

New River College

New River New Start

In the now and beyond

POSITIVE BEHAVIOUR & RELATIONSHIPS POLICY

2025-2026



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Aim

This policy aims to:

- Provide a consistent approach to positive behaviour management
- Ensure approaches to managing behaviour based in theory and are underpinned by trauma-informed practice and in line with an understanding of pupils' needs (SEND or otherwise)
- Outline positive expectations at NRC and our system of rewards and sanctions
- Define what we consider to be undesirable behaviour, and intervention responses NRC.
- Summarise the roles and responsibilities of different people in the college community with regards to behaviour.

Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in Schools
- Behaviour and discipline in schools / School Suspensions and Permanent Exclusions
- Mental Health and Behaviour in Schools
- Summary of responsibilities where mental health is affecting attendance
- Supporting pupils with medical conditions at school
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools

Introduction

New River College is a federation of Alternative Provision settings, ranging from early years to Key Stage 4, educating those who are either at risk of being permanently excluded, have been permanently excluded or can no longer access learning for medical and/or mental health reasons in a mainstream setting. All of our pupils have a SEND under the category of SEMH, this is at an EHCP or SEN Support level.

Our ethos is that every person in the college feels valued and respected, and that each person is treated fairly in a safe, caring, and happy environment based on mutual respect and British values. The Positive Behaviour and Relationships policy is therefore designed to support the way in which all members of the college can work together successfully.

At New River College, we see **ALL** behaviour as communication, and we strive to ensure that pupils understand their emotions and are able to co/self-regulate and engage with the curriculum offer and learning. We take a positive approach towards managing pupils' behaviour. Our system is based on three core elements: Celebration, De-escalation, and Restoration. We recognise the majority of our young people have experienced significant trauma, and many have SEMH/SEND. We adapt to individual needs by having targets to support pupils in their personal development. Every member of staff has a key role in applying this policy consistently and promoting and sustaining the highest standards of behaviour for learning and life.

All members of the college community have a right to:

- feel safe, valued, and respected, and learn free from the disruption of others
- be free from any form of discrimination
- practice their religion and to have their beliefs and practices respected

Governors

The Governors will be responsible for the strategic overview and of the implementation of policy. Governors will get regular updates on behaviour and the implementation of the policy

through regular reports and at meetings.

College Leadership Teams (CLT)

The Leadership Teams will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of theirs. In order to ensure consistency of approach to behaviour and learning, the Leadership Team will regularly monitor the implementation of the Positive Behaviour and Relationships Policy, through informal and formal observations, data analysis, and feedback from stakeholders.

Staff (in and out of the classroom)

All members of staff will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff and the pupils have a key role in advising Leaders on the effectiveness of the policy and procedures with regular reviews. They also have responsibility, with the support of the Leaders, for creating a high-quality learning environment, teaching good behaviour, and implementing the agreed policy and procedures consistently.

Staff will:

- Implement the policy including trauma informed approaches consistently this includes using trauma informed (ZoR, CALM) approaches to engaging with pupils
- Model positive behaviour and language
- Treat all pupils and adults with respect
- Build pupil confidence using positive reinforcement
- Recognise and celebrate pupil effort and success regularly
- Work in partnership with parents/carers/agencies to keep them informed
- Challenge unacceptable behaviour
- Provide a personalised approach to the specific SEMH/SEND needs of pupils
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Establishing a clear and consistent routines and habits
- Communicating expectations of behaviour in ways other than verbally (including modelling and the use of non-verbal signs and gestures)
- Consistently share mental health, safeguarding, behaviour concerns with their line manager and leadership teams.
- Complete a range of training including Team Teach, ITIPS, and induction to key policies and practices.
- Have access to a range of individual support and whole college wellbeing support.
- **All staff on each site will have a guidance document around managing and supporting students on site. This will include ZoR, CALM approach, in and out of class procedures.**

Parents and carers

Parents and carers will take responsibility for their child both inside and outside the college. They will be encouraged to work in partnership with the college to assist staff in maintaining high standards of behaviour. Parents and other stakeholders will have access to a one-page overview of the policy for their reference (Appendix A) alongside the full policy on the website.

The staff aim to develop positive relationships with both parents/carers through regular communication. Parents/Carers are expected to support their child in adhering to the site's expectations, informing the college of any changes in circumstances that may affect their

child's behaviour.

Pupils

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the college policy, procedures, and expectations. Pupils are encouraged to report any concerns to do with behaviour or safety issues to key members of staff.

NRC Pupil Positive Expectations (Appendix B)

- Pupils **respond calmly** and ask for space if they need it
- Pupils **resolve conflicts** through discussion and **restorative conversations**.
- Pupils **show resilience** towards our learning and challenges.
- Pupils always try and **give it their best** and ask for help when they need it.
- Pupils **speak politely and appropriately** to all members of the NRC community.
- Pupils **follow all instructions** when asked to do something by a member of staff.

Celebration: Rewards

The successful management of behaviour and rewards is central to the college's ethos of providing an environment in which adults and children can develop positive relationships, show care, consideration and respect for each other and the community.

At NRC we believe that regardless of each pupil's needs, most pupils want to learn and be successful, however, some pupils will test the boundaries of acceptable behaviour. Success is measured not by the absence of problems but by the way we deal with them. In general, pupils who feel psychologically safe and are provided with good quality, differentiated learning opportunities will behave appropriately.

At NRC we celebrate individual achievements alongside the whole group and college success as a method of modelling good practice, habits, and behaviours. Our rewards policy is designed to encourage and reward pupils who apply themselves, behave in a commendable way despite their difficulties or support the ethos of the college and to develop their own potential.

Positive behaviour will be rewarded with:

- Praise, commendation rewards & prizes including reward trips
- Letters, postcards, emails, or telephone calls home to Parents/Carers
- Pupil of the Week/Most Improved Pupil celebrated in weekly assemblies
- Rewards based on progress towards individual Personal Development Targets

Daily Achievement Points

All pupils have access to a version of a Daily Points sheet which is tailored to specific sites (Appendix C). These are adapted slightly in each setting to better reflect the specific needs of the young people who attend, but they all follow the same core principles outlined in the introduction to this document.

Pupils are able to earn points for Punctuality, Engagement in learning, Resilience and Progress towards their Personal Development Targets. They are also able to earn rewards for their behaviour around college during breaks and lunchtimes. There are bonus points available each day for behaviours that fall in line with our core values, where pupils demonstrate these in and around the college. All positives and achievements will be recorded on Arbour.

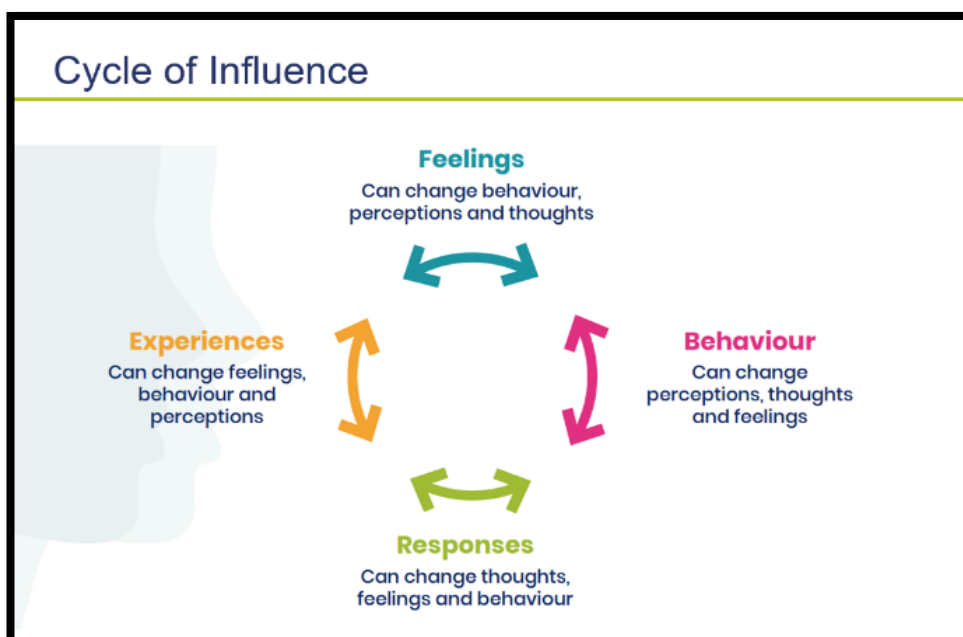
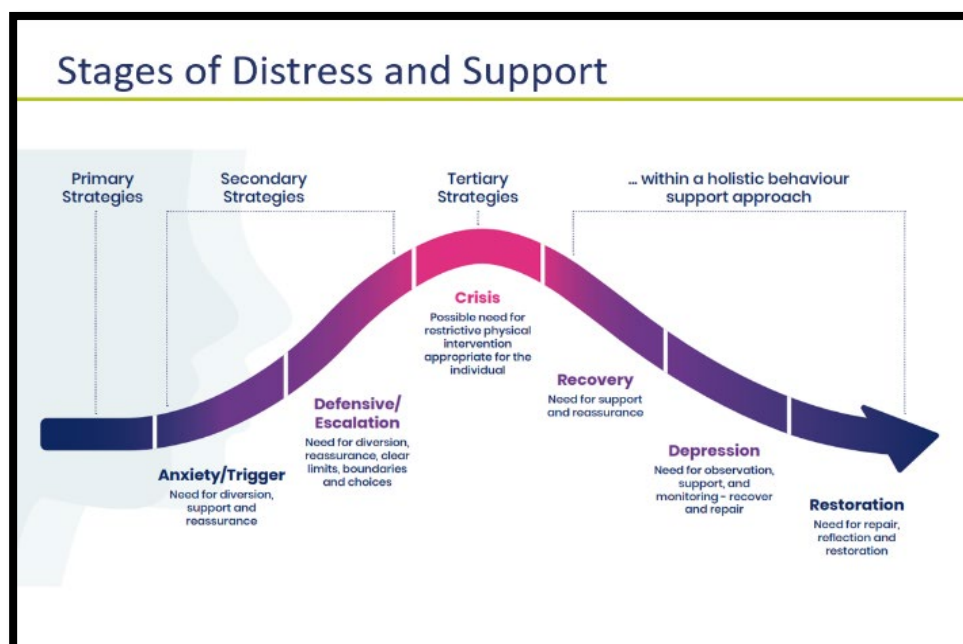
De-escalation

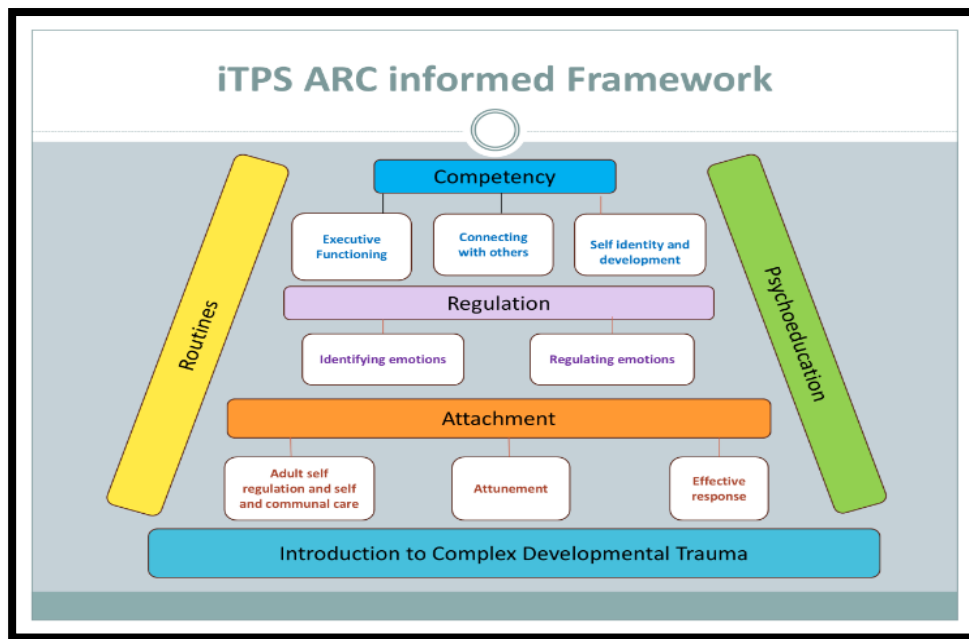
At NRC, the focus is on building positive relationships and attunement to pupils so we can support them more appropriately when they are feeling frustrated or upset and presenting

with more dysregulated or challenging behaviours. We encourage staff to continually reflect on behaviour, their own responses and develop their own emotional self-awareness.

In line with Trauma Informed Practice and Team Teach guidance, we explore during staff meetings and pupil focus groups how best to support pupils following any incidents of challenging behaviour. We train and encourage staff to consider the triggers of behaviours and employ a range of de-escalation strategies to support young people. We use the conflict spiral, Cycle of influence and six stages of distress and support (Previously Six stages of crisis) to help break down pupil behaviour and identify early triggers causing this the primary behaviour and track subsequent behaviours and responses.

Pupils have key staff and tutors available, as well as staff on-call throughout the day, to help when needed. Staff are trained regularly throughout the year, and discussions take place daily in debriefs, to support staff with strategies to use in general and with specific pupils. Team Teach key and ITIPS principles underpinning our response and understanding of behaviour.





NRC Responses to presenting behaviours and SEMH need

NRC has high expectations of all young people. There is a defined level of behaviour and typical responses or intervention (Appendix D). To support this, the college may use one or more of the following responses to behaviour and to support their SEMH needs:

- Positive reminders of college expectations
- Use of ZoR and the CALM approach throughout the day.
- Information shared to tutor via achievement sheet
- Removal of items (where appropriate)
- Contact home for support and feedback.
- Arbor behaviour log
- Staff apply specific targets to daily achievement sheets.
- Referrals made to external services, nurse, CAMHS, CSC etc.
- Meeting with Tutor/Leadership Team
- Where appropriate, with a parent/guardian meeting a behaviour support plan may be created.
- Restorative work and meeting
- Tailored and graduated intervention and support on-site (see below)
- Team Around the Child (TAC) / Professionals Meetings / Team Around the School (TAS).
- Decision to be made by Leadership Team around best to meet pupils' needs. This could include an adapted timetable, short-term off-site or online tuition and provision
- Suspension. Consideration for the safety and progress of the pupils, and college community needed to be given.

Restoration

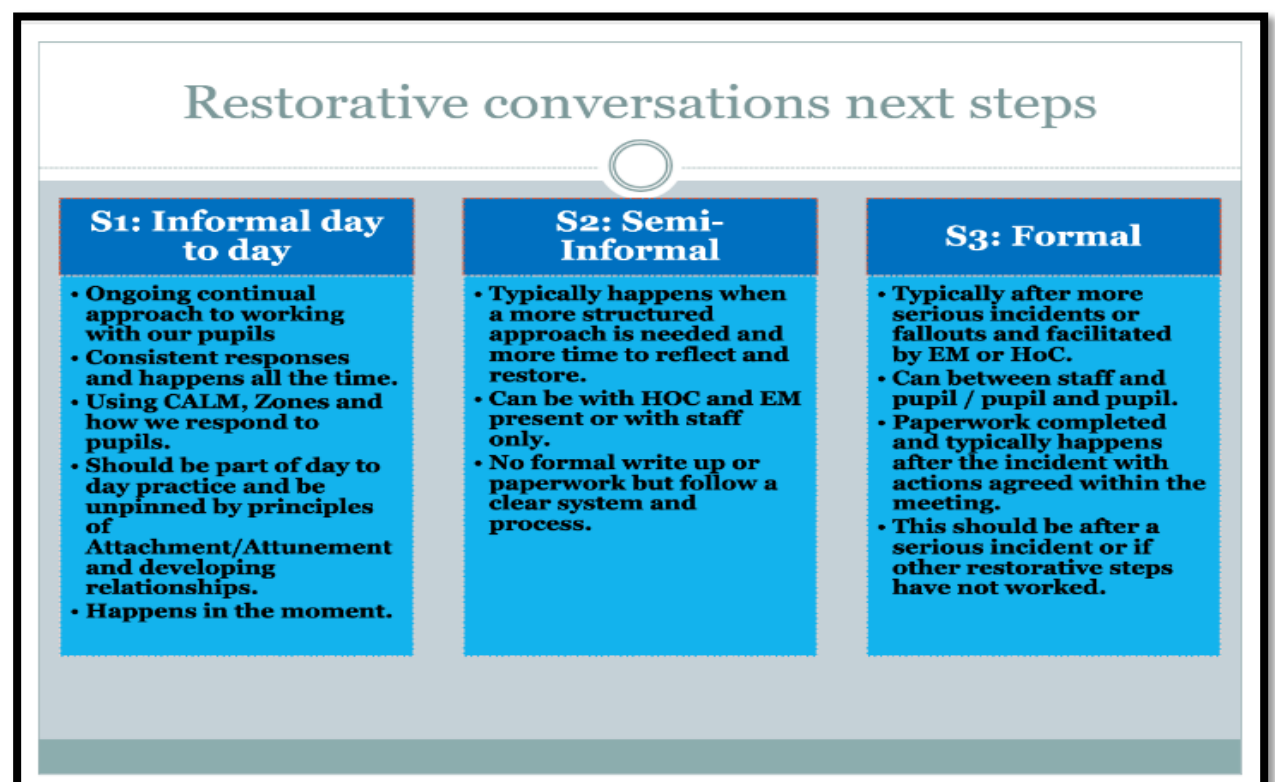
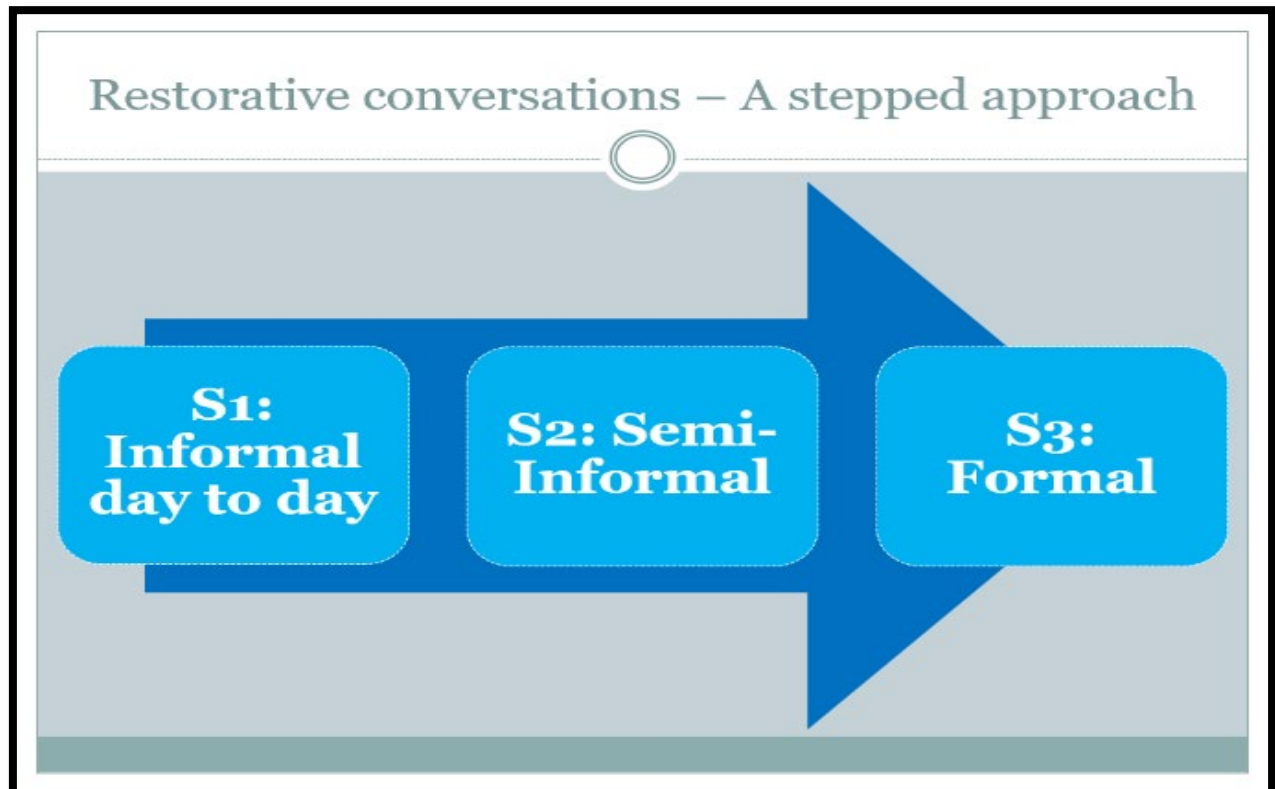
At NRC, we seek a restorative approach to all incidents. This process does not assign blame but encourages the pupils to look at their own and others' behaviour with a view to providing a positive outcome for all involved. **All** members of staff are responsible for organising and running restorative meetings. These reflections can be done verbally or using a comic strip style to help pupils to visualise the incident. All are underpinned by our restorative approach and the three Rs of repair, retry and resolve.

Repairing- in instances where property has been damaged or defaced the children will be

encouraged to repair the damage or forfeit rewards as a deposit until they have completed a restorative task which will enable them to redeem their rewards.

Retry– When children have not been able to complete a key task, they may be given an opportunity to complete this at a later time.

Resolve- Where there has been conflict between pupils, they will be given an opportunity to resolve the issue with one another. This will be facilitated by a member of staff at a time when the pupils are calm and regulated



Targeted Support and Intervention Timetables

Due to the SEMH need of pupils who attend NRC, at times it is evident that more intensive, targeted support is needed to address behaviour needs, where it is clear that this is the primary barrier to accessing education and learning successfully. Without targeted and bespoke interventions, young people will continue to struggle to access learning and make progress, reducing their future prospects and life chances. HoC will ensure regular updates to their staff including the responses to behaviour.

In these complex cases, pupils' needs are discussed by staff and Leaders, and an intervention timetable is devised. This will sometimes include off-site or online programmes to support pupils to still access education, if onsite support has not previously been successful for any variety of reasons.

These timetables are short-term interventions, supported by our teachers, LAs, Mentors, CAMHS and wider professionals who may already be working with the young person. They are reviewed holistically and regularly by HoCs to ensure support is always appropriate and timely.

Pupil Support and protected characteristics

NRC recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. Given the context of the college and the needs of each pupil, all staff regularly meet to discuss additional support that can be provided to ensure the needs of each pupil are met.

Special Educational Needs Co-ordinators (SENCOs), along with the Leadership Team will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from CAMHS, Specialist Teachers, an Educational Psychologist, Medical Practitioners, and/or other, to identify or support specific needs. This will form part of the work in Team Around the School (TAS) meetings. We will work with Parents/Carers to create the plan and review it on a regular basis.

Bullying

Details of our college's approach to preventing and addressing bullying are set out in our Anti-Bullying policy.

Searching

NRC has a statutory obligation to manage the health and safety of staff, pupils and visitors and ensure that college discipline is maintained:

- Under this authority, we reserve the right to search and screen pupils under the following circumstances and to confiscate prohibited items.
- Pupils will be treated courteously and afforded respect and a reasonable level of personal privacy during any search or screening; personal items will only be searched in the presence of the pupil.
- Searching should be carried out by a member of staff who is the same sex as the pupil. There must also be another member of staff present. There is limited exception to this; if there are reasonable grounds to believe that there is a risk of serious harm to a person or persons if the search is not carried out immediately and it is not reasonably practical to summon another member of staff.
- Parents/Carers will not be informed prior to a search or to seek parental consent

- Parents/Carers will be informed if screening or searching uncovers items that will result in disciplinary action or Police involvement.

Searching with Consent	Searching without Consent
• We can search pupils for any item with consent from the pupil. • Parent/Carer permission or pre-notification is not required. • We do not require written or formal consent in advance of a pupil search; it is enough for a teacher to ask a pupil to turn out their pockets, empty their bag and allow access to a search.	• If we have reasonable grounds to suspect that a pupil is in possession of a banned item, a pupil can be instructed to undergo a search without consent. • All staff have a statutory power to search pupils and their possessions with or without consent where they have reasonable grounds for suspecting that a pupil may have one of the banned items. • Searches without consent can only be carried out on the college premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on college trips or on off-site provisions. • A pupil refusing to co-operate with a search will be subject to action by the college which may include but is not limited to suspension and / or placement review.

Screening

- We reserve the right to require pupils to undergo screening by a walk through, or hand-held metal detector, with or without the consent of pupils; this screening may be carried out by any member of staff whether or not they suspect the pupil of carrying a weapon.
- All KS3 and KS4 pupils will be screened each day before entering the main college building.
- All pupils are expected to comply with a request for screening which involves no physical contact.
- If a pupil refuses to comply, we may refuse the pupil access to the main college premises under our duty not to expose pupils, staff, or visitors to risks to their health and safety. The pupil will have to wait in reception for a Parent/Carer to arrive for a wider discussion. Any college absence in this instance will be recorded as an unauthorised absence not as exclusion.

Electronic Devices

- College staff may examine data files held on personal devices during a search if they believe they have good reason to do so i.e., they reasonably suspect that the device has been, or is likely to be, used to commit an offence or cause personal injury or damage to property.
- In determining a good reason to examine or erase data files, college staff must reasonably suspect that the data or file could be used to harm, disrupt teaching, or break college rules.
- If the device is returned, relevant files may be retained by the college to support disciplinary action or where appropriate to be passed on to the Police or Safeguarding teams.

Confiscation

- College staff can remove and confiscate any prohibited item found as a result of a search.
- Staff can also seize any item which is found and considered to be harmful or detrimental to college discipline; this includes deleting electronic items or passing illegal material onto

the Police.

- Depending on the nature of the confiscated item, it may be retained by the college or disposed of as a disciplinary measure where reasonable. There may be some items parents/carers can collect.
- Confiscated weapons, knives, bladed items, items believed to have been stolen, and illegal drugs will be passed onto the Police or disposed of by the college.

Weapons

- **The College's definition of what is a weapon:** anything (any object) used to threaten, to fight, to attack or to cause harm to another person.
- **The safer school police officer for New River College is to be assigned currently.** The police service has informed the staff at New River College that if there is any suspicion that a pupil is carrying a weapon, the police service is legally required and will immediately search the pupil there and then (this applies to suspicion of possession of illegal substances or stolen goods)
- **New River College is legally required to:** inform the safer school's officer or Police if there is a suspicion of any illegal activity and will do so for the safety of everyone at New River College.
- **Pupils** who use or have a weapon (please refer to the definition above) can expect to be suspended and in consideration of everyone's safety, this suspension could be extended or be made permanent.

Use of Reasonable Force / Safer Handling

In some circumstances, staff have a legal right to use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Control means passive contact, such as standing between pupils or blocking a pupil's path, to actively lead a pupil by the arm away from a classroom or difficult situation. Restraint means to hold back physically or to bring pupils under control; for example, where two pupils are fighting or refusing to separate without physical intervention.

Incidents of physical restraint must follow the Team Teach advice and guidance:

- Be reasonable, proportionate, and necessary
- Always be used as a last resort and never be used as a form of punishment
- Be applied using the minimum amount of force and for the minimum amount of time possible. College staff will always try to act in a way that will minimise the chance of injury to the pupil, but this may not always be possible
- Reasonable force may be used to enforce a search for any prohibited items
- Be used in a way that maintains the safety and dignity of all concerned
- Reasonable adjustments will be made for pupils with disabilities and special educational needs in line with the Equality Act
- Where there is on-going restraint required to ensure the safety of pupils, a support plan will be put in place to address the concerns
- Be recorded and reported to Parents/Carers and on CPOMS

Suspension from College

All decisions to suspend a pupil from college may only be made by the Executive Headteacher or to authorised staff as a delegated responsibility. Suspensions are used infrequently and only where there have been a serious breach or persistent breaches of the

college's Positive Behaviour and Relationships Policy. This college may also decide to look to an alternative provision or site (direction offsite) if remaining on site is no longer an option.

Permanent Exclusion from college or Placement Reviews

For pupils with EHCP's, a placement review may be held with the SEND Caseworker and Local Authority and relevant professionals to explore the needs of the young person and consider if there is a more appropriate provision to meet their needs.

Permanent exclusion from college will be considered in certain cases where (but not limited to) the behaviour of a pupil has caused severe risk to themselves or others, engaged in criminal activity or has brought the college into disrepute. These are examined on a case-by-case basis, and details will be shared with the Governing Body.

Reintegration

All pupils returning from suspension or intervention timetables will meet with parents/carers and staff (and any other relevant professionals) to complete a reintegration meeting and an agreed Individual Support Plan (Appendix E). The purpose of this meeting is to reflect on the reasons for suspensions or review the success of interventions that have been taking place. Details discussed in this meeting will be shared with the wider staff team to support the young person once they are back in college.

Appendix A: Positive Behaviour and Relationships Policy on a Page

PARENT/CARER POSITIVE BEHAVIOUR AND RELATIONSHIPS POLICY ON A PAGE

At NRC we take a positive approach towards support pupil's behaviour. Our system is based on three core elements. Celebration, De-escalation, and Restoration. Rewards are used to incentivise and praise, and a restorative approach is used to reflect and accept when things go wrong. The pupils in our setting have various SEMH and SEN there we work within a 'Trauma Informed' approach and adapt to individual needs by having responses to behaviour instead of traditional consequences with an emphasis on intervention and to support their personal development.

The full policy outlines the following

- Provide a consistent approach to positive behaviour management
- Ensure approaches to managing behaviour based in theory and are underpinned by trauma informed practice and in line with an understanding of pupils needs (SEND or otherwise)
- Outline positive expectations at NRC and our system of rewards and sanctions
- Define what we consider to be undesirable behaviour, and intervention responses NRC.
- Summarise the roles and responsibilities of different people in the college community with regards to behaviour.

All members of the college community have a right to:

- feel safe, valued, and respected, and learn free from the disruption of others
- be free from any form of discrimination
- practice their religion and to have their beliefs and practices respected

There are core pupil expectations which all members of the NRC community will ensure are upheld.

- Pupils **respond calmly** and ask for space if they need it.
- Pupils **resolve conflicts** through discussion and **restorative conversations**.
- Pupils **show resilience** towards our learning and challenges.
- Pupils always try and **give it their best** and ask for help when they need it.
- Pupils **speak politely and appropriately** to all members of the NRC community.
- Pupils **follow all instructions** when asked to do something by a member of staff.

Celebration

The successful management of behaviour and rewards is central to the college's ethos of providing an environment in which adults and children can develop positive relationships, show care, consideration and respect for each other and the community. At NRC we celebrate individual achievements alongside the whole group and college success as a method of modelling good practice, habits, and behaviours. Positive behaviour will be rewarded with some of the following: Praise, commendation rewards & prizes including reward trips, Letters, postcards, emails, or telephone calls home to Parents/Carers, Pupil of the Week/Most Improved Pupil celebrated in weekly assemblies, Rewards based on progress towards individual Personal Development Targets

Responses to presenting behaviours and SEMH needs (examples)

There is a defined level of types of behaviour and typical responses or intervention some examples are; Positive reminders of college expectations, use of ZoR and the CALM approach, contact home for support and feedback, Parent/Carer meeting a, Individual support plan may be created, referrals made to external services, nurse, CAMHS, CSC, restorative work and meeting, tailored and graduated intervention and support on-site. We have clear areas for Personal Development that unpin how we manage and support our pupils, these are; Resilience, Engagement with Learning, Relationships and Communication, Regulating own Behaviour, Responsible Decision Making, Respect and Tolerance. These areas help identify interventions and a graduated response to supporting pupils and behaviour.

Stakeholder Expectations

STAFF: All members of staff will be responsible for ensuring that the procedures are followed, and consistently and fairly applied. They also have responsibility, with the support of the Leaders, for creating a high-quality learning environment, teaching good behaviour, and implementing the agreed policy and procedures consistently.

PARENT/CARER: Parents/carers will take responsibility for their child inside/outside the college. They will be encouraged to work in partnership with the college to assist staff. They are expected to support their child and inform the college of any changes in circumstances that may affect their child's behaviour or presentation.

PUPILS: Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the college policy, procedures and expectations. Pupils are encouraged to report any concerns to do with behaviour or safety issues to key members of staff.



Student Expectations

INSPIRE SUPPORT OPPORTUNITY RESPECT CHALLENGE

At New River College we have the following expectations for students towards positive attitudes and conduct;

We **respond calmly** and ask for space if we need it.

We **resolve conflicts** through discussion and **restorative conversations**.

We **show resilience** towards our learning and challenges.

We always try and **give it our best** and ask for help when we need it.

We **speak politely and appropriately** to all members of the NRC community.

We **follow all instructions** when asked to do something by a member of staff.

Appendix C: Daily Achievement Sheet Points

What I am working Towards											
Personal development focus	Progress										
											★
											★
											★
Personal development focus	Progress										
											★
											★
											★

NRC Primary

New River College		Daily Achievement Record						
Name:		DATE:						
ADD 1: RESILIENCE - Resilience								
ADD 2: AMBITION - Engagement with Learning								
Lesson	Prepared to Learn	Effort	Achievement	Progress Towards PDTs		Total Points	Outstanding Star	
				1	2			
1								
2								
3								
4								
5								

What does it look like?.....

Prepared to learn: On time to lesson, arrive with your pencil case, collect your book, write your date and title, doing your starter

Effort: Sitting up straight and engaged in your own learning, following instruction, asking questions, attempting tasks

Achievement: Completing tasks to the best of your ability, challenging yourself with a new task, persevering with tasks which seem impossible at first

NRC Medical

New River College		Daily Achievement Sheet				
Date:	Name: TEMPLATE					
Tutor Group	TG					
Personal Development Target 1:						
	Punctuality	Engagement	PDT 1		Signed total points for the session	
Period 1	(1)	(1) (1) (1)	(1) WTT	(1) Achieved		
Period 2	(1)	(1) (1) (1)	(1) WTT	(1) Achieved		
Break						
Period 3	(1)	(1) (1) (1)	(1) WTT	(1) Achieved		
Period 4	(1)	(1) (1) (1)	(1) WTT	(1) Achieved		
Lunch						
Period 5	(1)	(1) (1) (1)	(1) WTT	(1) Achieved		
WTT: Working Towards Target				Daily Total		
TG	Monday	Tuesday	Wednesday	Thursday	Friday	
1						
2						
3						
4						
5						

Punctuality

- I am in the classroom before tutor time or a lesson begins.
- My lesson will be split into thirds: the beginning, the middle and the end.

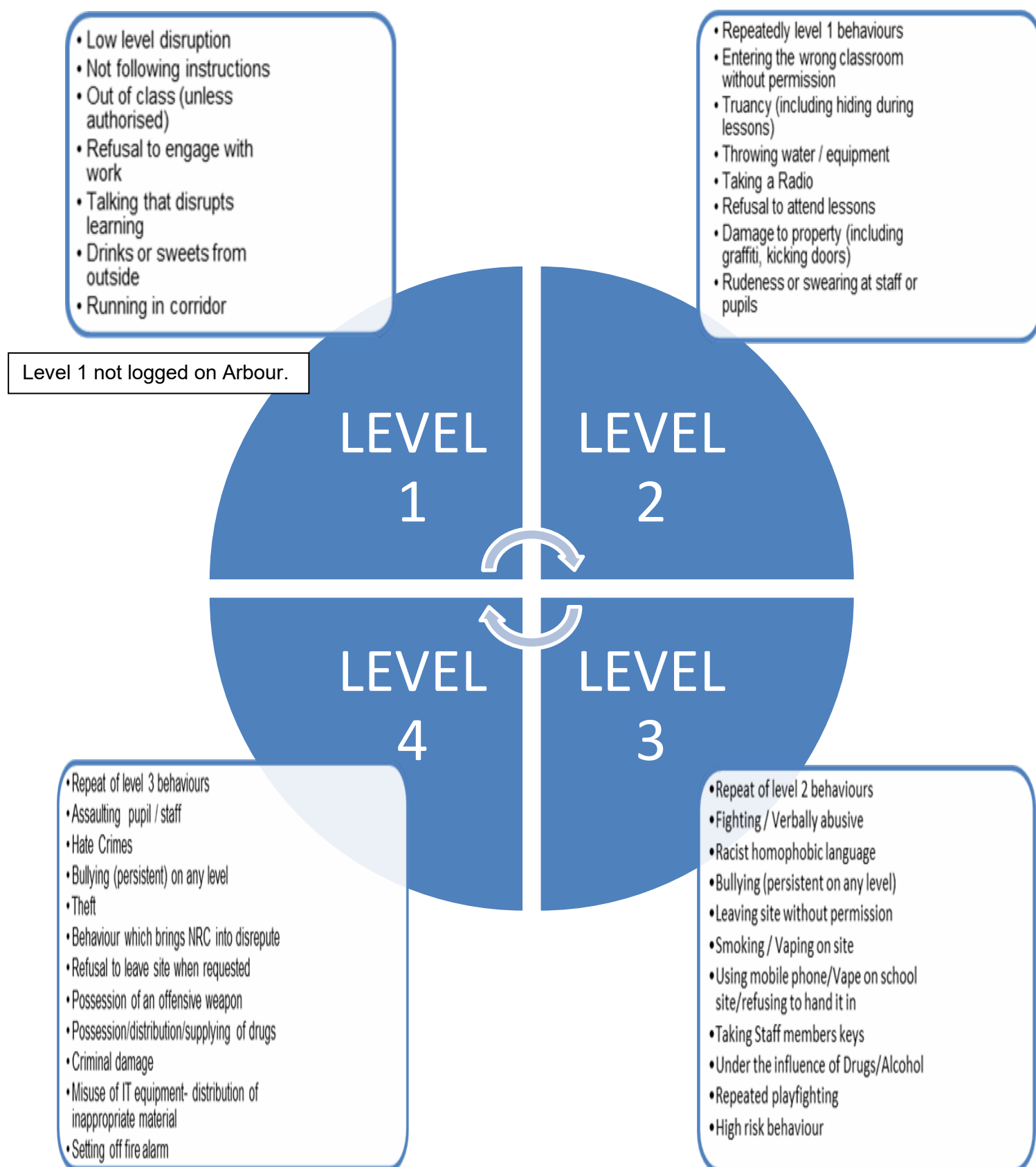
Engagement for Learning

- I will have the opportunity to earn a point for each section of the lesson.
- I will earn a point, by asking questions, participating in class discussions, and engaging with tasks.

PDT's

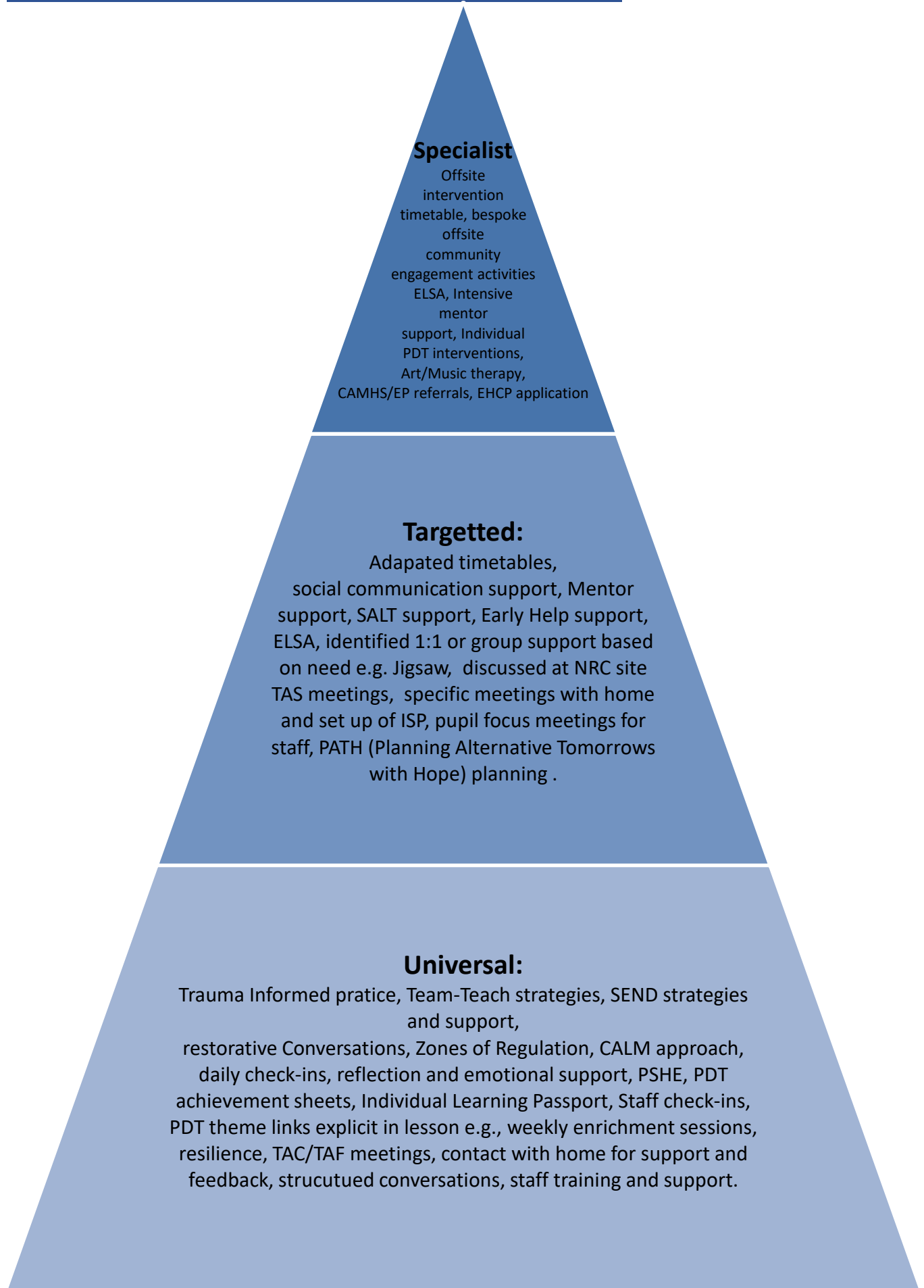
- I will clearly act upon my Personal Development Target.

NRC Secondary

Appendix D: Types and levels of Behaviour**TYPES / LEVELS OF BEHAVIOUR**

All behaviours should be reported on Arbor for tracking and monitoring purposes.

Appendix E: Examples of Graduated responses to behaviour



Appendix E: Individual Support Plan (ISP) agreement

Individual Support plan (ISP) for

This ISP agreement has been established following a meeting held on to address the concerns surrounding recent behaviour. The purpose of this agreement is to set out a clear support plan to be put in place by the school and will also outline the expectations of with respect to future behaviour.

We understand that all young people have specific needs, and we will provide support in the following ways:



Support already in place from NRC or other services
Examples
- Allocated mentor to support. - CAMHS weekly sessions. - Early Help support. - EP referral.
Commitment of support to be Provided by NRC
Examples
- Adapted Timetable/ Additional support (Please see below): <u> </u> will have the opportunity to follow a slightly adapted timetable that includes mentoring sessions. This will provide him with structured time to reflect and build on positive social interactions. - Behaviour Support Plan: This will include regular check-ins where needed with the <u>following named</u> school staff: <u> </u> - Personal development targets will be updated in discussion with <u> </u> and mentor to reflect recent events - We will reward positive choices. This will take the form of regular calls home, to inform <u> </u> of success and achievement points which translate to Amazon vouchers.
Commitment from <u> </u>
- Examples (tied to NRC Expectations <u> </u> will engage with the offer of support from NRC <u> </u> will engage in a <u>restorative</u> conversation so that all parties can move on from this event

Next Steps

Progress will be reviewed regularly, and support will be provided to help meet the expectations outlined in this agreement. The goal is to ensure 's success in his GCSEs and to prevent any further incidents.

Possible outcomes if Agreement is not Followed / does not have impact

- If any of these agreements are not followed through, the following actions may be taken:
- An immediate review into the effectiveness of this agreement
 - Potential escalation of the situation, including temporary suspension or further disciplinary action.
 - An intervention timetable off site

Signatures

By signing below, we agree to the terms and conditions outlined in this ISP agreement and commit to working together to support in making positive behavioural changes.

<u> </u> 's Signature	<u> </u>	Date
Parent/Guardian's Signature	<u> </u>	Date
School Representative's Signature	<u> </u>	Date