

**Nottingham Girls' Academy**  
**Alternative Curriculum SEND Behaviour Policy and Procedure.**



This behaviour policy and procedure is to be used alongside Nottingham Girls' Academy's Behaviour Policy. The SEND Code of Practice's (DfE 2015) Graduated Response of Assess, Plan, Do, Review is embedded in our practice, through constant reflection and assessment of why the pupil's behaviour has occurred.

The Alternative Curriculum (AC) provision was developed to support pupils to access a learning offer that is individualised, targeted and most suited to their complex learning and behavioural needs. Specialist teaching and support team view behaviours as a learning opportunity to understand how better to support pupils, by identifying what the underlying communicative intent of that behaviour was and balance the discipline with flexible consistency and differentiated adjustments. Such decisions will be exercised and agreed by the Principal and/ or Alternative Curriculum team on an individual basis, balancing the complex needs of each individual learner which may include Special Educational Needs and/ or Disabilities (SEND) and Social, Emotional and Mental Health Difficulties (SEMH).

## **AIMS**

The aim of this policy is to support the appropriate use of differentiated discipline, in conjunction with the wider school behaviour policy, taking into consideration the learners' individual needs of SEND and/ or SEMH and whilst improving their attendance, reducing their risk of being a school refuser, suspensions and exclusions.

The policy aims to do this by supporting learners to reduce their barriers to learning, creating learning opportunities that meets their individual needs, having a multi-disciplinary approach to the Alternative Curriculum provision, having a community of inclusion, role modelling of responsibility and respect, and building positive relationships and restoration.

Pupils with SEND and/ or SEMH have complex needs and are faced with complex difficulties that impact upon their ability to function on a day-to-day basis, and not just in school. The school respects such learners' difficulties and takes a holistic approach when delivering its Alternative Curriculum. As such, every attempt is made to reduce a learner's barriers to learning, ensuring inclusivity across the school.

## **REDUCE BARRIERS**

### **Communication and Interaction**

Pupils with SEND and/ or SEMH have communication and interaction difficulties which makes them more vulnerable to not having their needs met. Therefore, they are at an increased risk of being misunderstood. The SEND and Pastoral teams work collaboratively across the school to ensure pupils with SEND and/ or SEMH are supported appropriately. Pupils with SEND and/ or SEMH are supported closely with a trusted adult, within the team, who provide a vital link between the pupil and the wider school.

Pupils with SEND and/ SEMH are treated with unconditional positive regard and neutral language is always adopted. It is known that all behaviour is a form of communication and pupils with SEND and/ or SEMH are at an increased risk of displaying behaviours that are considered challenging. This is because they are unable to effectively communicate their needs and as a result are functioning at a higher state of arousal. Communication and interaction strategies are taught, and role modelled progressively within 1:1 or small group work to equip learners with the skills to communicate effectively and become independent as they grow during their time at NGA.

Widget symbols are also used as an additional aid to support the communication of learners with SEND. Pupils within the Alternative Curriculum and across the school are supported with communication that is non-judgemental, simple, clear, direct, concrete and unambiguous both verbally and in written form.

### **Emotional and Behavioural Regulation**

Zones of Regulation is an emotional regulation tool that the SEND team are trained in. It is used to foster self-regulation and emotional control in learners. Zones of Regulation is used

both as a targeted intervention programme as well as an approach that is embedded within the Alternative Curriculum provision.

### **PACE and Trauma Informed**

The Alternative Curriculum adopts several approaches to support the needs of its learners to reduce barriers. PACE: Playful, Acceptance, Curiosity and Empathy is one approach used by Alternative Curriculum team that supports learners to feel safe and accepted. Trauma Informed Approaches also supports learners to become resilient to behavioural triggers and learn to reduce their highly anxious states in order to function within their window of tolerance and increase their adaptability, which is necessary to become independent, regulated learners.

Barriers that relate to a diagnosis or conditions are provided targeted support and adjustments, which reduce barriers to learning.

### **CREATING LEARNING OPPORTUNITIES**

The Alternative Curriculum provision offers a curriculum that meets the needs of each individual pupil and is targeted to every pupils' learning needs. The AC offers class sizes of up to 8 pupils per class with a ratio of 1 adult to 4 pupils. Each pupil has access to mainstream subjects, ensuring they have opportunities for inclusion across the school. In addition, pupils in the AC are supported to have access to developing independence through career opportunities and Post 16 support.

As learners with SEND and/ SEMH are at an increased risk of low attendance, being school refusers and are at a higher risk of exclusions; a flexible and consistent approach towards differentiated discipline is necessary to ensure their needs are continued to be met. Often pupils with SEND and/ or SEMH have complex difficulties impacting their ability to function day to day and need support to work through individual targets at a time and over a prolonged period without judgement. Pupils with SEND who are supported, do make small progressive steps that are seen over a period of time. Progress of such pupils often does not take place in a linear fashion but is cyclical, and the level of need and adaptations are also cyclical.

### **MULTIDISCIPLINARY APPROACH TO OUR ALTERNATIVE CURRICULUM**

Specially trained teachers and the learning support team use research backed theories, interventions and knowledge from multidisciplinary teachings around Trauma Informed Practices and Attachment Theory. In addition, also providing bespoke interventions that target individual needs of all pupils, support is also gained from the following external multidisciplinary professions:

1. Social, emotional and mental health disciplines: such as Emotional Literacy interventions (ELSA), Counselling.
2. Educational psychology: providing strategies to support learning in class.
3. Behavioural support.
4. Speech and Language Therapy.
5. Occupational Therapy.

6. Autism link to the school.
7. Safeguarding team.

## **COMMUNITY AND INCLUSION**

The Alternative Curriculum provision and wider learning support team ensure all learners with SEND and/ or SEMH have access to a rich school environment. In addition, there are dedicated quiet spaces to support learners who have sensory and physical needs. Pupils in AC are encouraged to join the Equality group, NGA Showcase, work experience opportunities and Post-16 education and career events to name a few. Community visits take place to support the life skills of each pupil in preparing the pupils for adulthood. The AC take great pride in ensuring strong links with parent and carers daily.

## **RESPONSIBILITY AND RESPECT**

Pupils within the AC are supported to have high expectations of themselves and others. They have a right to an inclusive education that meets their individual needs. All staff and pupils are supported to be respectful of individual differences of themselves and others. All staff and pupils are supported to respectfully communicate through bespoke strategies. Pupils within the AC are supported to make positive choices with respect to their actions and associated consequences.

## **RELATIONSHIPS AND RESTORATION**

All pupils have a right to unconditional positive regard, and they are supported to learn without judgement. Pupils are supported to build safe, trusting relationships, building connections necessary to learn successfully. In turn this supports the pupils to develop healthy positive attachments necessary for cognitive development that is conducive to learning and growing as independent learners. Learners are consistently supported to reflect on the impact they have on themselves and others. Learning through actions versus consequences, leading to appropriate resolutions.

## **BEHAVIOUR POLICY ADAPTATIONS**

Pupils within the Alternative Curriculum have differentiated adjustments in relation to the main Behaviour Policy. These adaptations allow the learning support staff to work with the pupils and families to support positive behaviour choices, manage self-regulation and reduce negative sanctions linked to their SEND.

**Communication:** All staff need to be aware that the AC pupils will struggle to communicate effectively and appropriately when unsettled or upset by change, conflict or feelings of shame and embarrassment. A de-escalation approach should be taken to calm the pupil and restorative conversations held at a later, more appropriate time.

**Tutor Time:** The AC pupils who are not complying with their agreed uniform adaptations or have the required equipment have until period 2 to rectify their behaviour. This is to offer processing time to learners and provide them with an opportunity to make an internal

decision to correct their misconduct. Failure of learners to comply with the misconduct request by period 2 will then be escalated to isolation with tutors during social times if necessary. Pupils may be issued with a 24-hour uniform pass if necessary.

**Uniform Adaptations:** Some pupils will have uniform adaptations which have been agreed with the pupil, their family and SENDCO; as these adaptations can support sensory issues, anxiety and trauma.

**PE Kit:** The AC pupils may be allowed to arrive at school in PE kit to reduce anxiety about changing rooms, or to reduce the time taken to get changed.

**Nose Piercings:** Some AC pupils may be allowed to wear a clear retainer for a new nose piercing.

**Social Times:** Some AC pupils may choose to remain inside the building at social times. They may be escorted to the canteen and have an early lunch pass to access the canteen before it gets busy.

**General Misconduct:** To support our AC pupils with their emotional regulation, anxiety and SEND/SEMH needs, the AC Staff will be alerted to any general misconduct by other members of staff through an *AC Misconduct* log in Class Charts. The pupil will not incur an automatic detention nor receive negative points in the first instance.

The AC staff will then discuss the misconduct with the pupil, considering all their needs in their approach; this can include contacting home as well as supporting restorative conversations with the member of staff who alerted the *AC Query* in the first instance.

The AC staff will use a range of appropriate strategies to support the pupils to make the right positive choices including escalation to tutor isolation at social times, implementing action and consequence boards, appropriate interventions and placing the pupil onto the AC Positive Report. Escalations further to detention and suspension will only happen after discussions have been held with family, SENDCO and the Principal.

If the misconduct puts themselves or others at risk, then all staff will follow the AC On-Call process detailed below.

## REPORTING ON CLASS CHARTS PROCEDURE

Following the above Behaviour Policy adaptations, the following should be used on Class Charts to log behaviours.

**AC Misconduct:** this will log the misconduct as per the wider school Behaviour Policy. This is so the behaviour can be logged for tracking, but no negative points will be given.

**AC Query:** Can be used for two reasons. Firstly, to request support in the form of a 'change of face' to offer another layer of de-escalation, providing the pupil an opportunity to deescalate

their behaviour/ frame of mind. Secondly, *AC Query* can be used to notify the behaviour and alert the leadership team and/or the AC Leaders to explore this with the pupil in question.

When an *AC Query* is pressed, ensure that details of the incident/ behaviour being displayed are clear in the notes section, in order that those responding to the *AC Query* can act appropriately and provide the level of support you require. State whether 'change of face' is required to de-escalate or that you are providing notification of behaviour.

If, once the *AC Query* has been attended to by the leadership team and still no change in behaviour, staff will then escalate by requesting *AC On-call*.





**AC On Call:** To be used when SLT is required to support the pupil to be directed to either reflection or the next most appropriate location (outside Principal's office, Hub or SENDCO office for example).

Once the AC pupil has been removed from a lesson and to the Reflection room, regardless of the time they arrive there, they are intended to remain for the remainder of the day. If they are showing signs of improvement, then they may be able to return to AC lessons. Such decisions will only be made by the Principal or Alternative Curriculum Leaders.

Being in isolation will override any same day detention during social isolation times, but the AC team will complete the detention process on Class Charts (to identify whether they have attended/ not attended or whether it needs to escalate).

### **Behaviour Policy escalations:**

If further escalations are required, this will be carried out in consultation with the SENDCO and the Senior Leadership Team. The decision for suspensions and exclusions will always rest with the Principal.

AC Behaviour Policy: Escalation				
Exit Room	Social Detention	After School Detention	Isolation outside of AC	Suspension
<p><b>Why?</b></p> <p>Negative behaviour in class that is disruptive to pupils and lessons that has been on-called after all adjustments/strategies have been given</p> <p><b>Where?</b></p> <p>Choice given to pupil: AC classroom or SEND office</p> <p><b>Who?</b></p> <p>AC Teaching staff in classrooms</p> <p>SENDCO /Deputy SENDCO /Admin</p>	<p><b>Why?</b></p> <p>Persistent negative behaviour despite adjustments where deemed appropriate after discussion with SENDCO /Deputy SENDCO</p> <p>x3 lates in a row/week</p> <p>Uniform Issues (after adjustments/parent contact &amp; 24 hour Pass given)</p> <p><b>When?</b> Lunchtime</p> <p><b>Where?</b> Dining Hall in Year Groups</p> <p><b>Who?</b> Pastoral Team</p>	<p><b>Why?</b></p> <p>Red line behaviour in class or around school after investigation by SLT / SENDCO /Deputy SENDCO</p> <p><b>When?</b></p> <p>After School x15 mins</p> <p>Escalation to 30 Mins after School if required</p> <p>Further escalation to Principal Detention (Friday's)</p> <p><b>Where?</b></p> <p>Dining Hall</p> <p><b>Who?</b> AC Staff</p>	<p><b>Why?</b></p> <p>Single acts of risky behaviour towards themselves or others that does not yet require suspension</p> <p><b>When?</b></p> <p>As decided by SLT / SENDCO /Deputy SENDCO</p> <p><b>Where:</b></p> <p>Outside Principals Office</p> <p><b>Duration:</b></p> <p>Period of isolation including social time with restorative conversation &amp; return to classroom as soon as is appropriate.</p>	<p><b>Why?</b></p> <p>Increased/persistent acts of risky behaviour towards others and themselves including acts of violence</p> <p><b>When:</b></p> <p>As decided by SLT /SENDCO</p> <p><b>Duration:</b></p> <p>As required</p>