



BEHAVIOUR POLICY

Enquiry Approach to Behaviour



Behaviour is Communication



Unconditional Positive Regard



VALUES & ETHOS

Nurture Principles



Flexible Consistency



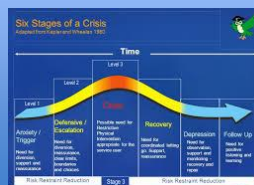
Obsessed with Positive Behaviour



Quality First Teaching & Learning



Six Stages of a Crisis





Behaviour Policy

Values and Ethos

- 👉 Enquiry Approach to Behaviour
- 👉 Behaviour is Communication
- 👉 Unconditional Positive Regard
- 👉 Flexible Consistency
- 👉 Nurture Principles
- 👉 Obsessed with Positive Behaviour
- 👉 Quality First Teaching & Learning

Enquiry Approach



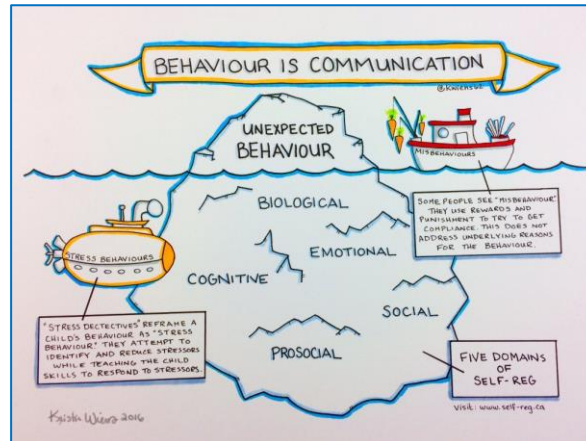
Springwell Lincoln City Academy's approach to behaviour is one of enquiry and not to suppress negative behaviour, aiming to explore the reason and the skills lacking in order to behaviour appropriately.

"Kids do well if they can" (Greene, 2014).

We believe all young people want to do well but sometimes they lack the skills in order to achieve this, due to various reasons. Supporting behaviour can be compared to that of reading. If a young person struggles with reading, schools will offer appropriate support/intervention based on the skills lacking. We believe behaviour should be supported in a similar way, through enquiry – find the cause, identify the skills lacking, and support accordingly.



Behaviour is Communication



We recognise that all behaviour is communication; a baby will scream and cry when distressed because they are unable to talk. This can be same for young people despite their age. Young people can lack the skills in order to communicate appropriately, when they are anxious, for example. Our aim is to empathise, enquire and help them learn more appropriate methods of communication/behaviour.

Unconditional Positive Regard



Each day is a new day, each session is a new session, and after each episode of negative behaviour it is a new opportunity to recognise positive behaviour. Springwell Lincoln City Academy strongly believes in unconditional positive regard and we aim to submerge all our young people in this ethos.

Each morning our young people will be met with a warm welcome by the staff, including the Head of Centre, at the gates. For Key stage 4 students, who move around the centre, they will also be met at the door at the start of each session by the teaching staff. At the end of each day all our young people will receive a warm “see you tomorrow”, by the staff, including the Head of Centre, waving them a safe journey home. We want all our young people to feel welcome at our schools and understand they are always in our thoughts, along with demonstrating how we expect our young people to interact with others appropriately.



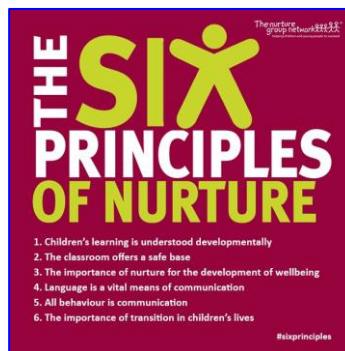
Flexible Consistency



We strive to offer a consistent approach when supporting behaviour: calm, positive, caring, supportive and with empathy. However, needs and circumstances of the individual will always be considered, resulting in “flexible” consistency. The desired outcome(s) for every young person is the same: to support learning and progress. However, we recognised that everyone is at different stages in their journey and considering the development age is more important than their chronological age.

Flexible Consistency is equally important when recognising positive behaviour also, ensuring small steps are celebrated at every opportunity.

Nurture Principles



We strongly believe that following the six Nurture Principles will provide the greatest opportunities for our young people to learn/develop the skills to support positive behaviour:

- 👉 Children's learning is understood developmentally
 - 👉 The classroom offers a safe base
- 👉 The importance of nurture for the development of wellbeing (Self-esteem)
 - 👉 Language is a vital means of communication
 - 👉 All behaviour is communication
- 👉 The importance of transition in children's lives



Staff at Springwell Lincoln City Academy have received training in Nurture Principles and will ensure that they are incorporated into their everyday planning and routine.

[For more information on Nurture Principles please click on the link](#)

Obsessed with Positive Behaviour



We are obsessed about all young people achieving academically and behaviourally. It is important that young people are frequently reminded of what positive behaviour looks like, rather than always being told “*not what to do*”. Our Obsessions are displayed throughout the centres, which all our staff and young people will strive to encourage and display daily.





Quality First Teaching & Learning



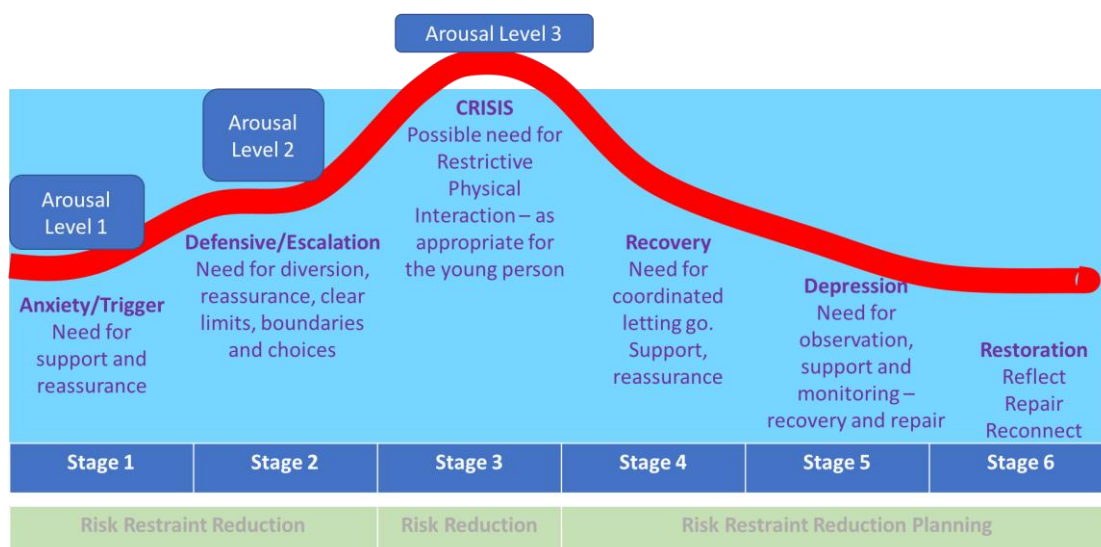
Springwell Lincoln City Academy recognise the importance of providing high quality teaching and learning opportunities for all our young people, which are appropriately differentiated to meet the needs of the individual. Thoroughly planned and engaging learning (academic and social), provide positive experiences and in turn has a positive impact on behaviour.

For further information on Teaching & Learning at the Academy please see the Teaching & Learning policy

Six Stages of a Crisis

Staff understand the importance of supporting the stages of behaviour and where possible will aim to intervene at stage 1 and 2. If a young person reaches stage 3 (crisis), staff have been trained to de-escalate and ensure the young person is supported through the stages 4, 5 and 6.

Through assessment and relationships, staff will recognise, log and develop strategies in order to support the behaviours at each stage





Stage 1 behaviours (Anxiety/Trigger):

- Hands over ears
- Hiding face in hands
- Pulling up collar or pulling down hat

Stage 2 behaviours (Defensive/Escalation):

- Making noises and moving around
- Belligerent and abusive
- Talking louder – higher – quicker
- Adopting aggressive postures
- Changes in eye contact
- Pacing

Stage 3 behaviours (Crisis):

- Throwing of tables
- Screaming & crying
- Punching & kicking
- Biting
- Spitting
- Head banging against people or surfaces
- Slapping or punching self
- Damaging property

Stage 4 behaviours (Recovery):

- Can be confused with the anxiety stage
- May sit quietly in a hunched position

Stage 5 behaviours (Depression):

- Depression
- Refusal to interact
- Requires reassurance

Stage 6 (Restorative)

- Reflect
- Repair
- Reconnect



Recognition (Rewards)

At Springwell Lincoln City Academy, we want to all our young people to do their best because they recognise the rewards for themselves and feel proud of their own achievements. However, we also want to ensure that the Academy celebrates all progress and exceptional achievements, including positive behaviour.

Logical Consequences & Restorative Practice

“Burying children in punishment builds a deep resentment for the child, it often creates a permanent breach of trust” (Dix, 2017).

Even though we believe that behaviour is communication and negative/inappropriate behaviour is displayed as a result of lacking skills, the Academy will use logical consequences. This helps the young person realise that their actions can affect others and requires them helping to put things right. An example of a logical consequence is: *Phil got very upset and ripped down a class display, upsetting his peers. To help put this right Phil helped his teacher, when calm, with putting the display back in place.*

Logical Consequences could include:

- 👤 Use of planned ignoring (where possible)
 - 👤 Facial expressions
 - 👤 Verbal coaching/advice
 - 👤 Reduction of choice time
- 👤 Restorative conversations and discussions with those affected
 - 👤 Time out/Safe space
- 👤 Help put things right – e.g. helping tidy a room or replace a display
- 👤 Community Service – help give something back to their community (School)

Restorative Practice

Restorative practice will be used to help the young person understand how some of their actions make others feel. As a result, all Springwell Lincoln City Academy staff were trained in Restorative Practice in term 1 (2017) by Mark Finnis (a specialist in Restorative and Relational Based Practice).



Springwell Lincolnshire Centres

Each centre has their own recognition, logical consequences & restorative practice system(s), ensuring the young people have been consulted and where appropriate manage the system. Each centre is listed below and their systems can be found within the appendix:

-  Baumber
-  Boston
-  Gainsborough
-  Lincoln
-  Mablethorpe

Use of Fixed Term Exclusions

As an inclusive organisation, Wellspring Academy Trust believes that:

“All academies should develop a supportive culture where exclusions is seen as an absolute final resort and where the best endeavour is used by all school leaders to avoid permanent exclusion from school. Fixed term exclusion should be viewed not as a sanction but as a mechanism to provide support and plan intervention”
(Wellspring Academies Trust, 2017).

The Springwell Lincoln City Academy supports the Trust’s values on exclusion and each centre will strive to find alternatives; however, we understand that sometimes its use is unavoidable.

Following a fixed term exclusion, the Academy will seek to explore a personalised plan and again implement ‘assess, plan do, review’ (refer to our SEND & Inclusion policy), with the aim of supporting the young person to be successful. Parent/carers and the young person will be encouraged to contribute to such plans.

Targeted Intervention

There are occasions where a young person requires a greater level of support away from their peers. Targeted Intervention is a programme of focused support and intervention for those pupils unable to access education within the normal settings.

Young people referred to Targeted Intervention are those with extreme, violent or oppositional behaviours or significant anxiety and trauma related behaviour. All those placed on Targeted Intervention are Pathway 1 pupils and have Personal Education & Attendance Plans.

Please see Targeted Intervention Policy for more details (appendix 7)



The Care Team

At Springwell Lincoln City Academy, each of our centres operates with a Care Team, which is supported by a central Care Team Manager. The Care Team has specific responsibilities in ensuring the young people receive the greatest level of care when most needed, in accordance to the Six Stages of Crisis model.

Each team will endeavour to be proactive providing support before a young person reaches crisis (stages 1 & 2), by offering:

- 👤 Personalised meet and greet sessions
- 👤 Support in lessons where a young person(s) find the most challenging etc
- 👤 Provide specialist advice and guidance for staff on all aspects of behaviour management
 - 👤 Deliver appropriate intervention e.g. anger management
- 👤 Use of restorative practice to help the young person move on and reduce the chances of repeat behaviour(s)
- 👤 Ensure Positive Handling Plans (PHP) are up to date and used by all staff
 - 👤 Keep a record of all behaviours, in order to support planning of intervention and support

Unfortunately, there will be occasions where the Care Team has to be reactive and support a young person in crisis (stage 3), on these occasions the team will:

- 👤 Use specialist techniques of de-escalation, deflection and reparation in order to reduce the loss of learning time to a minimum
 - 👤 Remain calm, positive and in control
- 👤 If appropriate use Team Teach restrictive positive intervention, to ensure the young person is safe and not endangering other young people or staff, as well as property
 - 👤 Offer appropriate support at stages 4, 5 and 6

Accessing Additional Support

There will be occasions when the Centre requires further support with regards to helping a young person. As well as accessing support from the Care Team Manager and the Executive Senior team, each centre will have regular support from the Academy's SENDCos. The Head of Centres can refer for additional and some cases urgent support from them.

Please see Accessing Additional Support flow chart (Appendix 1) and the SEND & Inclusion Policy



Restrictive Positive Intervention (RPI)

Within Springwell Lincoln City Academy we strive to create a safe learning environment and provide opportunities to learn, demonstrate positive behaviour and reduce the risk of serious incidents.

All staff have been trained to use Team Teach techniques to help reduce the risk of serious incidents occurring through de-escalation. In exceptional circumstances, staff may use restrictive positive intervention (RPI), where the use of reasonable and proportional force is required.

When RPI has been used, parent/carers will be informed on that day. The incident will be recorded in full and the staff member will notify the Head of Centre, along with the report being received by the Care Team Manager and Executive Vice Principal. Following an RPI, stages 4, 5 and 6 (Restorative Practice) will take place, along with (if appropriate) a logical consequence. Identified patterns or new strategies will also be added to the young person's Positive Handling Plan (PHP).

Parent/carers will be made aware of the potential use of RPIs through our handling policy at the admission meeting and asked to sign the appropriate paperwork. We aim to create a positive and open relationship from the beginning with parent/carers. Due to the nature of some of young people, RPIs can be required in order to keep the individual, other students and staff members safe, as well as protecting property. However, our aim is to support these young people in developing safer and more appropriate behaviours and therefore reducing the need for RPI.

If a parent/carers is uncomfortable with signing the Academy's handling policy, they must be made aware the Academy will follow DfE's guidance for all school in England on the Use of Reasonable Force, where:

All schools in England have the power to use reasonable force, as stated in the Use of Reasonable Force Guidance, published by the DfE (July 2013). Guidance states that force is usually used either to control or restrain, e.g. guide a pupil to safety or to prevent violence or injury. All members of school staff have a legal power to use reasonable force.

For further information please see Use of Reasonable Force Guidance (July 2013)

For more information please see the Restrictive Positive Intervention Policy



Recording of Behaviour

Springwell Lincoln City Academy's enquiry approach to behaviour requires a robust tracking system of all behaviour to help recognise small steps of progress and exceptional behaviour, as well as identify patterns of negative behaviour to help gauge a clear picture and the skills a young person is lacking. The system the Academy uses to record positive, negative, RPIs (including Front Ground Recovery), Racist and Homophobic incidents is Behaviour Watch.

All staff are responsible in ensuring that all incidents have been recorded correctly, following data protection laws and the Academy's expectations.

The Executive Vice Principal, with the support of the Care Team Manager, is responsible in ensuring both Front Ground Recovers and Racist incidents that have been recorded are dealt with accordingly, ensuring the appropriate professional bodies have been notified (if deemed appropriate).

Communication with Parent/Carers

At the end of each day, an attempt to contact all parent/carer with feedback will be made. This is to help recognise/celebrate positive behaviour and contribution, report any concerns, as well to discuss strategies and support for the young person.







Like all our parent/carers, we want the best for our young people and having an open, honest and positive relationship with the families is key to this success. We appreciate that on occasion it is difficult for parent/carers to listen to what can be classed as negative feedback. However, we will always support the young person and their families in overcoming barriers by working together, we are not just passing this on for the families to deal with alone.

Parent/carers could also be invited to attend meetings with the Head of Centre or members of the Executive Senior Leadership Team. At Springwell Lincoln City Academy we believe in creating a team ethos and these meeting are not methods of passing responsibility to the parent/carer. The young person, parent/carers and the Academy staff must find the solutions to any challenges together. We must never feel alone!

In the unfortunate result of a fixed term exclusion, parent/carers will receive a written letter stating the incident leading to the exclusion and the return date.



Linked Policies:

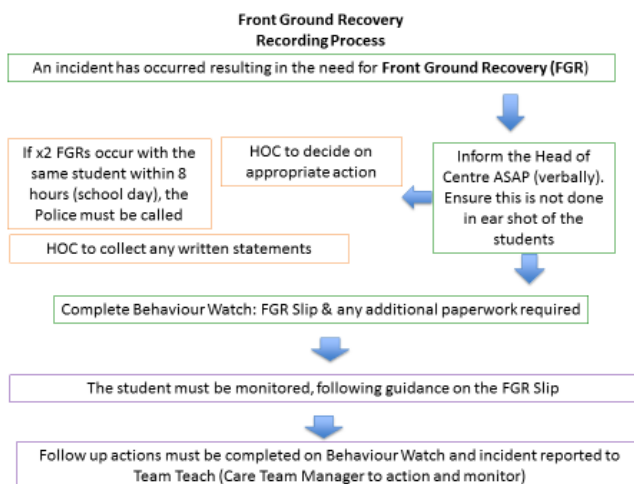
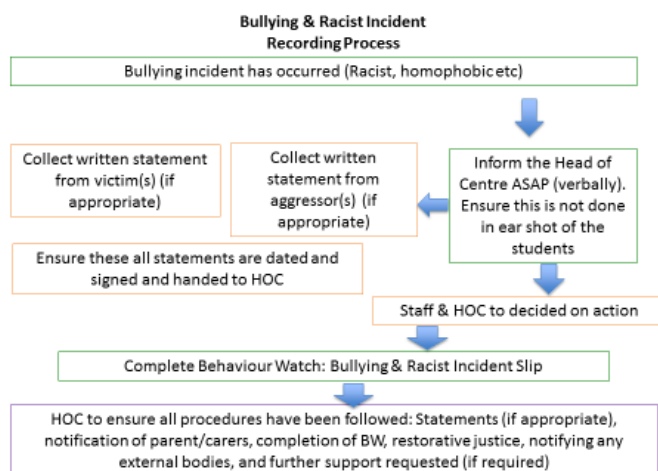
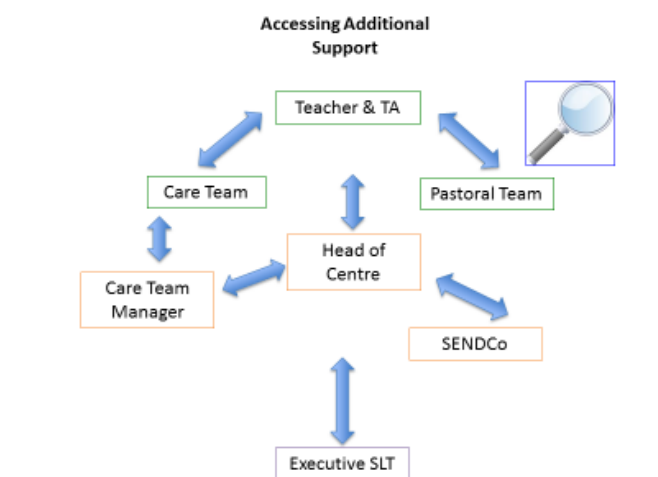
-  Inclusion Policy inc SEND
-  Teaching & Learning Policy
-  Safeguarding Policy
-  Complaints Policy
-  Safe Touch Policy
-  Restrictive Positive Intervention Policy

Appendix

- 1- Additional Support flow chart
- 2- Baumber Behaviour Policy
- 3- Boston Behaviour Policy
- 4- Gainsborough Behaviour Policy
- 5- Lincoln Behaviour Policy
- 6- Mablethorpe Behaviour Policy
- 7- Targeted Intervention Policy
- 8- Safe Touch Policy (separate document)
- 9- Use of RPIs Policy (separate document)



Additional Support Flowchart





Recognition & Logical Consequence/Restorative Practice Policy: Baumber Centre

At Springwell Baumber we recognise the importance of recognising good behaviour choices. Children in our care need a consistent approach that allows us to treat every day as a fresh start. Our children need praise that comes from genuine warmth and appreciation of their efforts, however small. It is important that staff are always looking for opportunities to praise and reward behaviour choices. We place added emphasis on good manners, kindness and tolerance towards others.

We also recognise that traditional punishments are not effective in modifying behaviour. Therefore we employ logical consequences /restorative practice where ever practicable.

Sarah Jorgensen
Baumber Head of Centre

Recognition/Rewards

Secondary

Students are given a daily points sheet where students can earn up to a maximum of 6 points for their lessons and break times. The daily maximum is 35 points. Points are totalled up and recorded and linked to the reward activities on a Friday.

	Off site reward	On site reward	No reward
5 days	128-170	96-127	Below 95
4 days	112-140	84-111	Below 83
3 days	84-105	63-83	Below 62
2 days	56-70	42-55	Below 41
1 day	28-35	21-27	Below 20

In addition ks3 students can earn positive points that can be awarded by any member of staff to acknowledge any aspect of positive behaviour – particularly good manner, kindness and tolerance towards others. These are recorded separately in classrooms. 10 positive points = 1 credit slip. 20 credit slips = a high street voucher and certificate.

Primary

Primary students will earn choosing / golden time throughout their school day. There are sessions built in for 'mini' choosing and 'big' choosing throughout each day. These activities include games / sports / food and sensory rewards. There is a big focus on how being rewarded makes us feel.

In addition to this, the Head of Centre will look for opportunities to reward kindness and tolerance towards others by giving stickers that can be exchanged for a small prize to take home.



Logical Consequences/Restorative Practice

Rather than traditional punishments, when students at Baumber Springwell make a mistake we will aim to follow logical consequences. After the incident we will ask the student to suggest who / what has been affected (and how) and then discuss ways in which we can put things right and follow this through. Even at this stage we are looking for opportunities to praise and reward good choices.

Primary children may be given 'minutes' which equates to time out of choosing or playtimes.







Recognition & Logical Consequence/Restorative Practice Policy: **Boston Centre**

We strongly support the Springwell approach to behaviour as being one of enquiry. We will always try to piece together information about students *with* students to help nurture and encourage positive choices. Through understanding and modelling, students are enabled to manage their behaviour in a way that is constructive and conducive to a positive learning environment. We appreciate that all students are at different stages of their learning journey and have differing needs therefore we reasonably adjust our practice to ensure that needs are met working with the student, parents/carers and any professionals involved in the child's life.






We celebrate positive choices and effort made by all students in their own individual way. We believe that through positive recognition, students will be motivated to make positive choices. Where poor choices are made, 'making amends' is an essential part of our practice: reflecting on choices made, helping the individual to move forwards in their journey when the student is ready, and again, this will be achieved in a way suitable to the needs of the learner.

Jayne Sausby-Gallimore
Boston Head of Centre

Recognition/Rewards

-  Positive choices are shared with parents/carers in a phone call or letter home
-  Lesson points are awarded during all lessons which culminate towards rewards on a Friday. Depending on the points awarded students can receive a bronze, silver or gold award
-  Points are celebrated in classroom displays
-  Weekly assemblies – each week the centre will celebrate exceptional achievements of students. Class teachers will select a star of the week who will receive a certificate and additional positive points. The Head of Centre will also decide who achieves a HoC Award where the students can again be awarded a certificate and further positive points

Logical Consequences/Restorative Practice

-  Students are expected to put right any mistakes they have made. For example, if they make a mess they will tidy it up. However, this will be done at the appropriate time, in order not to escalate behaviour further
-  Negative behaviour will be recorded
-  Time out/thinking time can be allocated to give students time to reflect
-  All negative incidents will be followed up through Restorative Practice, to help students learn from the situation (this will be completed at an appropriate time).
-  Parent/carers are informed of significant negative choices



Recognition & Logical Consequence/Restorative Practice Policy: **Gainsborough Centre**

Students at Gainsborough receive rewards for appropriate behaviour, working hard, regular attendance and 'doing the right thing'.

Staff at Gainsborough have lots of experience at managing inappropriate behaviour and will use a range of strategies to encourage students to stay on track. These include:

- Building relationships
- Rewards
- Encouraging appropriate choices
- Coaching conversations
- Catch up time
- Time out
- Working in a different room
- One-to-One support
- Reduction of social time
- Removal of privileges e.g. Football at break times

These strategies are used regularly to enable students to engage with their learning. They are not part of a stepped approach but are used flexibly to suit the needs of the students. What works for one student may not work for another and as a centre we continually adapt our practice to suit the needs of our ever changing cohort of students.

Bob Austin
Gainsborough Head of Centre

Recognition/Rewards

Fry Up Friday

Students earn tokens as a short term reward for good behaviour, working hard, being polite, helpful and respectful of the building, the staff and other students. These tokens are collected over a period of a week. If a student earns 20 tokens over the week they are entitled to a bacon butty during Friday morning break. Tokens cannot be carried over to the following week.

Points System

Students earn points during lessons and breaks for good behaviour, working hard, respecting others, using manners and having a positive attitude. Up to 5 'lesson points' can be earned per lesson/break. Students can also earn up to 5 'bonus points' per lesson if they achieve their behaviour focus. The behaviour focus is a target which is set for each student to work on over a period of 2/3 weeks.

These points are accrued on a daily basis and are recorded in each student's 'Behaviour Booklet'. A cumulative total is recorded within each student's 'Behaviour Graph' so that progress over time can be analysed. Points targets are set and once a student reaches a




specific points target they receive a reward – usually given out during the rewards assembly. Rewards can vary in type and are selected following consultation with the students.

Certificates & Half Termly Rewards

Certificates are also awarded to students for 100% attendance and 'Most Improved Behaviour'. Each half term, the student with the best attendance and the student who has made the most progress in terms of behaviour are given a small reward for their efforts. Certificates are given out to students to either take home or display in their tutor room.

Logical Consequences/Restorative Practice

 To ensure that students at Gainsborough realise that there are consequences for every action, the centre operates a system of logical consequences. The following consequences are used as a guideline for staff, however, they are used flexibly and at a time which is appropriate for both the student and staff.

 **If you damage it..... Fix it!**

 **If you upset someone..... Make amends!**

 **If you make a mess..... Tidy it!**



Recognition & Logical Consequence/Restorative Practice Policy: **Lincoln Centre**

At Lincoln Springwell we aim to recognise and cherish positivity in all our students. We aim to nurture and support our young people with the skills that may be lacking in order to promote positive behaviour. Through positive relationships, enquiry and reward, we are confident we can make a difference.

Matthew Barnes
Lincoln Head of Centre

Recognition/Rewards

- 👤 At the centre we aim to praise and reward all positive behaviour a student exhibit, from sitting quietly at a table to passing an exam
- 👤 All staff value the importance of unconditional positive regard, nurture principles and celebrate all positive behaviour
- 👤 A point system is in place per class [up to 5 per lesson with 6 lessons per day and 3 breaks]. Therefore each student can earn a total 45 points per day. These points are then transformed into gold coins
- 👤 A full tally of points per day results in 3 gold coins
- 👤 Silver coins can also be collected by the student for bonus behaviour displayed, including; good manners, completing work, holding doors open etc. Students can exchange 5 silver coins for 1 gold coin
- 👤 Every Friday we hold a Rewards Assembly where students are recognised for their achievements and receive certificates for: Star Student, Maths Star, Writer of the Week, Reader of the Week. The assembly also includes a brief presentation by a teacher on a topic relevant to the week. This can include charity awareness, kindness or Bonfire Night Safety
- 👤 At the end of each assembly students can exchange their gold coins for prizes in the Reward Shop. Should a student want a more expensive item they can put a request in for the school to buy it and the student will bank their golds, until they have achieved the desired price

Logical Consequences/Restorative Practice

- 👤 Students are expected to put right any mistakes they have made. For example, if they make a mess they will tidy it up. However, this will be done at the appropriate time, in order not to escalate behaviour further
- 👤 Negative behaviour will be recorded
- 👤 Time out/thinking time can be allocated to give students time to reflect
- 👤 All negative incidents will be followed up through Restorative Practice, to help students learn from the situation (this will be completed at an appropriate time)
- 👤 Parents/carers are informed of significant negative choices



Recognition & Logical Consequence/Restorative Practice Policy:
Mablethorpe Centre

Here at Mablethorpe we celebrate success and recognise the positivity in our staff and students. Students are encouraged to make positive choices and to put things right after incidents. This could be making an apology that needs to be made or putting a display back that they ripped down or ruined.

Zoe Bower
Mablethorpe Head of Centre

Recognition/Rewards

- 👤 Weekly assemblies – each week the centre will celebrate attendance and exceptional work
- 👤 Stickers – in primary the students also have sticker charts. The students get a sticker for achieving things such as completing a piece of work successfully that they may have found challenging and would have usually given up on. When a chart is completed the student is able to pick a prize from the prize bag in assembly. Having the stickers enables our younger students to have a reward for instant recognition.
- 👤 ‘Shout Out’ board celebrates kindness and recognises the good things that staff and students do, a bit of a thank you
- 👤 ‘Piece of the Week’ – Staff submit writing that has been completed by the students, the Head of Centre chooses a piece to be celebrated in the office window for all to read.
- 👤 Postcards Home – these are sent home to recognise achievements such as a first 100% attendance, super work, being able to play a game at lunchtime without falling out.
- 👤 Daily sheets – each child gets a daily sheet which has points for lessons and social time. At the end of each week the student points are added up. If they get 160 points or more they can then choose an ‘in-house’ reward for the last hour of the day on a Friday. These rewards are a choice of either a sport activity, art activity or cards/ board games.
- 👤 At the end of each whole term a larger trip will be planned that takes into account the daily point sheets and attendance. These may be a trip to the beach to play football or paddle, a round of crazy golf.

Logical Consequences/Restorative Practice

- 👤 Work that isn’t completed during the lesson is completed at the students own break time.
- 👤 If required, a student will work away from the class to complete work if there has been a series of lessons where work has not been completed.
- 👤 If rooms have been messed up, when a student is calm they are encouraged to put things right.
- 👤 If displays are ripped then when a student is ready they will help put them back up.



Targeted Intervention Policy

(Used in conjunction with the Behaviour Policy)

Overview:

Targeted Intervention is a programme of focused support and intervention for those pupils unable to access education within the normal settings. Pupils referred to Targeted Intervention are those with extreme, violent or oppositional behaviours or significant anxiety and trauma related behaviour.

All those placed on Targeted Intervention are Pathway 1 pupils and have Personal Education & Attendance Plans.

Referral to Targeted Intervention is via the Executive Vice Principal with strategic responsibility for interventions.

There are two clear cohorts of pupils referred to Targeted Support:

Cohort 1: (Long-term)

Pupils with significant mental health difficulties, school refusers, high anxiety and/or developmental trauma influenced behaviours. These pupils are unable to successfully access on-site provision and have substantial social and emotional needs.

These pupils are all subject to continuing monitoring and referral for formal SEN assessment and subject to continual dialogue with parents.

Cohort 2: (Short-term)

Pupils with serious violent and aggressive behaviours. Referrals to Targeted Intervention are a result of sustained and significant high order violent and destructive behaviour. This takes the form of assaults to staff, damage to property, assaults on pupils, elevated levels of defiance and consistent inability to follow basic health & safety procedures.

These pupils are all subject to risk assessments, regular reviews and monitoring. They are also referred for formal SEN assessment.

All Cohort 2 pupils have regular reviews with the intention that re-integration to a site be the main priority. If re-integration is unsuccessful, then pupils will return to Targeted Intervention until a further re-integration is planned and/or a SEN assessment results in an EHCP with a named specialist provision.

There is always an intention to re-integrate pupils into full-time provision and therefore all pupils on Targeted Intervention retain places in centres for planned reintegration.

Targeted Intervention Curriculum:

The personalised curriculum consists of one-to-one tuition (based locally in the home or in libraries and/resource centres), access to on-line virtual learning, pastoral 'safe and well' visits and regular, formal reviews.