young person.

Learning Conversations (Detentions)

At the Midpoint Centre, we value that consequences are an important part of behaviour regulation, allowing students to understand that their behaviour choices have outcomes; this also develops resilience. If a student displays behaviour that is deemed unacceptable for learning by a member of staff, such as:

- Use of bad language (continued after warnings)
- Damage to school property
- Noncompliance

The staff member concerned may arrange a learning conversation. A learning conversation can take place at any throughout the school day to address and resolve the concerns. Should there be unresolved issues or persistent offences during the school week, this may mean that a student will not have access to the enrichment activities that take place on a Friday afternoon.

HUB:

The Midpoint Centre is founded on the principle that all students have the right to education that meets their individual needs and strives to support students as they work through their barriers to learning. However, there are occasions when students' behaviour contravenes the policy, and they need to be separated from their peer group to self-regulate. To this end, designated areas of the school have been established to provide a sanction and safe place that isolates students whilst maintaining the learning opportunities ordinarily removed by fixed term suspensions. These areas are isolated from the main learning areas but remain within the school building. Use of these areas for internal exclusions will be minimal, and always with the goal of successful reintegration of the student into the general cohort. Whilst students are in the HUB, they will complete bespoke interventions to target specific behavioural needs, alongside continuing their learning. This room will be overseen by a pastoral member of staff. Before, reintegration back into Midpoint from the HUB students must have a reintegration meeting with a senior member of staff and a clear support plan in place.

Outreach Service:

We utilise our Outreach Service, which is an off-site, one to one provision for students at the Midpoint Centre. It is a bespoke offer which meets the complex needs of young people for whom provision on site is currently not available or appropriate due to health and safety concerns. All young people who are on outreach are discussed weekly in our 360 meetings, and their learning and engagement journey is monitored carefully with a view to working towards a full-time timetable. The safeguarding of these students is considered as part of any personalised plan.

The Midpoint Centre – Positive Behaviour and Relationships Policy

Twilights (After School Provision):

The use of a twilight timetable can be used to support students who are struggling to meet the demands of the centre. Students can be put onto the twilight provision for a maximum of 1 week. Whilst students are on the twilight provision, they will have an array of target interventions both academic and pastoral to support the needs of the young people. Typically, our twilight provision will run from 2:00 until 3:30.

Special Personalised Learning Plans (SPLPs)

At the Midpoint Centre we utilise special personalised learning plans, these are agreed with the young person, parents, carers, the head of centre and the local authority. All students who are on a SPLP are monitored on a weekly basis through 360 meetings and are therefore reviewed every 4 weeks.

Suspension

Most of the negative behaviours can be managed in school, but if behaviours escalate to a point that they can no longer be managed safely on site, a student may be suspended and be required to leave school premises. In cases where s/he refuses to leave an appropriate staff member will contact parents and, if necessary, the police.

There are a few more serious behaviours that stop students being successful and could result in suspension or a review of placement. These include, but are not limited to extreme:

- Verbal or physical abuse of staff
- Bullying – physical, verbal, emotional
- Sexual harassment of any kind
- Prejudice on grounds of race, age, gender, sexuality, disability, and others
- Carrying an offensive weapon
- Use or sale of alcohol or other mood-changing drugs.
- Deliberate damage or theft of property
- Smoking in or around the building
- Refusing to leave the premises when asked.
- Gambling

Further information and clarification about exclusions used within The Midpoint Centre can be found in the suspension policy.

Attachment and Trauma Sensitive Approach

A deep understanding of trauma and childhood adversity underpins our approach to positive relationships within our Centre's community. We are committed to ensuring that our Centre develops an Attachment and Trauma Sensitive Approach to ensure that all our young people develop positive mental health and resilience, enabling them to fully engage in life and learning.

There is a growing body of research and understanding of the impact of Childhood Adverse Experiences (A.C.E.) on long-term mental, emotional, and physical health. It is our aim to maximize the protective factors of school by creating an environment of safety that has strong, positive, supportive relationships at its heart.

At the Midpoint Centre, we believe in the power of positive and frequent praise for positive and kind behaviour as a more effective way of improving standards and relationships between young people. Staff within the Centre's environment have a duty to provide positive role modelling.

The Midpoint Centre – Positive Behaviour and Relationships Policy

Our differentiated response to challenging behaviour recognises that our young people are individual and that some will require additional support to achieve the high expectations we have for behaviour for all young people. We aim to actively promote high self-esteem and high aspirations for all young people, through an ethos that values every young person. For young people, being able to self-regulate and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work.

Positive Behaviour for learning through the STAR Principle

One of the most effective behaviour management strategies in schools has been shown to be careful planning that prevents difficulties from arising. Preventative strategies create a context where acceptable learning behaviour is positively encouraged, and off task misbehaviour is reduced. An ethos is developed which emphasises co-operation, responsibility, concern for others and self-respect. At the Midpoint Centre our students want adults to:

- treat them as a person.
- help them learn and feel confident.
- make the day a pleasant one.
- be just and fair.
- have a sense of humour and not to get upset or angry in the face of misbehaviour.

Although they want this for themselves, they also want it for other young people because it makes the learning environment more comfortable. It is evident that young people prefer to learn in a relaxed yet purposeful atmosphere and where the adults are safely in control; where they can progress their learning with success and be acknowledged as ‘people who matter’. We believe that where students feel they are valued, they respect adults and accept their authority. Similarly, we recognise the implicit need for young people to develop the skills that make positive relationship with adults possible.

It is critically important that staff working in The Midpoint Centre build strong **Relationships**, develop high levels of personal **Resilience**, and have high expectations where the **Quality** of learning behaviours are concerned. Staff should never ignore or attempt to excuse poor behaviour. Rather, they should attempt to understand its communicative intent and promote/ model positive behaviour. We aim to ensure that students have clear boundaries reflected in a positive behaviour expectation framework that is underpinned by a clear system of rewards, sanctions, and individual support. A common language is used across our school communities, providing consistent responses where behaviour is unreasonable. Restorative justice and informal mediation approaches are adopted to enable young people to repair and maintain any relationships that they have damaged.

Positive behaviour expectations form the basis of our reward system. We select a desired behaviour from the list each week and reward students with credits system when they demonstrate that behaviour. Students also have personal targets set for them by their learning support mentors. These are usually negotiated with students and encourage them to deal with specific issues that impact negatively on their school experience. Students can use their credits in exchange for reward certificates and experiences.

Celebrating Success

To create a positive culture for behaviour for learning, it is paramount that we celebrate our students’ successes. At the Midpoint centre, we recognise the success of our students at every given opportunity. All staff are committed to creating a positive culture through frequent praise. All staff are expected to praise in public and reprimand in public. Our students can achieve reward points at various points throughout the school day, including break time and lunch time.

At the Midpoint Centre, we celebrate this through a variety of ways:

- Verbal praise.
- Positive phone calls homes via the class teacher.
- Weekly phone calls from the form tutor.
- Certificates issued to students.

The Midpoint Centre – Positive Behaviour and Relationships Policy

- Displaying students work around the school.
- Staff feedback on students' classwork.
- Uploading student work onto the school website / social media platforms.
- Senior leadership award.
- Through our rewards systems, please see below.

Rewards for positive behaviour will be recognised through demonstration our STAR values:

- Midpoint students will have the opportunity to win vouchers on a weekly basis.
- During the weekly praise assembly on a Friday, vouchers will be awarded for behaviour related achievement.
- Student names will enter the draw for various achievements throughout the week.

Attendance Rewards:

- Any student who achieves 100% attendance will receive a voucher.
- The most improved attender of the week will also attend a voucher.
- Every month we offer a complementary lunch for students who have 80% and above attendance.

Reward Trips

- Students will have the additional incentive of a reward trip each half term.

To be selected for the reward trip, students will have to meet the following criteria:

- Students must achieve a set amount of achievement points.
- This will be reviewed each half term.
- Trips will be announced so that students know what they are striving for at the start of each half term. This will be communicated through the regular updates on the TV screen. Posters will also be displayed around the centre.

Senior Leadership Award

- One student from each group will be selected by SLT for exceptional attitude.
- They will enjoy a personalised COSTA visit with a member of SLT.

Additional Information

- Points will run from Friday morning until the close of day Thursday.

The Midpoint Centre – Positive Behaviour and Relationships Policy

The Midpoint Centres responses to positive and negative behaviours

At the Midpoint Centre we are aware that individual needs and circumstances so students must be considered when dealing with responses to behaviour that does not support learning. The wellbeing and safeguarding of students and staff are our highest priority and our responses to behaviours are aimed to put the student's best interests at the forefront.

It is therefore essential to have a guiding framework of responses to good and poor behaviour. This ensures that all stakeholders can be certain that every behaviour, positive or negative, will be responded to consistently and appropriately.

<u>Responses to Positive Behaviour</u>	
Meeting our STAR Behaviour Expectations	Verbal Praise Class chart points leading to rewards. Parents informed for consistent good behaviour.
Helping other learners or helping staff.	Verbal praise Class chart points leading to rewards. Parents informed for consistent good behaviour.
Meeting personal targets. Representing the school positively.	Verbal praise. Class Chart Points. Parents informed. Nominations for awards in assembly. Headteachers award.
Excellent work.	Parents informed about excellent work. Students work displayed around the school / online platforms. Positive work shared on a newsletter to parents.

The Midpoint Centre – Positive Behaviour and Relationships Policy

Attendance	<p>Verbal Praise</p> <p>Class chart points leading to rewards.</p> <p>Monthly food incentive for positive attendance.</p> <p>A voucher for 100% attendance and reward for most improved attendance.</p>
------------	---

Responses to Behaviours that do not support learning

Failing to observe The Midpoint Centres STAR Behaviour Expectations.	<p>Classroom management by the teacher / support staff.</p> <p>Recording of behaviours on class charts.</p> <p>Email note(behaviour) to the form tutor so they can inform parents on weekly phone calls.</p>
Persistent failure to observe The Midpoint Centres Behaviour Expectations.	<p>Verbal warning from staff.</p> <p>Phone call to parents from the class teacher.</p> <p>Intervention by a member of the pastoral team.</p> <p>Parental meeting with form tutor</p>
<p>Lateness to school</p> <p>Unauthorised absence from lesson.</p> <p>Smoking / vaping</p> <p>Damage to school property.</p> <p>Uniform</p> <p>Bullying, Racism, Ageism, Sexism, Homophobia.</p> <p>Learners deemed to have taken mood altering substances.</p>	<p>Learning Conversation at the end of the day.</p> <p>Possible early help assessment by pastoral member, form tutor or trusted adult.</p> <p>If a student is caught vaping, they will be given the opportunity to hand it in. Failing that it could result in a suspension.</p> <p>Letter home.</p> <p>Parental meeting with the pastoral lead.</p> <p>Referral to other agencies for support.</p>
<p>Refusal to leave class or building because of a significant incident.</p> <p>Physical abuse of staff or students.</p> <p>Theft</p> <p>Possession of an offensive weapon.</p> <p>Selling or using illegal substances.</p> <p>Climbing on the roofs.</p> <p>Bring the school into disrepute.</p>	<p>Behaviour dealt with by SLT Member.</p> <p>Possible use offsite provision.</p> <p>Fixed term suspension.</p> <p>Referral to other agencies for support.</p>

The Midpoint Centre – Positive Behaviour and Relationships Policy

Record & Respond

CLASS CHARTS

We use the Class Charts system for recording individual and whole school behaviour. All parents will have access to the free Class Charts app, allowing them to observe their child's behaviour on an ongoing basis. Class Charts is used to monitor and identify patterns of behaviour over time, to provide timely interventions, rewards, and sanctions where necessary.

We will believe in celebrating student achievement and success alongside robustly reporting on off task behaviour incidences as they occur throughout the day. SLT and Pastoral staff monitor the live stream of positive and negative logs throughout the day and respond to all 'On call' logs in a timely fashion to ensure support for staff and students is always available. Our students have a daily target of 75% positive to negative ratio of behaviour, and we offer a wide range of rewards for attendance, academic attainment, and pastoral development. We run half termly rewards visits which all students are eligible for.

Why?

We use Class Charts to:

- celebrate success in the moment.
- ensure immediate access to support and intervention.
- maintain open lines of communication.
- reinforce and promote positive behaviour.
- develop positive relationships between staff, students, parents, and carers.

This supports the maintenance of a calm environment conducive to learning. We strongly believe that all our students deserve, and are entitled to a calm, nurturing and safe environment that supports their engagement with learning. Class Charts shows a true reflection of student engagement. If students require additional support and/or are not coping in class, teachers can alert other members of staff to assist and provide them with timely instant support minimising disruption to other student's learning.

Violent Incidents:

There are sometimes when the young person gets heightened state that they may become violent. Staff are to use every de-escalation tool that they have, but if under threat from serious violence, physical intervention may be used. If the situation cannot be resolved, the police can be contacted, the centre leader and campus lead must be informed. Any violent incidents must be recorded on class charts. Staff are expected to complete IRF and R1 Form.

Sexualised behaviour that requires intervention:

All staff working at The Midpoint Centre have a responsibility to respond to behaviour that could be considered sexually inappropriate in a public place. Staff challenge any unacceptable or harmful behaviour. All incidents are recorded and investigated by the DSL and using safeguarding concerns forms, CPOMs, sexual behaviour referral forms and Multi Agency Support HUB (MASH).

Peer on peer abuse:

Peer on peer abuse can take various form and include serious bullying, relationship abuse, domestic violence, child sexual exploitation, harmful sexual behaviour and/ or gender-based violence. All staff have a responsibility to pass on safeguarding concerns to the DSL (Nigel Biddle) and DDSL (Lou Crouter) using CPOMS.

The Midpoint Centre – Positive Behaviour and Relationships Policy

Race Hate:

At the Midpoint Centre we teach students about acceptance and tolerance. Any racial abuse must be challenged by staff. Any racial abuse must be reported to the pastoral team, entered on class charts, and sent to the local authority using an R1 form. Interventions will then be put in place to ensure that relationships are repaired.

Homophobic Comments:

At the Midpoint Centre, we teach about acceptance and tolerance. Any homophobic abuse must be reported to the pastoral team, entered on class charts, and sent to the local authority using an R1 form. Interventions will then be put in place to ensure that relationships are repaired.

IR1 Forms

Any behaviour deemed by staff to be of a more serious nature will also be recorded on an incident form and saved on the school system. A copy of the blank form and can be seen in appendix 3.

Vaping at School

At the Midpoint Centre, we have a zero-tolerance approach to the use of vapes in school. All students will have the opportunity to hand in vapes if they are seen to be using them. Staff should allow up to 10 minutes for students to make a positive decision to hand over the vape. If a student refuses to hand in the vape, the use of a fixed term suspension may be used. If a student does hand in the vape, parents and carers may collect vapes for students. Vapes must not be returned to students once they have been confiscated.

Mediate

Occasionally, following an incident where a student has presented particularly challenging behaviour, the relationship with the adult concerned may suffer. Mediation should take place at the earliest convenient time (e.g., break or lunchtime), after the student has had sufficient time to ‘cool off’ and is able to talk about what happened. If appropriate an ‘On Call’ Learning Support Mentor may provide temporary cover.

In cases where the student refuses to take part in the process, the member of staff should inform the SLT in order that a more official response might be made. Adults and students have the right to defer mediation to a later time to give the process a greater chance of success. However, in cases like this, the student must be made aware that the mediation process is compulsory and cannot be delayed indefinitely, and that support can be provided to enable this to happen.

Absconding

If a student absconds, staff are to follow safely and keep the student within eye distance: they will not chase them as this may cause the student to take unnecessary risks. Staff will inform Senior Leaders, and parent/carer will then be contacted. If the young person is deemed to be vulnerable because of their age, Child Sexual Exploitation (CSE) risk or being in an unfamiliar location, the Police will need to be contacted to report the child missing.

Malicious Accusations Against Staff

We aim to build strong and positive relationships with pupils. However, there may arise an exceptional circumstance where a student makes an allegation against a member of staff. If, after investigation, the accusation is deemed to be malicious, i.e., a deliberate act to deceive, then serious sanctions are likely to be applied to the student, up to and may include a suspension.

The Midpoint Centre – Positive Behaviour and Relationships Policy

Search and Seizure

In the interests of the health and safety of pupils, staff, other members of the school community including visitors to the school, the school asks parents and pupils to ensure that any inappropriate and/or dangerous items, or harmful substances, are not brought in to school. In most cases the application of common sense will easily determine what should not be brought into school. Students may be searched without consent, including their belongings, by a member of staff if they suspect that they may be attempting to bring a prohibited item into school.

Prohibited items include:

- Knives, including craft knives, pen knives, razors guns of any kind, including replicas and BB guns
- Alcohol
- Illegal drugs and 'legal highs'
- Stolen items
- Tobacco and cigarette papers including e-cigarettes.
- Fire lighting equipment or inflammable liquids
- Fireworks or explosives of any kind
- Offensive material such as pornographic, racist, or violent images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- Laser pens or LED torches
- Energy drinks containing high amounts of caffeine (Red Bull, Relentless, etc.)
- Any item deemed to be inappropriate or unsafe by a member of staff.

Weapons and knives, illegal drugs/'legal highs', and extreme or child pornography must always be handed over to the police. In other cases, it is for the teacher to decide if a confiscated item is to be returned to the student.

The school reserves the right to confiscate cameras or mobile phones and to delete any unauthorised pictures or video recordings of pupils or staff.

The school reserves the right to seize, confiscate or destroy any of the banned items, or any item that the school deems to be unsuitable and dangerous. Sanctions may be applied to any pupil found in possession of any banned item or any item that the school deems to be unsuitable and dangerous. Pupils may be excluded in extreme cases, or when pupils have received previous warnings about banned items.

Physical Intervention:

All staff at the Midpoint Centre are 'Team Teach Trained' and staffs training is reviewed annually. We use physical intervention as a very last resort and use a wide range of de-escalation techniques first. However, if physical restraint may be required:

1. Where there is an imminent risk of injury to the young person or another person.
2. Where there is risk of considerable damage to property.
3. A criminal offence is being committed.

"Team teach techniques seek to avoid injury to the service user; but it is possible that bruising or scratching may occur accidentally, and these are not necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe".

The Midpoint Centre – Positive Behaviour and Relationships Policy

When staff use team teach, or adaptive positive handling techniques, the “bound book” must be filled in at the earliest convenience within the school day. All staff involved must have a full debrief. The bound book entry must marry up with all IRF and R1 forms which are necessary.

Further procedures for how to deal with such incidents are found in the Centre’s “Physical Intervention Policy”.

Monitoring and Evaluation

This policy will be monitored and reviewed annually or sooner if changes to legislation are issued or if it is deemed necessary to do so by the Midpoint Centre Senior Leadership Team, Staff and Management Committee to evaluate and shape practice accordingly.

The Midpoint Centre – Positive Behaviour and Relationships Policy

Appendix 1 – Behaviour Expectations

We encourage success by supporting them to meet the following expectations:

We expect you to show support by:

- Supporting your own learning by attending lessons.
- Supporting others learning by not disrupting the learning environment.
- Showing kindness to one another.
- Coming to Midpoint ready to learn and engage.

We expect you to show trust by:

- Following instructions.
- Being on time for lessons.
- Dressing appropriately for school.
- Being in right place at the right time.
- Eating and drinking in the appropriate places.

We expect you to achieve by:

- Engaging in all activities.
- Following instructions from staff.
- Completing all activities to the best of your ability.
- Staying in the class for the whole lesson to maximise you're learning.

We expect you to show respect by:

- Using appropriate language.
- Listening to others and expect to be listened to.
- Keeping hands, feet, objects, and personal comments to yourself.
- Look after the school building, displays and equipment.

Our Non-Negotiables at the Midpoint Centre are:

- ✓ Attend school in a timely manner before 9:30.
- ✓ Attend learning.
- ✓ Wear school uniform.
- ✓ Hand in valuables (including snacks and drinks) on arrival.
- ✓ Not use vapes/drugs/alcohol or cigarettes. Either, before, during or after school.
- ✓ Not abuse, intimidate, or bully anyone in the school community.
- ✓ Not bring offensive weapons to school.
- ✓ Not to vandalise any of the equipment or property on Lawnswood Campus premises.
- ✓ Not to use any form of physical violence.
- ✓ Not to climb the school fences or on the roofs.

The Midpoint Centre – Positive Behaviour and Relationships Policy

Classroom Expectations:

In our classrooms we expect all students to follow our learn approach. Students can earn up to 6 point per lesson. One for each principle from LEARN and one bonus point.



Midpoint Classroom Expectations



Lesson on time.

Engaged in learning.

Achieved the learning intent.

Respect for all.

Not leaving learning.



Expectation	How to Achieve:
<u>Lesson on time.</u>	➤ No more than 5 minutes late.
<u>Engaged in learning.</u>	➤ Involved in discussions. ➤ Listening to others. ➤ Taking part in learning. ➤ Following instructions.
<u>Achieved the learning intent.</u>	➤ Completing adequate amount of work.
<u>Respect for all.</u>	➤ Respect the environment. ➤ Respect for each other and staff. ➤ Using appropriate language.
<u>Not leaving learning.</u>	➤ Staying in the lesson that you should be in.

Appendix 2 – Restorative Questions

Restorative Questions:

- 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 things right?
- How can we do things differently in the future?

The Midpoint Centre – Positive Behaviour and Relationships Policy

Appendix 3 – Incident Report Forms

The incident form will record the following information.

- Specific details, including those involved, type of behaviour, whether follow up IR1 form and Bound book to be completed, SLT reported to.
- An additional section allows for details of the incident to be recorded in prose or note form and this section is prefixed with the following guidance - *Where possible include times/timings. Utilise quotations. Staff and Pupil initials can be used after fully stating a name eg At 10:30 James Smith (JS) shouted, "I don't..." JS then...*

When completing the record staff members are expected to:

- Record the information in full, including date and time of day for example as this can reveal patterns of 'Monday morning-itis' or similar!
- Ensure that information that cannot be typed into the comments box are completed in another application (e.g. MS Word) and attached to the report in the space allocated for comments or notes.
- Avoid personal or emotional responses and sarcasm; *stick to the facts!*
- Ensure that all those present during an incident are listed - this can be useful as it is not always those most closely involved who trigger or exacerbate an event.

Incident Report Form			
Person Completing Report:			
Aggressor Name(s):		Target Name(s):	
Date:		Time:	
Location(s):			
Witnesses:	Adult Names:		
	Pupil Names:		
Restraint used:	Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes the person(s) using physical intervention must complete Bound and numbered Book	Sound Book number <input style="width: 50px;" type="text"/>
Identify the unwanted behaviour(s):			
Damage to Property	<input type="checkbox"/>	Offsite	<input type="checkbox"/>
Verbal Assault	<input type="checkbox"/>	Climbing	<input type="checkbox"/>
Physical Assault	<input type="checkbox"/>	Racist Comment(s)	<input type="checkbox"/>
Theft	<input type="checkbox"/>	Persistent Disruption	<input type="checkbox"/>
Bullying	<input type="checkbox"/>	Other(s) please state	<input type="checkbox"/>
Any injuries observed		Yes <input type="checkbox"/> No <input type="checkbox"/>	
Who:			
Brief Description:			
First Aid Administered:	Yes <input type="checkbox"/>	Who:	
IR1 Completed	Yes <input type="checkbox"/>		
You must complete the grey sections below			
Form given/mailed to SLT:	Yes <input type="checkbox"/>	Name or Initials of SLT:	
Your Signature:			
Give details about the incident – <i>Where possible include times/timings. Utilise quotations. Staff and Pupil initials can be used after fully stating a name eg At 10:30 James Smith (JS) shouted, "I don't..." JS then...</i>			

The Midpoint Centre – Positive Behaviour and Relationships Policy