

Behaviour and Relationship Management Policy

Hopespring Behaviour and Relationship Management Policy outlines

1. Our Culture
2. Our Expectations
3. How these expectations will be met (behaviour management)
4. How this is presented to students and parents (student contract, home/school agreement)

The policy aims to reflect our integrated therapeutic approach and highlight the advantage of having a multidisciplinary team working within the setting. This would namely be teachers, teaching assistants, schema therapy trained counsellors and speech and language therapists.

Appendix 1 outlines the demographic of the school and the rationale for this approach. Our students require reasonable adjustments within educational provision under the Equality Act 2010¹.

In this text "we", "us", "each other", "ourselves" means the schools community, this includes our staff, volunteers, visitors, students and parents/carers alike.

¹ Equality Act 2010 <http://www.legislation.gov.uk/ukpga/2010/15/contents/untitled> (legislation.gov.uk)

1. Our Culture - "The way we do things around here and the values we hold"²

We are a therapeutic educational provision. The way we teach is informed by successful and proven therapy techniques³. It means that we see every member of our school (staff, students, parents, visitors, volunteers) holistically and take into account their journey, and how we will help them succeed.

We aim for our staff and students to feel respected, cared for, loved and that they belong.

At Hopespring our education helps 11-16 year olds

- grow in confidence,
- raise their aspirations
- develop an emotional regulation tool box
- reach their full potential

We want our students to come out with qualifications that show what they know and tools that build their emotional resilience. We want our students to be able to move on to further education or employment with training after being at Hopespring.

This means:

- we respect each other and ourselves
- we care for each other
- we keep each other safe
- we are honest with each other and ourselves
- we take responsibility for our actions
- we work hard to achieve individual and shared goals

² Bennett, T (2017) Section 2.6.1, Creating a Culture
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/To_m_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf

³ Supporting social, emotional and mental health and wellbeing <https://www.rcslt.org/-/media/Project/RCSLT/mental-health-fact-sheet.pdf?la=en&hash=4AE639F06D1CFF5601206CCDE2120531235390BA>

These values form the foundation of our expectations.

2. Our expectations

We respect each other and ourselves

- Listening to and following instructions.
- Speaking kindly about each other.
- Using respectful language.
- Not using offensive language, making hurtful comments or deliberately being rude to others.
- Keeping the areas we use clean and tidy.

We care for each other

- We help our community grow in our ability to identify, label, and self-manage our emotions, responses and stressors.
- We acknowledge that we are all on our own journey of healing and respect that this looks different for each individual.
- We tolerate our differences and learn to see the best in each other, fixing disagreements quickly.
- Staff will keep prescribed medication (any medicine from the doctor or pharmacy) that you can take at the times agreed. Parents/carers need to fill in a form that tells staff about the medication. Prescribed medication includes e-cigs, tablets and patches.
- Bullying is not tolerated either on the school premises or outside of the school (see bullying policy).

We keep each other safe

- We do not bring weapons into school or weaponise everyday objects found in the school, parents or carers of the student responsible for any damage caused to the building may be asked to pay for the damage.
- We only share appropriate material, images, videos, or texts with each other. Inappropriate material includes pornography, illegal materials or anything that may cause offence to a member of the Hopespring community.

- We stay in the school premises during the school day, we do not enter unused parts of the building without permission.
- We do not have drugs, alcohol, solvents, legal highs or mood altering chemicals within the school.
- In case of a fire we follow the fire safety procedures.
- Staff need to know immediately if any accidental or purposeful injury has been caused.
- All staff and students adhere to the policies and rules around e-Safety (see e-safety policy for contracts).

We are honest with each other and ourselves

- We will discuss when things may be offensive and bring these to attention.
- Confirmation with parents/carers will be gained if students need to leave early or arrive late.
- We will constantly have conversations that look at how we are doing, the progress made and what the next step will be (appraisal/review).

We take responsibility for our actions

- Smoking is not allowed in any part of the building at any time. This is the law.
- Mobile phones are allowed in the classroom, however, if it's felt that these are being used in a disruptive way they can be confiscated. Disruptive ways include:
 - causing you to not listen,
 - interrupting your ability to complete tasks,
 - preventing appropriate social interaction, or
 - causing other people to lose concentration on the assigned task.
- We do not wear uniforms, however, everyone is expected to come in clean, tidy clothes, which are respectful to others at the school. There are showers available for personal hygiene reasons after exercise.
- We all come to Hopespring at the agreed time for us to be there, on time, no more than 10 minutes early. Attendance is registered, and absence without reason is unauthorised.

We work hard to achieve individual and shared goals

- Staff will set work for students to complete that is aimed at an appropriate level.
- Staff will support students to complete the work, learn the information and reach their potential.
- Students who attend the school are expected to attempt and complete the given work, trusting that staff want them to do well.
- Regular breaks are provided to maximise the access to information when students are learning.
- Students are expected to ask for help if and when it is needed.
- Staff work with students to build their emotional resilience.

3. How we achieve the expectations

We understand that due to the background of some of our students these expectations are hard to achieve (Appendix 1). This is why we are a therapeutic provision. The framework outlined by the Department for Education⁴ is used to describe how these expectations are met at Hopespring.

Consistency

Staff will be consistent in their genuine care of students and therefore meet some of their core needs (Appendix 2) in a limited but important way.

Strong School leadership

Hopespring highly values the importance of visible leadership, our staff are visible throughout the school and interact informally in break times. The headteacher teaches lessons and builds personable relationships with the staff and the students.

Each day staff are expected to attend briefings/debriefs that help support and build on their own understanding of their emotions, triggers, attitudes and ways of managing this. The vision is clear, and continually highlighted so that this can be carried throughout the day. Behaviour from staff not in keeping with the expectations is challenged and addressed with empathy.

⁴ Section 10 Behaviour and Discipline in Schools
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

Classroom management

Within the classroom setting we understand that for many of our students learning is distressing, causes anxiety and results in maladaptive behaviours⁵.

We want our students to be able to experience these difficult emotions and then continue through the struggle. Therefore we manage the classroom by seeing that a student's behaviour is communicating distress. We help label the emotion, praise the effort, and challenge maladaptive behaviour with empathy.

Our students may need 1:1 intervention, so we have provision of a number of classrooms, which can facilitate 1:1 support. This is not counted as seclusion or isolation, as the pupils are free to leave the 1:1 facility whenever they wish. The aim is to provide the safest and best working environment for them.

All staff are teachers of SEND (see SEND policy); staff, therefore, implement reasonable adjustments depending on the needs of a child. These are outlined within a student's individual learning plan, SEN support plan or EHC Plan.

Rewards and sanctions

Each student is reviewed in a holistic manner and their behaviour is therefore managed with a person-centred approach. We therefore do not operate our school with a traditional reward and sanctions approach, rather, view all behaviour as communication⁶ and support the development of positive behaviour through integrated therapy and understanding. We aim to create a safe environment for a young person to grow and develop.

We want to cause no further harm to young people such as punishing them for being hyper-aroused, distressed and not being able to self-regulate; rather, we attempt to

⁵ Maladaptive behaviours are patterns of behaviour that cause limits to wellbeing, growth, development of self, relationships and cause harm both to the individual and the community they dwell in. These can grow into diagnosable personality disorders in adulthood.

⁶ McLachlan, H., and Elks, L.(2018) Section 1.2, Language Builders for Vulnerable Young People

provide co-regulation opportunities, including signalling indirectly and directly that they have been seen and have been understood, recognising their communicated expression of need (in understanding behaviour can be understood to be communication).

Undesirable behaviour is monitored and challenged and recorded on our behaviour system. At the end of each term we evaluate the behaviour and generate our behaviour report. Cases of serious behaviour incidents are recorded separately on our serious behaviour system.

In the event that that restraint is required, staff will log the incident in our restraint log book and inform parents/carers of the incident. In certain situations, the school may make the decision to not inform parents/carers if this would place the child at greater risk. Staff receive biannual training in physical intervention. This training focuses on person-centred approaches to restraining practices, and considers the Adverse Childhood Experiences that may impact a child's behaviour and the re-traumatisation of possible restraint⁷

At the end of the academic year, Hopespring hosts a certificate evening where we celebrate the achievements of our community, staff and pupils alike.

Providing limits and boundaries are important in a young person's development and are a core emotional need⁸, we therefore understand the need for sanctions. Appendix 3 details the process of applying sanctions. Serious incidents and behaviour are recorded with the Serious Incidents and Behaviour System, which records both the incident and actions necessary. The focus of this system is to outline restorative and meaningful actions that support a young person to develop in their ability to respond to triggers in healthy ways, and to highlight to staff situations in which a young person is triggered enabling better means of intervention and de-escalation in the future.

⁷ Martin-Denham, Sarah (2020) An investigation into the perceived enablers and barriers to mainstream schooling: The voices of children excluded from school, their caregivers and professionals. Project Report. University of Sunderland.
<https://sure.sunderland.ac.uk/id/eprint/11941/>

⁸ See appendix 2

Behaviour strategies for teaching of acceptable and desirable behaviours

Incidents and behaviours are discussed with students to show them how they might be able to adapt their behaviour, teaching them self-regulation and self-restraint⁹, for example, a lesson may have become too much for a student and therefore they walked out of the classroom - this could be observed as self-regulating behaviour which prevented them from causing harm to another or to themselves. Highlighting this as a technique helps a student understand that they are in control of their behaviours and gives a gateway for strategies to be added. In that review, discussion then can involve other strategies to help calm them down (highlighting that one where they are able to stay in the room may be more beneficial long term).

In the moment, language is used to help a student co-regulate. Some of the language used to help a student co-regulate includes:

"You are safe, I am here"

"What do you need from me?"

"This feeling will pass"

Students are coached throughout the day using therapeutic techniques that help label, identify and address emotions and triggers that occur, building their emotional resilience and addressing patterns of maladaptive behaviours that have been used to get their needs met¹⁰.

Students are given choices as to how they want to proceed, supporting their ability to learn to think for themselves whilst developing a level of autonomy. These options will be choices that staff want to see happen, and help create ownership around the behaviours that are being seen.

⁹ Bennett, T (2017) Section 2.6.1, Creating a Culture

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf

¹⁰ Appendix 2

Staff development and training

Our staff review each day and reflect on the difficulties and strengths that were seen in behaviours. Staff are encouraged to monitor their own emotional regulation in exactly the same way as the students, and we support each other to identify these, label them and work through them. Our staff go through peer support therapy, in-house with our therapy trained counsellors which will help develop a level of self-awareness and increase empathy and understanding for the difficulties faced by the students.

Staff understanding their roles and responsibilities in relation to supporting young people's special educational needs is paramount to the success of the behaviour management. Staff receive training which highlights their legal duty to make reasonable adjustments, and regular CPD that upskills them in using these strategies within teaching and learning, for example, fully integrating the use of the ILP, individual risk assessments, SEN support plans and EHC plans¹¹.

Staff undergo in-house and external continuing professional development through training in education, mental health and communication (speech and language therapy model). CPD is logged and reviewed on an ongoing basis.

Staff access CPD opportunities related to their profession to keep up to date and current. They engage in clinical and management supervision and aim to create a supportive community through daily meetings that build relationships and trust. Staff are expected to follow the same expectations as students and this is reviewed in regular supervisory meetings. Staff development and wellbeing is key to creating a positive and therapeutic environment.

¹¹ See footnote 7 for reference to recommendation from recent research

Pupil support systems (Safe and appropriate relationships)

Hopespring believes in the principle 'connect before you correct' and so establishing safety and connection is important before challenging behaviours. It is widely believed that attachment is primarily the 'antidote' to trauma, which then allows personal resilience to be developed. Therefore our staff want to build relationships with students where they can be a trusted available adult, helping to build those attachment based relationships, and safety away from danger.

Each student receives a communication formulation during their first few months in the school. This will review how they understand spoken language, what level of language they understand and what support will best help them to engage in the work that they are doing in the lessons. These strategies can then be used to inform their individualised routines and structures, reducing anxiety and therefore supporting positive behaviours at hopespring. Many of our students will have social communication difficulties, helping to support and build skills in social and emotional literacy is foundational in enabling them to build safe and appropriate relationships for the future, and acts as a protective factor against adverse childhood experience¹².

During break times, staff continue interacting with students in a more informal setting. Play is a right of a child¹³, core need¹⁴ and a vital learning stage in a child's development. As humans a lot of our learning happens around play (e.g. rules, boundaries, turn taking skills, attention and listening). These spaces create opportunities for students to experience safe and appropriate boundaries and relationships. They create places for safe relationships with the staff to be able to discuss their wellbeing, continually embedding the therapeutic techniques of stress management, emotional regulation, and building of self-awareness.

¹² Adverse Childhood Experiences are stressful childhood experiences including domestic violence, parental abandonment through separation or divorce, a parent with mental health difficulties, being the victim of abuse or neglect, a member of the household being in prison, growing up in a household where there are adults experiencing alcohol or drug use problems.

¹³ Declaration of the Rights of a Child (1958)

¹⁴ See appendix 2

Our anti-bullying policy is displayed within the school, and each student's interactions with others are monitored and followed up. In some respects, due to the demographic of our students, all have the possibility to become a bully and behave in an unacceptable way towards others. Our aim is to strengthen individuals identity as part of a whole, creating peer-to-peer support, teamwork and use distraction techniques to help eliminate bullying. We create one to one spaces that enable staff to help our students regulate their emotions and meet their core needs reducing the occurrence of bullying as individuals needs are met in healthier ways. Where bullying behaviour persists, specific peer mentoring programmes, in which a 'bully' is placed alongside a more mature group, often of older students, is actioned. The aim of which is to protect those who are more easily targets of bullying behaviour, and nurture the underdeveloped sense of self in the bully.

Working with parents and other agencies

Students' performance and development is shared with parents on a regular, sometimes daily, basis. We aim to give positive feedback as well as goals for the future. Parents/carers and other agencies (often social workers) are involved in reviewing the placement and discussing preferred or alternative ways of working to help get the best out of a student. This may include changing the days that they come in or working in school on 'half-days'. These arrangements can be made in agreement with the referring school and/or local authority. This engagement with parents helps us to support positive parenting skills, and direct positive experiences and conversations with students and their caregivers, creating compensatory factors when a child has experienced several adverse childhood experiences.

Conversations with staff and students "reviews" happen at least twice termly to help them see how they are developing and encourage them about the direction they are heading. This helps all members of the school remember the vision and work hard for their best. Parents are invited to feed into these, and are aware of the outcomes.

Hopespring recognises the importance of Multi-agency working in safeguarding and getting the best results for each child. Therefore we are committed to attending students' core team meetings and personal education planning meetings as long as the child is on role with us. Having supportive communities and support systems around a student, help build their resilience in the presence of adverse childhood experiences.

Managing student transitions

Each student who intends to join the school receives an orientation, they meet with the head teacher and it is explained to them how we work, what we expect and what they can receive from us.

Whilst on role at the school, we are aware that transitions are particularly difficult for the young people we work with. Their lives outside of Hopespring can often be unstable and coming in can sometimes be the only stability they have. We take into account the transitions that may be happening outside of school (for example a change in their care placement). Therefore we manage these situations with empathy, whilst providing appropriate limits.

We think about a child's transition into further education, or employment with training throughout the time that they are on roll. In practise this looks like engaging students in lessons around career opportunities, helping them to imagine what they could achieve or do, and supporting them to get the qualifications they need for the next step. During a young person's time at Hopespring, a student record is built up, this becomes a comprehensive pack that can be used to support transition into post-16.

Due to the therapeutic nature of the school, we value continuing relationships beyond a students time with us. Therefore we have a system in place whereby students can contact staff after they have left. This looks like using an email system in which students can email a central email to check in. Please see the safeguarding policy for details on how contact with former students is supported and regulated.

When we are part of something we enjoy it is sad to move on from that. We value that Hopespring is this for our students. We provide space for our students to keep in contact with us and stay in touch after they are no longer enrolled at Hopespring. We do this through a central email (office.sunderland@hopespringeducation.org.uk) that they can contact, and a termly meet up. These happen in school holidays, and operates as a youth group rather than a school – with staff being clear that all activity and conduct continues to be underpinned by the school's policies and procedures.

Organisation and facilities

Each day is timetabled for our students, with regular breaks and space for 'break out' sessions. The teaching space is kept clean and focused, with only the elements needed for lessons on the desks. Students who smoke, understand there is a designated area to do this. Break time is facilitated in a separate space to the classroom, namely a games room and outdoor space.

Our aim is to create an atmosphere in which members of Hopespring feel that they can achieve partnership, teamwork and equality. This is reflected in the displays that can be seen around school. Both student and staff work is displayed in a creative, artistic and celebratory way that aims to promote a shared pride in their work.

Bathrooms are accessible, on a regularly used corridor and for individual use. This helps create a feeling of safety for all students, which will help create a positive learning environment, reduce stress and limit maladaptive behaviours.

5. Information presented to Students and Parents

It is required that the behaviour policy can be seen by all stakeholders¹⁵. We have also summarised the information in the behaviour policy both for students and parents/carers. We have written these documents in plain English to support the accessibility of the document for all users. Please see appendix 5 and 6 for copies of the Student Values and Behaviours agreement and the Home-School agreement respectively.

¹⁵ Department of education (2016) Behaviour and Disapline in Schools
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

Appendix 1: Demographic of Students

Our children, aged 11-16, come from the North East of England will have typically struggled in mainstream education or alternative provisions. Often their experiences whilst in those settings have resulted in difficult experiences with education negatively affecting self-esteem and confidence. This often results in behavioural challenges ending in absenteeism and fixed term or permanent exclusion. Many of the students have grown up in, or are still in, full time care. Being away from their immediate family and their experiences leading up to being cared for can profoundly impact on their mental health and communication skills. Nationally, Cared for children make up a large proportion of those permanently excluded from schools and in alternative provisions or 'pupil referral units (PRUs),' Largely because the stressful environment of mainstream education has brought about complex and challenging behavioural issues¹⁶.

Young people in care face a multitude of challenges in their day-to-day lives as well as in school, including huge disruptions in their home life. Many of these young people are moved multiple times, even within the space of a year, between families, foster placements and children's homes. This can be because of the child's pre-care experiences or by the impact of being in care.¹⁷Some of the biggest problems these young people face include low self-esteem and self-worth, difficulty regulating anger and other difficult emotions, a propensity to be violent or engage in inappropriate sexualised behaviour for their age and development. There may also be an attraction to criminal activity, drug use, violence or knife crime. Many may struggle forming positive and lasting relationships, and will have experienced running away from home or bullying. They might have addictive tendencies with drugs, smoking or alcohol, and display a pervasive lack of ambition or motivation to do anything that will take them forward in life.

As our students are not able to attend mainstream educational provision, it is reasonable to assume that they have special educational needs, whether these have been labelled as

¹⁶ RCLST Supporting Looked After Children (accessed October 2019) <https://www.rcslst.org/-/media/Project/RCLST/looked-after-children-fact-sheet.pdf?la=en&hash=E65A0DE0B585F5776E771ADFDE82945F166C068A>

¹⁷ R.J. Cameron and C. Maginn, The Authentic Warmth Dimension of Professional Childcare, *British Journal of Social Work*, (2008) 38, 1152 - 1172

such or not. They therefore are protected under the Equality Act 2010¹⁸ and are entitled to receiving reasonable adjustments. This forms the ethos of Hopespring.

Appendix 2: Core Childhood Needs and Maladaptive Coping Styles

These are the five core emotional needs for every child. When one/any of these needs are not met adequately in a child's family environment the child develops patterns to cope with the emotional difficulty of disrupted attachment. Not adequately meeting these needs includes violation, abuse and overindulgence. These coping styles can cause limits to wellbeing, growth, development of self and relationships. If these core needs continue to be unmet for a child, their coping styles become maladaptive and can grow into diagnosable personality disorders in adulthood.

Secure Attachment

Every child needs to know that they are safe, loved, cared for and nurtured by an attachment figure within a stable environment.

Autonomy

Every child needs to have the freedom to be able to explore and learn about their environment from a secure base of attachment, learning to be confident in their own identity as a separate individual.

Appropriate Limits

Every child needs to understand realistic boundaries and limits on what appropriate behaviour and expectations in life. They need to be able to understand societal rules and expectations of reciprocity, as well as learning to handle normal levels of discomfort.

Self-Assertion

Every child needs to know that what they feel and think is valid, and they need to be able to express themselves without being restricted or punished.

Spontaneity and Play

¹⁸ Equality Act 2010 <http://www.legislation.gov.uk/ukpga/2010/15/contents>

Every child needs to be able to experience happiness and joy, express spontaneity, use their imagination freely, and play with others in fulfilling relationships.

Appendix 3: Process of behaviour management

Talk-down Techniques

These are techniques in which the details are described in the core text of our behaviour policy, they include considering an individual's emotional needs, their mood, their likes, dislikes and the best ways to divert their attention from the distressing situation. Specific strategies to use and avoid are highlighted in a student's record, under Risk Assessment (2).

Verbal warnings

If behaviour persists, calmly remind the student of the instruction, or rule concerning the behaviour. Following this, the student is reminded of the consequences of the behaviour demonstrated within the boundary of knowing they are accepted and cared for. For example, if there is suspicion of a student being in possession of cannabis, they will be reminded that cannabis is not allowed on the school premises, and that if it is found to be the case that a student is in possession of cannabis, they will have to be permanently excluded from the school. The student will be reminded that we want the best for them, they are doing well, and we want to help them achieve getting their qualifications and finishing their time at school well. This is not to manipulate, but to show a student their worth and highlight the long term consequences of a decision, when they may be blinded by the short term gains.

Removal from the situation

This strategy is agreed upon with the student before they are in a situation where their behaviour is escalating. There will be an agreed plan in which the student agrees to leave the situation to have a 1:1 with a staff member. This could involve taking a student to work 1:1 in another classroom, or completing a physical based activity that may feel more achievable.

Confiscation of item

If there is a need to confiscate inappropriate/prohibited items and carry out a search of a young person then the policy and procedures as set out in the Weapons Policy will be referred to for guidance and legislation.

Use of reasonable force

All school staff receive initial and annual training in 'safer handling'. This includes strategies for de-escalation which staff should apply when dealing with pupils.

Physical restraint should ONLY be used by staff trained in safer handling. Any physical intervention is to be used only as a last resort when an individual is presenting an immediate physical danger to themselves or others. Even in those moments, an assessment is necessary to determine the best course of action to maintain the care, welfare, safety and security of all involved in the crisis situation. There are many times where other strategies, such as continued verbal intervention, removing dangerous objects, or calling for further assistance would precede any physical interventions and may, in fact, reduce the need for physical intervention.

Where possible, staff will be trained in the use of nonviolent physical crisis intervention and these staff should be called upon in any potential critical situation. The following principles apply:

Safe

- no element of pain is involved;
- the intent is to calm down the individual who may be out-of-control;
- the techniques aim to keep the individual off the floor by using physiological principles that do not rely on matching strength, and,
- the importance of team interventions is emphasised.

Therapeutic

- the techniques are to be used as a last resort, when someone is presenting a danger to themselves or others;
- they are used to protect, not to punish;
- they are not 'competitive' i.e. they do not fight the individual, and,
- the goal is to continually assess signs of tension reduction and use opportunities to begin to re-establish a therapeutic rapport.

Fixed term exclusion

When behaviour results in exclusion it is recorded. Only the Head Teacher is authorised to exclude a pupil and the procedure for notifying parents/carers and the referrer outlined in the Admissions, Attendance and Exclusions Policy must be followed. Whilst exclusions act as a sanction, they are used as a 'reset' for the student. Normally, they are no more than one day. They occur only alongside other actions following serious incidents which support the young person who is excluded reengaging in learning and the Hopespring community.

Permanent removal

When behaviour or patterns of behaviour result in permanent removal it is recorded. Only the Head Teacher is authorised to permanently exclude a pupil and the procedure for notifying parents/carers and the referrer outlined in the Admissions, Attendance and Exclusions Policy must be followed. Hopespring Education is firmly committed to permanent removal only ever being the last resort and is a decision taken in discussion with the Senior Management and after all other available options have been exhausted.

Serious behaviour incidents

Any behaviour incidents where students or staff are harmed (e.g. fighting, assault, physical aggression), or where there is physical contact (including restraint), or where there is damage to property, or where a crime has taken place (e.g. sexual misconduct, theft, supplying drugs) are classed as serious behaviour incidents. All incidents of unacceptable behaviour should be recorded using the Serious Behaviours and Incidents System. The system has a solution focused design. It aims to address and mobilise strategies in which a student's underlying needs can be supported. Whilst serious incidents happen, and need to be appropriately responded to, our aim is never to respond punitively to a serious incident but in a restorative manner that supports both the perpetrator and, where a victim exists, the victim. Information entered using this form that is classed as 'serious' behaviour types will automatically trigger oversight by a senior leader within the school and details will be collated separately for analysis and response. The sanctions and interventions applied must be recorded for all unacceptable behaviour, using this form. Reports may be required by agencies such as the police, children's social care as appropriate. Parents/carers and referrers should be informed of all serious behaviour incidents. Whilst the behaviour or incident is clearly highlighted and easily understood, it is not necessarily the most important information shared with parents/carers. Triggers, strategies and solutions are the focus of information sharing to ensure the report remains person centred and effective for the young person's future development.

Appendix 4: CONFIDENTIAL - Class Context Sheet

Name:

Gender:

Date of Birth:

Age:

Special Educational Needs Information:

-

Hopespring information:

-

Student responds well to:

-

Student is triggered by:

-

Appendix 5: Student Contract - Values and Behaviours

At Hopespring:
<ul style="list-style-type: none"> → We respect each other → We are honest with each other → We care for each other → We are responsible for ourselves
Staff will:
<ul style="list-style-type: none"> → Help you → Support you → Value you → See you as important → Be kind to you → Keep you safe <p style="text-align: center;">To do this we need you to join in.</p>
Ways to join in:
<ul style="list-style-type: none"> → Respect yourself and others → Be kind to yourself and others → Say when you are upset → Fix problems with people quickly → Help others in the ways that you choose to act

Student Conduct Agreement
I have read the values (above) and the rules (on the other pages) and agree to follow what it says
Name: _____
Signed: _____ Date: _____
Parent Signature: _____

Rules

To be part of Hopespring and get the most out of it, there are some rules. Everywhere you work or learn has rules. These keep people safe.

At Hopespring these rules are:

Access to the building	During the school day, only enter areas where there is a member of staff or a member of staff is with you
Leaving school (absconding)	Stay inside the school grounds during your school day. - Bring a letter from your parent/carer if you need to leave early or arrive late.
Violence and Threats of Violence	No violence, threats of violence or offensive behaviour If you damage the building, your parent/carer will be asked to pay for damage.
Drugs and Alcohol	No drugs, alcohol, solvents, legal highs or mood altering chemicals allowed at Hopespring. You will be asked to leave school for the day if you are under the influence of any of these.
Smoking	Smoking is not allowed in any part of the building at any time. This is the law.
Swearing	No offensive language or deliberately being rude to others.
Bullying	Agree to work on ways of managing difficult emotions. This means that we reduce the chances of bullying.
Mobile phones	Mobile phones can be used for music in the classroom. Phones may be confiscated if they are felt to be being used in a disruptive way. Disruptive ways include causing you to not listen, stopping you doing a task or disrupting other people.
Sharing Media	Do not show any offensive images, videos or writing on any media (book, magazine, phone, computer, leaflets)
Personal Hygiene and Dress Code	You can wear your own clothes at Hopespring. Come to Hopespring with clean clothes, and tidy appearance. There are showers available for personal hygiene reasons after exercise.
Medication	Staff will keep prescribed medication (any medicine from the doctor or pharmacy) that you can take at the times agreed. Parents/carers need to fill in a form that tells staff about the medication. Prescribed medication includes e-cigs, tablets, patches.

Safety	When the fire alarm goes off follow the fire drill procedures. Tell staff immediately if you are hurt or have an accident.
Attendance and Timetable	Come to Hopespring when its agreed for you to be there. Arrive on time. Leave on time. Do not arrive more than 10 minutes before you are meant to come in. Attendance is registered, and absence without reason is 'unauthorised'. If you have a long time off, or have <i>irregular attendance</i> this might risk your place at Hopespring.
Helpful things to do	Keep the areas you use clean and tidy Listen to instructions Ask for help
Appraisals	Have conversations with staff that look at how you are doing and what you need to do next. These are sometimes called appraisals or review meetings.

Breaking the above could risk you coming you Hopespring. Staff will chat to you and let you know if you are not following them. Staff will think that you do not want to come here if you do not follow them, and we will look at a different place for you to get an education.

Appendix 6 - Home-School Agreement

At Hopespring we see each student as an individual. We see them as important and want to see them do well.

We aim for our staff and students to feel respected, cared for, loved, accepted and that they belong.

It is important to work with parents/carers to achieve this aim. This is why we have a home/school agreement.

At Hopespring our education helps 11-16 year olds:

- grow in confidence,
- raise their aspirations,
- reach their full potential.

We want our students to come out with qualifications that show what they know and tools that build their resilience. We want our students to be able to move on to further education or employment with training after being at Hopespring.

Please see below the agreement of the school, and what you as a parent/carer are agreeing to.

The responsibilities of the school (Hopespring)

At Hopespring we will:

- give a secure and suitable learning environment that fits the aims and ethos written above
- work closely with all professionals and services linked to your child or the family to share the appropriate information
- give teaching which challenges students to reach their potential and covers the national curriculum
- encourage students to develop their social skills and ability to get on with others.
- give you regular updates about your child's progress and behaviour, as well as their termly curriculum report
- welcome you when you visit the school and respond to your questions or concerns as quickly as possible
- allow individuals safe and secure use of the Internet through site filtering using SensoCloud software, supervision and by *fostering* a responsible attitude in all students, working with parents

Signed:

(Centre Manager)

Date:

Addendum 1: Hopespring Sunderland 10 Sea View particulars (if applicable)

The responsibilities of the parents/carers

All parents/carers will:

- read the parent/carer booklet
- be involved in an interview at Hopespring with your child
- accept the school's aims and school ethos and positively support the school
- ensure that your student attends school at the time agreed every day during term time, unless there is a good reason for absence (e.g. illness)
- tell the school by letter or telephone if your child is not able to come to school
- if your child is unfit to stay at school, make sure you (or responsible named person) can collect them or give permission for them to make their own way home and then tell the school when they get home. Reasons your child might be unfit to stay at school include illness, lack of appropriate medication or due to the influence of drugs/alcohol
- support the school's policies and guidelines on learning and behaviour, both in school and at home
- attend parent/teacher meetings to discuss your child's progress
- keep us regularly informed of where to contact you in case of emergency
- promptly inform the school of any concerns or problems that may affect your child's learning, behaviour or happiness at school
- support the school in the teaching of safe and secure Internet use at home

Signed:

(Parent/Carer)

Date:

Addendum 2: Hopespring Sunderland Millfield particulars (if applicable)



Last updated: August 2023 (JV)
Approved by management committee: August 2023
Review due: August 2024

Addendum 3: Hopespring Newcastle particulars (if applicable)