

# THRIFTWOOD



## **Promoting Behaviour for Learning**

**Including the use of  
Physical Intervention**

**September 2024**

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## 1. AIMS & INTRODUCTION

### 1.1 STATEMENT OF PURPOSE

This Policy is used in conjunction with: -

- Child Protection Policy
- Anti-Bullying Policy
- Staff Code of Conduct Policy
- Child on child abuse policy
- SEAX suspension & permanent exclusion policy

At Thriftwood we have high expectations of behaviour and personal achievement for all of our learners. This is established by providing a caring and stimulating environment. Learners are encouraged to be independent, develop self-control and show respect for others. The use of rewards, reflection, **clear boundaries** and **consequences**, including natural consequences, are an integral part of successful learner management and is both appropriate and fair, to meet individual and collective needs. We believe that good behaviour promotes effective learning. Staff, caregivers and learners themselves are essential in ensuring that this is understood and maintained.

### 1.2 THRIFTWOOD VALUES and ETHOS

At Thriftwood we believe in the importance of relationships, ensuring children feel valued, safe and secure, providing a sense of connection with a member of staff and a belonging to the whole school community. Our school reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP). The values of TPP are:

- Compassion and Kindness
- Hope
- Connection and Belonging

These values run through all the academy policies and practice.

Thriftwood has a clear set of expectations that is promoted by all staff and this helps to contribute to the positive ethos throughout the academy. These 'codes' are constantly referred to and we expect our learners and staff to demonstrate them.

School 'Thriftwood Code'	College 'ENRICH'
<ul style="list-style-type: none"> <li>• Show Respect</li> <li>• Be Kind</li> <li>• Listen well</li> <li>• Work hard</li> <li>• Tell the truth</li> <li>• Take care of property</li> <li>• Be friendly</li> </ul>	<ul style="list-style-type: none"> <li>• Enterprise</li> <li>• Nurture</li> <li>• Respect</li> <li>• Integrity</li> <li>• Compassion</li> <li>• Honesty</li> </ul>

We value each individual child and work with families, the community and beyond to offer diverse experiences and support for learners and families in a caring and safe environment. We develop children to be confident, life-long learners and compassionate, respectful members of their community and the world. We always prioritise the safety of our learners and staff. Everything we do in school and college is underpinned by our safeguarding procedures.

Strong relationships between staff and learners are vital. Our staff are fair and consistent with learners (considering individual and collective needs) enabling learners to feel safe. Equally, our staff are approachable and there to support our learners to understand this. It is also recognised that for some children and young people, variance on these processes will be made in order to meet any specific needs which require a personalised approach. **A child centred approach will be taken at all times.**

## 2. OUR APPROACH TO BEHAVIOUR

### 2.1 A RELATIONAL BEHAVIOUR MODEL

At Thriftwood we adopt and use the relational behaviour model which is the approach from TPP. The following table explains how it is applied

Behaviour is something to	interpret
Children and young people	are prone to make mistakes and are highly responsive to the environment and the context
Behaviour management is predominantly through	relationships
Children who don't manage should be	understood and included
Boundaries and limits are to	keep everyone safe and to meet everyone's needs
Rules should be	developed together and adapted where needed
Consequences are	only used within a process of restore and repair

'Inappropriate' behaviour can be	a sign of unmet need, stress (difficulty in coping), lack of understanding and skills
The causes of the difficulties are	mostly in the environment and within the context of relationships
The solutions lie in	understanding what the behaviour tells us about the child and their need
Practice and policy effectiveness is measured by	wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs

## 2.2 MANAGING BEHAVIOUR

Before responding to behaviour, we consider what a learner is trying to communicate and use this to inform our next steps. We understand that this may be different depending on each learner.

In order to promote positive behaviours, it is expected that in each part of the school / college there will be:

- Effective presence/supervision/time keeping of all staff
- **Consistent boundaries**
- Supportive yet clear approach/style
- Focused attention
- High expectations
- Effective match of curriculum to the individual
- Effective use of positive attitudes and rewards
- Team responsibility
- Good organisation of space/resources/timetable
- Appropriate forms of communication – including visual means of support.
- **Good knowledge and understanding of the learners**

Thriftwood staff are trained on a regular and continuous basis in supporting positive behaviour for learning in our school/college. Training involves:

- Trauma Perceptive Practice
- Person centred practice
- The use of positive behaviour strategies
- De-escalation
- The use of reasonable force and handling

## 3. ROLES & RESPONSIBILITIES

### 3.1 THE ROLE OF THE LEARNER

There is a clear expectation that learners should:

- Co-operate with and help others
- Prepare themselves for learning
- Work towards accepting responsibility for their actions
- Identify ways of improving themselves and apply these
- Contribute to the positive life of the academy (community excellence)
- Participate in given activities/tasks/lessons

Learners are encouraged to take responsibility for their own actions and participate in restorative sessions, with both staff and peers.

### 3.2 THE ROLE OF THE LEARNING MENTOR/LEARNING SUPPORT ASSISTANT

Support staff are responsible for the teaching, learning and wellbeing of the learners in collaboration with the teaching staff. They will help to communicate and manage individual strategies, have a clear understanding of Risk Management Plans\*, and take part in individual or group discussion time, as well as record incidents and observations. They will help to prepare learners for their day and review achievement and progress during the course of the day. If a learner leaves the room, it will usually be the support staff that follow or track them so the teacher can remain with the class to manage the learning.

### 3.3 THE ROLE OF THE CLASS TEACHER/FORM TUTOR/PHASE LEADER

The teacher works in partnership with the supporting staff in order to support the needs of the learners and create a calm and comfortable environment conducive to learning. Each teacher has responsibility for the overall management of the class and classroom, the daily routine, the structure and organisation of lessons and activities as well as curriculum content and delivery. The form tutor (college) or Class Teacher (school) is the first point of contact for any issues with behaviour or wellbeing and will liaise with the phase leader and caregivers as required. The class teacher / tutor / phase leader will work with the pastoral team to develop Risk Management Plans\* if required for a learner.

### 3.4 THE ROLE OF THE PASTORAL TEAM

If strategies at class or phase level are proving unsuccessful and extra support is needed, the pastoral team may be consulted for extra support and interventions. The pastoral team hold monthly meetings with phase leaders to review the wellbeing and progress of all learners. At this meeting learners are highlighted (red, amber, green) according to the level of concern and learners requiring extra support and interventions are identified. At college the pastoral team will then liaise with the Intervention coordinators.

Risk Management Plans\* are drawn up if required in consultation with the class teacher / tutor / phase leader.

**\*Risk Management Plans describe the behaviour that is causing a concern, who might be at risk, factors likely to increase the behaviour, and primary and secondary preventative measures.**

### 3.5 THE ROLE OF THE SENIOR LEADERSHIP TEAM

The SLT ensures staff have timely and regular training to support them with learner development, behaviour and wellbeing. The SLT seeks additional resources, which could include alternative provision or staffing arrangements in order to help manage challenging behaviour. The SEAX Trust wellbeing policy provides guidance for the SLT in supporting staff's health and wellbeing, in order to respond to our learners appropriately and effectively.

### 3.6 ALL STAFF:

- are responsible for supporting the safety and other needs of learners across the academy. Where a learner is seen to be having difficulties, they should be treated with respect and understanding
- always endeavour to have private discussions with learners in order to help support any issues that are arising
- use the key principles outlined in this policy to support the needs of all our learners
- take responsibility for their own personal safety and wellbeing
- contribute actively to risk assessment, and be familiar with policies, guidelines, control measures, instructions and reporting procedures • participate positively in appropriate training.
- follow the TPP principle of **'connection before correction'**  
(Connection before correction is positive discipline that focuses on the power of caring over lecturing. Children need to feel like they matter and that their voice is heard. Prioritise the relationship before the redirection)

## 4. POSITIVE HANDLING

### 4.1 POSITIVE TOUCH

Thriftwood is a special school and supports vulnerable and at times challenging learners who are experiencing difficulties in their lives that can leave them feeling very distressed, angry or dysregulated. In these circumstances it is natural for learners to seek comfort from the adults they trust both at primary and secondary age. If these adults feel they must never reach out to comfort a learner at such a time, it would be deeply concerning, particularly in light of situations where the withholding of touch with a very distressed or dysregulated learner can be damaging to a child's recovery and future development.

Staff should ensure they are clear on the boundaries of positive touch and use their professional judgement when it should be applied. This will depend on the context, the individual and the relationship they have with a learner. Many of our learners seek sensory feedback in order to remain calm and in the green zone. Staff may apply shoulder squeezes, hand squeezes, a back massage or use sensory objects such as brushes to brush learners arms. In the event that a situation where positive touch is perceived as uncomfortable, inappropriate, too regular or sexual it should be reported to the DSL and SLT. An assessment will be made to ensure there is a safe plan in place for both the learner and staff. This will be recorded on the learners Risk Management Plan.

## 4.2 HANDLING LEARNERS AND THE NEED FOR REASONABLE FORCE

At Thriftwood we believe that it is every individual's right to be educated and work in a safe and secure environment. Therefore, at times, it is necessary to carry out the handling of learners and the use of reasonable force.

The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. *"Use of restraint carries risks and can be damaging to the children and young people. It may, however, be the only realistic response in some situations (for example, to prevent a child running into a busy road or to prevent a violent act against another person.) But wherever possible it is to be avoided; and proactive, preventative, non-restrictive approaches adopted in respect of behaviour that challenges* (Reducing the Need for Restraint and Restrictive Intervention, HMG, 2019).

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people, such as guiding a child to safety or breaking up a fight. 'Reasonable' means using no more force than is needed. Our school/college works in accordance with statutory and local guidance on the use of reasonable force and recognises that where intervention is required, it should always be considered in a safeguarding context. If a learner refuses to leave the room and are posing a risk to other learners and staff then the whole class should be moved to another room where they can be kept safe.

Thriftwood follows the guidance set out in these documents:

[Behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

<https://schools.essex.gov.uk/learners/Safeguarding/Documents/Understanding%20and%20Supporting%20Behaviour%20-%20Safe%20Practice%20for%20Schools%20-%20Autumn%202021.pdf>

[\*Reducing the need for restraint and restrictive intervention\*](#)

[Behaviour in schools: sanctions and exclusions: School behaviour policy - GOV.UK \(www.gov.uk\)](#)

The Equality and Human Rights Commission (EHRC) 'Human Rights Framework for Restraint' (2019) sets out key principles within the Human Rights Act in relation to restraint in order to 'protect and respect the safety and dignity of people being restrained as well as those around them, including staff'.

The EHRC defines restraint as 'an act carried out with the purpose of restricting an individual's movement, liberty and / or freedom to act independently'. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use 'reasonable force'.

The Education Act 1996 forbids corporal punishment, but allows all teachers to use reasonable force to prevent a learner from:



- committing a criminal offence
- injuring themselves or others
- damaging property
- acting in a way that is counter to maintaining good order and discipline at the school

There is no legal definition of when it is reasonable to use force. That will always depend on the precise circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force used should always be the minimum needed to ensure safety and wellbeing.

### 4.3 INCIDENT MANAGEMENT AND MINIMISING THE NEED TO USE FORCE

All incidents of the nature described above are dealt with consistently by staff as follows:

- assess situation and degree of risk. Decide on course of action:
  - a) talk down procedure, **de-escalation (see below)** or
  - b) passive handling with a second adult present
- prevent learner from carrying out the actions as stated in the above guidance by employing handling techniques. This means that the only force used, is to safely control movement. Often this means each adult taking a safe hold on the wrist and upper arm and guiding to a seated position, in extreme cases this may involve safely manoeuvring a learner to a safe location.
- while the handling is being carried out, talk down procedure is employed to de-escalate the learner's behaviour
- the incident will then be recorded on Arbor collaboratively by all those present. Opportunities for restorative work surrounding the incident will be available for all participants (please note anyone involved can request a de-brief with SLT/school/college lead) • action regarding consequences or next steps will then be decided upon
- a Risk Management Plan drawn up in discussion with caregivers

#### 4.31 DE-ESCALATION

Staff are trained in the use of de-escalation techniques that are used effectively throughout the day. This constitutes the majority of the positive handling work that staff do. It is built up having positive relationships and a developed understanding of each learner's likes, dislikes, triggers, and preferred strategies.

Examples of de-escalation techniques might include:

- Use of space,
- Use of humour
- Take up time
- Changes to the environment and personnel
- Planned positive distraction
- Verbal and/or visual advice/support
- Focusing on the behaviour we want to see, not the behaviour we don't
- Use of de-escalation tone of voice

- Use of a directing outstretched arm
- Agreed scripts
- Good communication with the staff around

### 4.32 DYNAMIC RISK ASSESSMENT

Physical Interventions with children should only occur where a dynamic risk assessment has been completed, and it is judged that it is in the best interest of the learner that physical management is applied. This can occur when:

- De-escalation and verbal calming techniques have not resolved the situation.
- There is a developing risk of serious harm to individuals, including the learner concerned.
- There is an imminent risk of significant damage to property.
- There is a potential criminal offence occurring.

The behaviours exhibited are detrimental to the maintenance of good order and discipline in the school

## 4.4 PROPORTIONATE RESPONSE

‘Proportionate Response’ is understood by staff. This ensures that any physical interventions are proportionate to the situation. The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

This is monitored via Arbor incident reports by the Leadership Team.

Personal safety of staff is of paramount importance, and staff are required to ensure that they only intervene in situations where they deem it is safe for them to do so, based upon their own medical and physical needs.

## 4.5 TRAINING AND AUTHORISATION TO USE HANDLING

Upon induction to Thriftwood, staff are trained in our response to dysregulation, making dynamic risk assessments, the law around this and our **single restrictive hold**. This hold requires a minimum of two staff. This training is re-visited regularly.

The Headteacher permanently authorises all staff to use low level, non-restrictive handling strategies such as:

- guiding – the use of the flat of the hand in the small of the learner’s back giving directions
- shepherding – the use of non-verbal signals and guiding body
- supporting learners needing help i.e. for learners with stability problems, helping them up to and down from levels
- blocking – standing in the way of learners in certain circumstances e.g. to stop them entering a room  
Please note: staff should never get in between two learners fighting.

(Learners and visitors to the school/college are not authorised to handle a learner).

The Headteacher authorises all staff to use the following strategies when the learner contravenes the guidelines given in Section 93 of the Education and Inspections Act 2006.

- Holding:
  - a learner's hand for safety or prevention from running away
  - a learner safely to remove them or move them (2 adults minimum)
- Confining:
  - in circumstances where learners are aggressive or attempting to run away and may be confined in a space preventing escape or to minimize the impact on other learners

## 4.6 SECLUSION

The school and college recognise that seclusion is a form of physical intervention. In exceptional circumstances the use of time away from others in a designated area may be used in conjunction with this policy. Learners demonstrating violent behaviours may be given time away from others to reduce overall risk to himself/herself or others. **Learners may be restricted from leaving a classroom to prevent them attacking another learner / staff member or absconding.**

**There will be at least two members of staff present with the learner and a senior member of staff will be informed immediately.**

**If a child is secluded or restrained by staff, the incident is always fully recorded on Arbor and a meeting held to draw up a Risk Management Plan in consultation with parents. Incidents of restrictive physical interventions are reported to the SEAX Trust.**

The Headteacher authorises the Leadership Team and other trained staff to carry out acts of restraint.

- Restraint - learners in extreme cases, where they may injure themselves or others including staff may be held in a safe restraint. This will be done only to prevent harm to the learner, other learners or staff and to move to a safe location.
- Staff are aware of the safe hold when dealing with a highly challenging situation.

## 4.7 COMMUNICATING WITH LEARNERS

Learners will be given a commentary and reassurances about the handling that is taking place. All incidents will be recorded using Arbor behaviour logs, under RESTRAINT USED. Deciding to use force will result from making a judgment that: \_\_\_\_\_

- **No other means would have the desired outcome. It is the last resort.**
- **It is proportionate to the seriousness of the incident**

- The relative risks of using force outweigh the risks of not using reasonable force

## 4.8 REPORTING AND RECORDING

Any RESTRICTIVE physical interventions (RPIs) MUST be recorded clearly and accurately in the electronic Arbor system within 24 hours using the drop down selection of RESTRAINT USED. It is everyone's responsibility to ensure that parent/carers are informed (by the most practical method), preferably before the learner arrives home or is picked up. This reduces anxiety for all parties and ensures the facts are clear.

NON-RESTRICTIVE interventions should be recorded on Arbor as part of a general incident narrative.

Accurate and thorough recording of incidents should take place as soon after an RPI as possible, although the effective management of the school and all the learners is paramount and takes priority. The actions of all parties should be accurately recorded as they took place, avoid generalising and no matter how unsavory language or comments made are, it is important to record everything that is said and done.

Staff should report any significant injuries on both My Concern and on Accident forms for staff and learners. Senior staff should always be informed if there are any injuries incurred in an RPI and parents should be contacted on the day of the incident with an accurate description of the injury and the actions taken. Transparency is essential and a clear and honest summary, including anything that went wrong should be included.

Staff involved in a positive handling situation should always consider IF the learner's Risk Management Plan needs adjusting as a result of behaviours seen during the incident.

All learners and staff are given an opportunity to discuss with a relevant adult (who was not directly involved) incidents of restraint they have been involved in, witnessed, or been affected by, where possible and if appropriate.

## 4.9 COMPLAINTS AND ALLEGATIONS

Incidents will be recorded using the incident reporting system on Arbor. The first-time restraint is used, caregivers will be informed, and we will develop a Risk Management Plan in conjunction with them.

Complaints with regard to the use of handling should be directed to the Headteacher or the Local Governance Group. Guidance may also be sought from <https://www.escb.co.uk/> and the LADO. Any complaints made regarding staff will be recorded on Confide.

## 4.10 MONITORING AND REVIEW

The policies for learner care will be reviewed annually and training needs will be identified and planned for.

The Headteacher and Leadership Team will monitor the use of physical interventions and the impact of the policies. The Seax Trust will monitor the use of RPIs termly.

## 4.11 RISK MANAGEMENT PLAN

Learners identified with specific behavioural needs have a Risk Management Plan in place. This document details the behaviour causing concern, primary indicators and strategies that need to be implemented to ensure the learner is safe and their behaviour is supported effectively. The plan is shared with all staff and caregivers and reviewed regularly. [It is available on SharePoint and also as a paper copy on both sites.](#)

## 5. EXECUTIVE SUMMARY

All school/college staff members have a legal power to use reasonable force to prevent learners committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline.

Staff members can sometimes be worried that using force will lead to false allegations of unreasonable or unlawful conduct in the form of a complaint or legal action. But if the force used is reasonable all staff will have a robust defence against any accusations. This guidance is intended to help staff feel more confident about using force when they think it is right and necessary.

Whether the force used is reasonable will always depend on the particular circumstances of the case and the test is whether the force used is proportionate to the consequences it is intended to prevent. This means the degree of force used should be the minimum needed to achieve the desired result.

In schools, force is generally used for two different purposes – to control learners and to restrain them.

- Control can mean either passive physical contact (e.g. standing between learners or blocking a learner's path) or active physical contact (e.g. leading a learner by the hand or arm, or ushering a learner away by placing a hand in the centre of the back).
- When members of staff use "restraint" they physically prevent a learner from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two learners are involved in a fight and physical intervention is needed to separate them.
- 

Some examples of situation where reasonable force might be used are:

- to prevent a learner from attacking a member of staff, or another learner, or to stop a fight between two or more learners;
- to prevent a learner causing deliberate damage to property;
- to prevent a learner causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object;
- to prevent a learner behaving in a way that seriously disrupts a lesson or school visit;

- to prevent a learner behaving in a way that seriously disrupts a school sporting event or school visit;
- To prevent a learner causing physical harm to themselves.

## 6. SCREENING AND SEARCHING LEARNERS

At our school we are all aware that there are two sets of legal provisions which enable school staff to confiscate items from learners:

[Behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Searching, screening and confiscation in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

From this guidance our staff understand that they may confiscate items that are of high value, deemed inappropriate and are against the school policies or are causing concern. Where a specific policy about the item does not exist, the teacher should use their discretion about whether the item is returned to the child or to their parent/guardian. Items returned to the child should usually be returned no later than the end of that school day. If the item needs collecting by a caregiver, the teacher should ensure that the caregiver is made aware that an item has been confiscated – either through the child or via text/phone call. Where the item is of high value or deemed inappropriate, contact should be made directly with the caregiver.

Staff do have the power to search without consent for “prohibited items” including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- vapes
- fireworks
- pornographic images (please note, staff should not look at images on a learner’s phone with the exception of the DSLs if it is felt necessary)

Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for. The legislation DfE sets out what must be done with prohibited items found as a result of a search.

If a search is required this will be authorized by the Executive Headteacher/School/College Lead. Wherever possible, two staff of the same sex as the learner will conduct the search unless requested otherwise by the learner. Caregivers will be informed if a search has been conducted.

## 7. HOME SCHOOL LIAISON

As part of the learner support structure, the Pastoral team works specifically with children and their caregivers ensuring that communication between home and school/college is effective and supportive. Their activities may include:

- supporting parents with issues at home
- acting as mediator between learners and caregivers
- working in partnership with other agencies
- supporting learners with behaviour in school/college
- supporting learners one-to-one with home, school or college issues

## 8. BEHAVIOUR MANAGEMENT STRATEGIES

### 8.1 REWARDS

Each part of the academy uses a variety of rewards which celebrate both academic and personal achievement. Celebration assemblies recognise the broad range of learners' accomplishments. Rewards at college are different than at school to reflect the increasing age and maturity levels of the learners and to prepare them for the workplace. Rewards may include:

School	College
Stars and Thrifts Stickers House points T Bucks Certificates Trips Out Golden Time/Free Time Star of the week	Praise Postcards Certificates Special mentions in assemblies Assigned Responsibilities Tutor Cup Learner of the week/term/year

### 8.2 THE HOUSE SYSTEM

The **school** is divided into houses

- Springfield
- Chelmer
- Hylands
- Baddow

The learners will be rewarded with house points for good work, behaviour and citizenship. There are inter-house competitions and events throughout the year and a trophy is awarded for the house with the most points in the summer term.

The **college** does not operate a house system as we are preparing learners to enter the workplace. However, a sense of community and working together is promoted through tutor group events and challenges.

### 8.3 ASSEMBLIES

#### School

During the week each department will present assemblies promoting the spiritual, moral, social and cultural curriculum. There will also be celebration assemblies and collective reflection time. The Thriftwood code is featured in and promoted through assemblies.

#### College

Every Friday, the whole college comes together for an assembly. Throughout the year this is led by a variety of people including senior leadership, whole tutor groups/tutors, special guests. We use this time to explore spiritual, moral, social and cultural issues. Celebration of achievements is also an integral part of this time. The ENRICH code is featured in and promoted through assemblies.

### 8.4 CONSEQUENCES

Staff at Thriftwood recognise that where possible, positive approaches towards behaviour should be adopted. When unwanted behaviours occur, staff use restorative practices. Restorative practice is a term used to describe behaviours, interactions and approaches which help to build and maintain positive, healthy relationships, resolve difficulties and repair harm where there has been conflict. Restorative practices enable us to focus upon building relationships that create and inspire positive change.

Restorative Practice may include:

- two-person conversation
- comic strip/drawing the event/incident. Act it out with puppets etc
- mediation between parties involved in conflict
- natural consequence
- logical consequence– repairing damage, helping another person to feel better
- simple reflection

Setting high expectations for behaviour, can mean that further consequences may be deemed necessary at times, [taking into account the learners SEND with appropriate adaptations made.](#)

Consequences used in school/college may include:



- reduced break times/lunch times
- separation of learners
- transfer from own class to another class
- time out of class
- missing trips
- reporting to parents
- loss of privileges/golden time (at school)
- loss of Astro time (at college)

Should behaviours be deemed to be more serious than not following the Thriftwood Code/ENRICH code then more formal consequences will be used. These may include:

- Internal isolation
- Suspension

To find guidance for protocols regarding suspension follow this link:

<https://www.gov.uk/government/publications/school-exclusion>

## 8.5 PROCEDURES AND PRACTICE

Staff are aware of what constitutes unacceptable behaviour in our academy and will use the following procedure to ensure a consistent and well-managed approach.

The procedure for managing behaviour is as follows:

### IN CLASS STRATEGIES

- Identify situation causing difficulty
- Warning systems / cards
- Tactical ignoring
- Distract/redirect
- Redeploy human resources
- Arbor reporting
- Stating the possibility of external strategies
- Deferred consequences

### EXTERNAL STRATEGIES

- Arbor monitored by Phase Leaders
- Contact with parents
- Time out
- Call for a visit from Senior Leadership

- Removal of learner from class

## 9. INCIDENTS

Any more serious incidents occurring in school/college are recorded on Arbor. These incidents are recorded under the following circumstances:

- where an action has caused harm to another learner or member of staff
- where any damage to property has been caused
- where a learner has absconded
- where any serious/disruption/verbal abuse has occurred
- where any learner has been handled e.g. passively restrained, removed, guided, calmed, restrained.

Incidents should be recorded on Arbor by the individual involved. The Phase Leaders monitor recorded incidents. The School/College Lead and Pastoral team also monitor the incidents. Any actions taken are recorded e.g. phone call home.

Serious incidents should be reported directly to the Senior Leadership Team immediately.

## 10. PARENTAL INVOLVEMENT

Caregivers will be asked to support the academy policy for behaviour by:

- promotion of the Thriftwood/ENRICH Code at home
- attending relevant meetings throughout the year
- communicating with staff appropriately through home school diaries, e-mail, phone
- supporting the school to administer sanctions

## 11. LEARNER INVOLVEMENT

Learners will contribute via questionnaires, meetings and informal question and answer sessions:

- to the development of good behaviour via the school council (school site)/learner voice (college site)
- their views regarding
  - anti-bullying
  - rewards
  - consequences
  - safety
  - Thriftwood code/ENRICH

## 12. STAFF TRAINING

All staff will be given appropriate in-house training in the application of the Policy. New staff will be inducted with the policy and will be given a mentor to support them in carrying out its contents.

The Local Governance Group will be informed and kept up to date with developments in this policy.

All staff have had training in Trauma Perceptive Practice which allows us to understand behaviour and support emotional wellbeing. This is fundamentally grounded in the following values:

- Compassion and Kindness
- Hope
- Connection and Belonging

These values are vitally important for us all and equally apply to the adults at Thriftwood and to the wider school community. Becoming Trauma Perceptive encourages us all to think and act more boldly, through our values, policies and practice. This is vital in helping us to understand how to effectively support children and young people in our schools and beyond, whilst enabling us to create safe places where all can flourish, become resilient and learn.

## 13. CONCLUSION

The Behaviour for Learning Policy at Thriftwood School and College is rooted in fostering a safe, respectful, and supportive environment that prioritises the emotional well-being and personal growth of every learner. By emphasising the importance of relationships, positive reinforcement, and trauma-informed practices, this policy ensures that learners are not only guided in their academic pursuits but also nurtured in their social and emotional development. Through consistent staff training, clear guidelines on managing behaviour, and a focus on restorative practices, Thriftwood is committed to creating a community where all learners can thrive, feel valued, and develop into responsible, compassionate individuals.