

BEHAVIOUR FOR LEARNING POLICY

Company Operations

ADO Services CIC

Incorporating ADO River Valley

Version 4.1 ©2024

2023-2026

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1 Behaviour Modification Overview

Independent School Standards: Paragraphs 7, 9, 11, 16 and 34.

National guidance: ‘Behaviour in Schools’ (September 2022).

It is the policy of ADO River Valley to address the behaviour of the students in our care or utilising our school.

This policy encourages all ADO River Valley staff to work with our students in a positive way in alignment with our **values**:

Staff Value: Diversity and inclusion; praising students on their achievements however big or small; supporting students who have SEMH difficulties, giving equal opportunities for all; care for all; respect for all; acceptance; positive transitions for young people; helping students to think positively about the future.

Student Value: Learning; caring for animals; positive behaviour; being listened to; space to breathe and calm down; nature; people who understand us; kind friends.

The Senior Leadership Team/ Management Committee at ADO River Valley (as part of ADO Services C.I.C.) are aware of their legal responsibility under *(The Independent School Standards Guidance for Independent Schools 2019)* to ensure that “arrangements are made to safeguard and promote the welfare of students” (hereafter ‘students’). Therefore, this policy has been produced with the aim of promoting positive behaviour of its students and setting out the processes to be adopted in the event of them displaying behaviours that can have an impact on themselves, or those around them. However, it is pivotal to highlight that ADO River Valley actively recognises that we are a specialist provision which works with young people who have Social, Emotional and Mental Health difficulties and with this in mind, we promote a collaborative agreement between all stakeholders and feel that the nurture approach we provide for our students encourages them to try and be the best versions of themselves. This approach has always been our ethos, and in January 2023 a member of our Senior Leadership Team became as a certified NLP coach and this advantage has helped us to promote positive language and strategies when working with all stakeholders even further. Furthermore, an external NLP Consultant supported us to adapt and improve our Behaviour for Learning Policy even more in August 2023. Our Management Committee ratified this policy in September 2023 and will review it every 3 years unless drastic changes are suggested to the policy. In this case, members would review the suggestive changes immediately.

To this end, this policy acknowledges and refers to the *Department for Education* guidelines for all schools including Independent Schools *‘Behaviour in Schools (2022)’*. Advice for headteachers and school staff’.

This policy will be revised annually in consultation with staff, senior leaders, students and parents-carers of our school, using version and change control practises, to ensure our approach to the promotion of positive behaviours are encouraged and maintained.

The Senior Leadership Team and Management Committee are committed to ensure that a strong behaviour policy is implemented in order to support its staff in managing students' behaviour, including the use of rewards and sanctions (where necessary). We feel it is important for us to manage each specific situation in a bespoke manner as some behaviours may be linked to wider factors which are impacting the students. We feel it is important to fact find and explore situations and we reserve the right to deal with each situation in a way that best suits the situation (for example we may not opt to use one of our self-discipline levels to a factor that has triggered the individual which is out of their control).

2. Behaviour Modification Roles and Responsibilities

We acknowledge that an effective behaviour policy requires the full support of all stakeholders including students, parent-carers, staff, management committee, directors and all those associated with our learning community. Consequently, this policy will be published on our website. A hard copy of this policy is available to all parents on request as well as being available on our website for caregivers and prospective caregivers. In addition, digital devices are available at our setting for individuals to read and review in our waiting area.

The management committee and directors, in conjunction with the Headteacher, have responsibility for setting expectations and the terms of this policy. The Senior Leadership Team then disseminate the expectations and terms of the policy to staff and ensure that the policy is adhered to.

Staff have the responsibility to ensure that the policy informs their day-to-day work and that they apply it fairly and consistently. They should capitalise on the mutual support provided by colleagues and model the social, emotional and behaviour skills and high standards of behaviour they expect from students.

Students are expected to report incidents of bullying and play a role in supporting peers thought activities such as peer mentoring.

Staff are expected to report incidents of consistent unsafe/ unkind behaviours and complete an Incident Form if and when necessary. When an incident form is not necessary, staff are asked to keep a log of behaviours for monitoring to identify potential patterns in behaviours. Stakeholders will be informed for communication purposes. Normal escalation procedures should be followed. Staff approaches to behavioural situations are in relation to our 'Internal Behaviour for Learning Procedure'.

Parents and carers have a responsibility for their child- young persons (CYP) attendance and behaviour inside and outside of school, which they discharge by the standards they set and the way they encourage their CYPs progress at home. It is important to say at this point, in the same way we would think about physical illness and someone's ability to go to school on that particular day, it is also important to think of mental health in the same vein. Weigh up whether the way that the day in school will progress for the student if it feels like 'a ticking time bomb' in the sense that they will not be able to cope, we encourage carers to hold that in mind and make the decision which feels right for the CYP. We would never tell you what to do as parents/caregivers, although at the same time, we want to assure you that we take SEMH struggles as seriously as physical health, and we would understand if you decided to not send your CYP to school on a day which you consider particularly difficult for their emotional wellbeing, and which could impact their health and wellbeing in that moment. We encourage you to talk to us on days like this, to work collaboratively in a variety of ways with the students best interests at heart.

3. Behaviour and Learning Principles

It is vital that our behaviour policy is flexible, effective and centred on two key facts of policy and practice and in line with our therapeutic approach:

- (a) Rewarding positive behaviours;
- (b) Building positive relationships

ADO River Valley caters for students with complex needs, adverse childhood experiences (ACEs) and those who may have had experiences of toxic stress.

Adverse childhood experiences include:

- Abuse
- Neglect
- Exposure to domestic violence
- Domestic Upheaval
- Being 'looked after' and in care from a very young age

Our students also have histories of rejection and exclusion, including from previous schools or other educational settings. We therefore use a combination of strategies to support, encourage and reward behaviour that is conducive to learning. Most importantly:

- We strive to consistently acknowledge good behaviours
- To praise students' achievements
- To aim treat every lesson and every day as a fresh start
- To always be as positive as humanly possible with our students, who are, regrettably, very familiar with being told off by historic settings

- Our students report that they are not used to our approaches of working with them, instead of against them including with the use of de-escalation/ safe-holding.

4. Code of Conduct

We aim to present all students modelling an appropriate code of behaviour when attending our school. We promote the development of a sense of right and wrong by teaching them the appropriate way to act and by discouraging behaviours which may not support them in society. If certain behaviours are displayed, it is of paramount importance for our staff to respond accordingly, although we will be firm, we will always aim to distract, disengage and get the student back on a more beneficial pathway for themselves and those around them. Staff will use terms such as “we will behave like this” as opposed to “do not behave like that”. We focus on the behaviour not the person (‘that is rude language’ rather than ‘you are rude’). We use positive language and focus on the behaviour we want.

Sometimes it is necessary to help students to understand their own boundaries in certain situations, explaining why we do promote and focus on students who are displaying positive behaviours and to exercise consistency. We promote the idea of ‘**Healthy or Safe Choices**’ to allow them the opportunity to make these decisions for themselves. Throughout their time at any ADO River Valley, they will take part in activities that promote self – confidence, teamwork and emotional well-being. These qualities help students to picture themselves in place of others and decide what is the most appropriate reaction when a situation arises.

At ADO River Valley, we understand that students’ behaviours need to be viewed within the context of many traumatic and complex factors they may have experienced. We, therefore, use **Therapeutic Strategies** that work with students’ difficulties in order to help them realise their full potential. This approach includes the following features:

- A nurturing approach that involves caring, consistent, empathic, non-retaliatory and ‘boundaries’ relationships between staff and students
- Recognising that students may have unmet needs, likely from early years, which may need to be met before they can progress. This may mean providing support which is appropriate to their emotional-social age rather than their calendar age
- Having clearly-communicated expectations of behaviour
- Promoting PRIDE (our acronym) **P**olite, **R**esponsible, **I**n control, **D**o your Best, **E**arn and Give
- Developing students’ abilities to understand and communicate their emotions

- A positive and predictable approach with a focus on praising and rewarding positive behaviour, recognising and developing strengths and abilities, helping students to develop an improved perception of themselves and removing fear and doubt
- Our work is created with unconditional positive regard in mind – ensuring that students always feel wanted and supported despite their behaviour – and having firm expectations of behaviour without shaming or further damaging self-esteem
- Acting as appropriate role-models for our students. Being aware of our verbal and body language as well as our emotional reactions to the students and how we respond to them. Being conscientious about our personal wellbeing and seeking support when needed
- Providing good attachments for our students while being sensitive to and supportive of the relationships between parents/carers and their CYP
- Providing a specialist therapeutic programme for our students
- Providing opportunities for students to demonstrate maturity and responsibility as they progress through school
- Providing students with appropriate exposures to life within society, focusing on real life scenarios and learning skills to manage without the comforts of ADO River Valley or home.

5.0 Student Code of Conduct

As students we will:

Be Polite. We will:

- Greet staff
- Thank someone who does something for us
- Hold open the door
- Use kind, helpful and thoughtful language
- Welcome visitors to the school

Be Responsible. We will:

- Focus in lesson
- Complete the work set
- Bring/clean/tidy our equipment for ...
- Help with

Stay In Control. We will

- Keep a positive attitude to learning
- Walk away from conflict
- Use reflection time wisely
- Get help rather than join in any dispute
- Practise meditation each day

Do Our Best. We will:

- Attend every day and on time
- Join in events and competitions
- Create our best work
- Complete tasks to the best of our ability
- Participate in mindful activities

Earn and Give. We will:

- Act as an ambassador for the school
- Take an active role in events
- Do an act of kindness every day

6.0 Typical Behaviours

It is essential that we understand what is behind our students' behaviour in order to be able to support them through their difficulties. The typical behaviours of our students can include but not be limited to;

- Insecure attachment behaviours – clinginess, defiant independence, mistrust of adults, ambivalence (clinginess combined with rejecting behaviours)
- Lack of awareness or tolerance of external boundaries and lack of development of internal boundaries – risk-taking behaviours, impulsivity, inability to manage emotions, inability to think ahead and predict consequences
- Inability to understand or communicate feelings
- Inability to tolerate difficult feelings
- Lack of empathy
- Intense envy or comparison of their peers
- Feelings of low self-esteem, critical of self, unable to recognise achievements
- Intense fear of failure, inability to take healthy risks (e.g. in learning or relationship building)
- A rigid need to control born out of anxiety of the unknown (often in students from chaotic backgrounds)
- Hyper-vigilance – always on the lookout for threat, hypersensitivity to insult or perceived threat
- Inability to tolerate ‘good’ and ‘bad’ in the same person – categorises people as being either good or bad but will often change how a person is categorised in individual situations.

6.1 Staff Responses and Their Therapeutic Strategies

Many of our staff are already trained in the therapeutic response to differing behaviours. Daily exposure to these behaviours can be frustrating and distressing; it is important that we continue to see them within the appropriate context and that we do not retaliate, i.e. we separate the CYP from the behaviour and look at the emotions behind the behaviour. We often feel before we think about what has happened and why and how we are going to respond.

Staff’s mindsets echo the following paragraph: ‘It is important to remember that a person’s behaviour is about them and not about you. We may trigger a behaviour in others, or we may be triggered ourselves. It is therefore important to build awareness of any triggers so that we can avoid repeating a situation’. Both staff and students may be anchored in a positive or negative way to words, places, people, situations, colours, events and in that moment our reaction is on autopilot. According to neuroscience, we have 90 seconds while the auto response plays out and after that we are making a choice in how we respond.

At ADO River Valley, we focus on prevention rather than reaction. When challenging behaviour does arise, de-escalation methods are used, for example:

- We speak quietly and use our body language to encourage students to regulate their emotions
- We pick up on the positives, e.g. a time when they have successfully changed a response, or we remind them of their strengths or personalised targets

- We do our best to offer alternative strategies such as reflection time and or relocation
- We repeat that we are there to support them and communicate care
- We never shout and ensure our body language is positive and that the students have personal space
- We use diversion and distraction, e.g. change the activity or topic of conversation to remove pressure
- We use a change of face if required and possible
- We remind them of the schools' expectations and of their student agreements
- The use of clean language in interactions helps validate feelings and help the other person feel heard
- Using NLP, it is possible to collapse an anchor so the behaviour does not keep replaying itself
- The NLP technique of pacing and leading is helpful to guide another person to the desired behaviour
- We work with wider professionals to provide a bespoke plan of helpful strategies for each individual student and their presentation
- When incidents/ situations arise, we will ensure that we fully investigate each scenario with the team which will usually be once students have left at the end of the school day. Until then, information shared with caregivers may be limited to avoid miscommunications and therefore potential impact on students involved

6.2 Supporting Positive Relationships

Relationships are the key to positive development. Secure attachments to caregivers are essential for students' psychological development, however, some of our students may have not experienced this at home. Developing secure attachments with staff members can help to make up for some of the development that has been missed.

The staff at ADO River Valley support relationship-building with students by:

- Being consistent, patient and dependable, tuning into their needs – noticing when they are hungry, upset, tired or angry and demonstrating care through our responses
- Empathising with and validating their feelings
- Containing their own emotions– trying to understand the reasons for challenging behaviour and figure out solutions for the CYP, not retaliating through our reactions, managing our own behavioural responses to challenging behaviour
- Demonstrating unconditional regard for the student –showing disappointment as opposed to cross when unwanted behaviours arise, seeing the student as a person and their actions as different (e.g. “that language is rude”, as opposed to “you are rude”). Hence, we believe using negative words like “naughty” are unhelpful and leave no room for movement.
- Knowledge of students' histories is vital for building strong relationships with them because only once we understand their histories are we able to view their

behaviours within the correct context. When a new student joins the school, all staff working with that individual will be updated on their profiles prior to their start date.

6.3 Promotional Social, Emotional and Behavioural Development

Social and emotional development is central to our curriculum and ethos. Exercise, basecamp, break time, lunch and PSHE/PSHCE are focal points for the facilitation of this development, however, it is acutely important that social and emotional learning is embedded throughout the entire day. Common activities at ADO River Valley that help to develop social skills and learning about emotions include:

- Basecamp time
- Students Voice time
- British Values lessons
- Mindfulness
- Sport and Games
- Group Art Activities- Therapy Intervention
- Speaking and listening activities
- Mediation, time for reflection and conflict resolution after incidents (restorative justice)
- Debates

6.4 Play Strategies

Play is vital to our students' development as it teaches them about the emotional and social world they occupy. We ensure that students have the opportunity for directed and spontaneous play as part of their personal and social development during every school day. Boundaries are important in play and are made explicit. Students at ADO River Valley may have had limited exposure to play, and boundaries. Therefore, it is important for staff to be vigilant when students are engaging in free time during breaks.

6.5 When Staff Intervene

If a student presents at any time with unsafe/ unkind behaviours, staff will approach the situation in the following ways:

- Intervene at the time of conflict in order to establish the cause of upset;
- Talk to the student and any other relevant person involved to gauge their feelings and reactions to the situation;
- Ask each student how they - the others involved must be feeling so that both parties may realise that it is not just one person involved;
- In emotionally younger CYP who are not yet able to reason with diversionary tactics, distraction would be used at this time, including play strategies

- Where possible staff will anticipate and diffuse difficult situations before disagreements arise that students might find hard to handle
- If a student goes missing within the school day, which may be within the school grounds, or from absconding offsite we will follow our internal procedure which can be found later within this document
- In line with keeping all students safe in our outdoor setting, we utilise our large animal enclosure space to safeguard students from others who may be in crisis and therefore be unpredictable. Students who see their peers who are emotionally dysregulated can be distressing on occasions, so having a wide variety of animals to interact with whilst being kept safe in a secure area can help them to feel more comfortable whilst their peer calms down in another space.

6.6 Communication Strategies

Students need to be encouraged to communicate appropriately about their feelings instead of acting out their feelings through behaviours. We support them to achieve this in the following ways:

- Using Zones of Regulation – for students to begin to understand their thoughts and feelings, and to promote normalisation
- Labelling emotions for students (this is communicating their feelings for them if they're unable to do it themselves)
- Modelling – talking about our own feelings and emotional reactions (within appropriate boundaries)
- Praising students whenever they can tell you about their feelings
- Providing opportunities for emotional communication – communicating care and opening the door to sharing
- CBT approaches- helping students to see that thoughts feelings and behaviours are all linked
- Validate their feelings – normalise what they're expressing by letting them know that we all have these feelings (“It makes sense that you're upset about that because it must have made you feel alone”)

Meet their emotional needs:

- Shame needs reassurance
- Fear needs safety (emotional safety through containment)
- Sadness needs comfort
- Anger needs space/boundaries
- Anxiety needs to be challenged (exposure)

6.7 Reward and Consequences (Sanctions) Strategies

Clear consequences are essential for our students, but the emphasis will always be on rewarding positive behaviour.

Possible rewards include:

- Praise, including through regular, positive contact between school and home
- Stickers, and badges (when appropriate depending on individual students)
- Individual Merit Points (Leaves) – Up to 5 leaves can be awarded to an individual student per lesson. This would equate to a maximum total of 25 leaves per day, per student. To ensure that the students understand the simplest version of this, we internally equate 50 points to one leaf as a ratio (50:1). The maximum amount of leaves students could get is 15 (based on a 6 week half term period). In addition, we also have a bespoke PRIDE points system in place for students as and when it is required. Please do speak to the staff to understand more about this process.
- We also factor in a bespoke combined target for the full peer group, depending on the number of weeks per half term and the number of students we have at any one time
- Certificates, including daily and weekly assembly awards
- Being given responsibility
- Reward trips or activities including park trips, horse riding, and water sports
- Internal treat which can be extra time with our animals, outdoor cooking, extra adventure time (in line with student interests and choice)

As a specialist education setting, and with students as unique as ours, in parts of our service provision, we believe a ‘one size fits all’ approach to consequences is inappropriate.

Possible consequences include:

- Reflection time being removed from current situation
- Withdrawal of specific activities
- Reparation (such as fixing an item the student damaged)
- Students may be required to catch up on learning missed whilst the behaviour was occurring. This mainly is done during break times, or after school. (Similar to a detention however we do not use this term with our students to avoid negative associations).
- Minus points (nettles). Nettles do not ever override their leaves. This is a separate system altogether, as we do not feel it is ethical to take away positives if at a later point students display unwanted behaviours.

6.8 Calm Down Strategies

If a student is physical with another student, then they will be separated and given support to engage in a distracting activity to enable them to relax and regulate. This may involve a discussion with staff and the individual student/s, they may be given some quiet time away

from other students in line of sight to allow them some reflection time. A sand timer may be used to determine an appropriate amount of time for the individual student to relax. The parent-carers linked to the students involved will be advised accordingly at collection to ensure that supportive practices can be discussed for the family. An Incident Form may be raised for recording purposes. We may take a student 'off timetable' if we deem it important for the individual/ cohort to engage in something which is not covered within the everyday timetable.

6.9 Prevention of Bullying Strategies

Please refer to our separate policy '**Prevention of Bullying**' which can be found within the **ADO River Valley Library** on our website.

This policy must be considered alongside our Prevention of Bullying Policy. All types of bullying, including outside of school and all forms of cyber bullying, must be followed up with the same rigour and using the same processes outlined within this document.

6.10 Physical Intervention, Reflection and Recovery Areas

Although all ADO River Valley Staff have been trained in the art of the correct use and techniques of distraction, de-escalation and safe-holding, the latter is only used as a last resort. It is not used as a behaviour management strategy per se, but as a method when there is a risk to the safety of a student or others. The focus of this training is on de-escalation rather than needing to physically intervene with students. Reflection can be successfully used to provide the student with a calming down period and a time to reflect their actions. Students that are not responding to our strategies and approaches are on occasions moved to recovery areas within our locations to be alone in the presence of a member of staff away from other students. However, in most instances students who are not involved in the behaviour (ie the rest of the group) are moved away from the space to avoid further distress for the individual who is needing direct intervention. This approach is in the best interests of the group, and the individual themselves.

7. Behaviour Escalation Flowchart (Celebration and Self-Discipline)

We follow a Behavioural Chart which can be found in the appendices at the end of this policy. The images found in the appendices are displayed around our school to support the students in remembering the principles in relation to behaviour. The detailed behavioural processes we have in place enable us to work with students, encouraging them to make beneficial changes in their decisions. Ultimately, we give students staggered opportunities to make substantial improvements however, if an incident or behaviour is significantly inappropriate, we reserve the right to terminate the service place with immediate effect. This situation will arise following careful consideration if we believe the following apply;

- That we cannot meet the students' needs and continued development effectively or safely in our setting, suffice to note that they may become a risk to other students and staff
- That the other students in the setting are being impacted in their development by the behaviours

If a student reaches the 'Exceptional' level of Self-Discipline on the chart, then they could be at risk of an Internal/ External/ Permanent Exclusion. As per the chart which can be found on the appendices at the end of the policy, there are many levels for a student to work through before reaching the 'Exceptional' level. Examples of this level can include but are not limited to: gross defiance/ fighting/ bullying (or being unkind continually)/ theft/ malicious allegations/ being in possession of prohibited items/ bringing the school into disrepute/ repeated disruption of day to day running of the school.

The below levels are likely to be followed by ADO River Valley when a student reaches the Exceptional Level:

- Half day internal exclusion
- Whole day internal exclusion
- Being sent home
- One day fixed term exclusion
- Two-day fixed term exclusion
- Three-Five-day fixed term exclusion
- Emergency annual review
- Permanent exclusion

Where a student demonstrates one high level of misbehaviour or frequent misbehaviour that affects the wellbeing of themselves or others at the school, they become at risk of fixed term exclusion. Exclusions may be incremental in the order above or may go straight to a longer or permanent exclusion. Parents/carers/social workers will be required in any integration meetings following an exclusion. Interventions and support will be reviewed.

Placement End/ Permanent Exclusion– As all our students are admitted to our services subject to a Service Level Agreement, in extreme cases of repeated challenging behaviour where there is a risk to the student, other students or staff, the stakeholders will be notified of our position to cancel the student's place, noting breach of policies. Other circumstances that may trigger these conditions include bringing onsite illegal drugs, weapons or where we have been advised that the student is under the jurisdiction of the local authorities or police for offences contrary to our policies and procedures.

We ensure that parent-carers are kept updated with student behaviour, and if they are within the 'Exceptional Level' we send a letter or meet/ liaise with them to advise of this. Within the letters, we highlight that the student may be at risk of their placement ending based on their behaviour, which enables parents/carers to support the individual to make important changes before the end is reached (placement termination). This is the last thing we want to do for our students, who have experienced rejection before and could feel this from our decision/s.

When we feel we cannot meet a student's needs, we will call for an emergency annual review with the placing authority to re-evaluate the suitability of the placement and recommend that another provision be sought. This is not always relating to behaviour.

8. Behaviour and Safeguarding Relationships

There are many cases where challenging behaviour crosses the line into Safeguarding concerns.

8.1 Online Safety

This policy must be considered alongside our [Online Safety Policy](#) as many online safety incidents will be considered behavioural incidents and alternative concerns and should therefore be considered as part of our Safeguarding Policy.

8.2 Allegations Between Students

In most instances, negative conduct of students towards each other will be covered by this Behaviour Policy and our Prevention of Bullying Policy. However, some allegations may be of a more serious nature and raise safeguarding concerns. Allegations made against another student may include;

- Physical abuse (e.g. violence, particularly pre-planned; forcing the use of drugs or alcohol)
- Emotional abuse (e.g. blackmail, extortion, threats, intimidation),
- Sexual abuse (e.g. indecent exposure, touching, sexual assault, sexting, forcing the watching of pornography) and/or sexual exploitation (e.g. photographing or videoing indecent acts).

In such matters, allegations must be referred using our Safeguarding Policy and will be dealt with as a safeguarding concern by our designated safeguarding lead. Further guidance on this area can be found in our [Safeguarding Policy](#).

8.3 Student who Goes Missing Within the School Day

From the assessment period, before a student starts with us, we put an emphasis on students that join our school needing to have a cognitive understanding of safety, of themselves and others. Our school is designed to allow students to learn through risk and with that comes a huge element of trust we put in them as individuals.

We therefore are fortunate that a student rarely goes against our rules for safety at school, which in this instance includes:

- All students must be able to be visually seen at all times by staff
- If for any reason the location of the site is compromised visually, they must be able to hear/ respond to staff

- If the staff are not near somewhere that a student wishes to go (such as to get a drink/ use the toilet/ go to the regulation area) then they must advise the staff where they wish to go
- Coloured visuals displayed to support visual boundary
- Students must not deliberately go out of eyesight as this could cause them potential risks as they are in an area that is naturally surrounded by hazards
- If a student does not follow the above processes, we will either blow a whistle or shout 1-2-3 where are you. This overrides any potential lesson, game or activity and students must come immediately to who has formed the action
- If a student remains unseen for 20 minutes, we will alert caregivers. School staff will contact home and try to contact the student via their mobile telephone if known/ available.
- If we have reason to believe that a student has absconded (left the premises) we reserve the right to notify the police by calling 101 and alerting them that a student is missing- based on their vulnerabilities. We do not only have to do this if a student is on a bespoke safety plan, but all our students also hold EHCP plans and have diagnosed additional needs, and therefore it is important to escalate this

Once a student is identified as missing by any member of school staff, the Designated Safeguarding Lead will be informed. Staff will use professional judgement and risk assess the urgency of the situation to help inform the timeframe required in establishing the students' whereabouts before notifying the Police. Timeliness should be on a case-by-case basis. Designated Safeguarding Lead should, together with the educators involved, assess the individual's vulnerability. School staff will try to locate the individual and try to establish the whereabouts of them.

Whilst the search is ongoing, the school will continue to liaise with the police and act in accordance with police instructions.

- Option 1 – if the student returns before the police have arrived then the Police must be informed, and own school procedures need to be followed.
- Option 2 - if the student returns to school of their own volition, then the Police must be informed, and own school procedures need to be followed.
- Option 3 - if the police locate the student and bring them back to the school the Police will conduct the safe and well interview and the school will follow school procedures.

Where a student has a known risk of being missing, this may mean we cannot meet their needs at our school, due to its layout and approach. If a student goes missing who is on roll, a risk assessment for the individual will be updated (traffic light). We reserve the right to follow our behavioural processes in line with consequences after such actions from a student. This will be managed on a case-by-case basis, depending on their presentation and surrounding factors at the time the situation took place.

9. Positive Influences

To help boost self-esteem and change how our students view themselves, we need to constantly be on the lookout for small successes and to praise and reward these successes. It is important to remember that we need to notice behaviours that might seem ordinary but are significant for our students. It could be something as simple as a student returning a greeting or saying please and thank you. We always keep language as positive and solution-focused as possible e.g. we focus on the behaviours we want, not the behaviours we do not think are helpful for the student and those around them.

The importance of differentiation cannot be underestimated – if lessons are not differentiated appropriately, students may struggle to understand or engage with what is being taught, which often leads to challenging behaviour. Please refer to our **Curriculum Policies**. It is also pivotal to note, that the animals are not freely available for students to access at times of dysregulation, they are timetabled in to work with each individual student and also are used for academic lessons. With this in mind, we support students to find other coping strategies that relate to the reality of society.

10. Recording and Communicating Events

All challenging behaviour is recorded on the **Incident Form**. Notes are also made on our data management system 'Arbor' and 'CPOMS' for ADO River Valley students. With this system all events can be recorded on the fly in real time.

Depending on the level of incidence, the student's sponsors, either schools or local boroughs, will be emailed the details to ensure visibility for them.

Accidents are additionally recorded onto the Incident Form and recorded on Arbor and CPOMS.

In the instance of serious or repeated challenging behaviour, all relevant stakeholders and the management committee will be notified of any course of action.

11. Monitoring The Policy

Monitoring the policy is the responsibility of all the stakeholders. The source of information of a behavioral incident can come from a number of sources, so it is important to follow safeguarding procedures.

All students have an important role to play. Students are encouraged to reflect on challenging behaviour themselves. They should be able to talk to a member of staff at any time in confidence.

12. Review

All ADO River Valley policies and procedures follow ITIL guidelines to ensure version control, change control and release management of any documents. As a matter of policy, documents can be updated at any time to reflect changes to ADO River Valley procedures, legal changes, OFSTED directives or any other reason to ensure the policies and procedures are accurate and correct. This involves consultation with stakeholders, our management

committee and approval from the directors. All policies and procedures are reviewed at the very least on an annual basis. Regular communication through newsletters, social media, text systems and through our website within the ADO River Valley Library is part of our Release Management.

13 References

Internal ADO River Valley References include:

Safeguarding Policy
Prevention of Bullying Policy
Online Safety Policy
Curriculum and Teaching Policy
Incident Form
Escalation Procedure

All these documents can be found in the ADO River Valley Library at:

<http://adorivervalley.co.uk/index.php/parent-carers-professionals/policies-and-procedures.html>

Useful External References include:

The Independent School Standards - Guidance for independent schools
(publishing.service.gov.uk)

Behaviour in schools guidance (publishing.service.gov.uk)

Keeping children safe in education 2022 (publishing.service.gov.uk)

Use of Reasonable Force – Advice for school leaders, teachers, staff and governing bodies (July 2013) Retrieved from <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

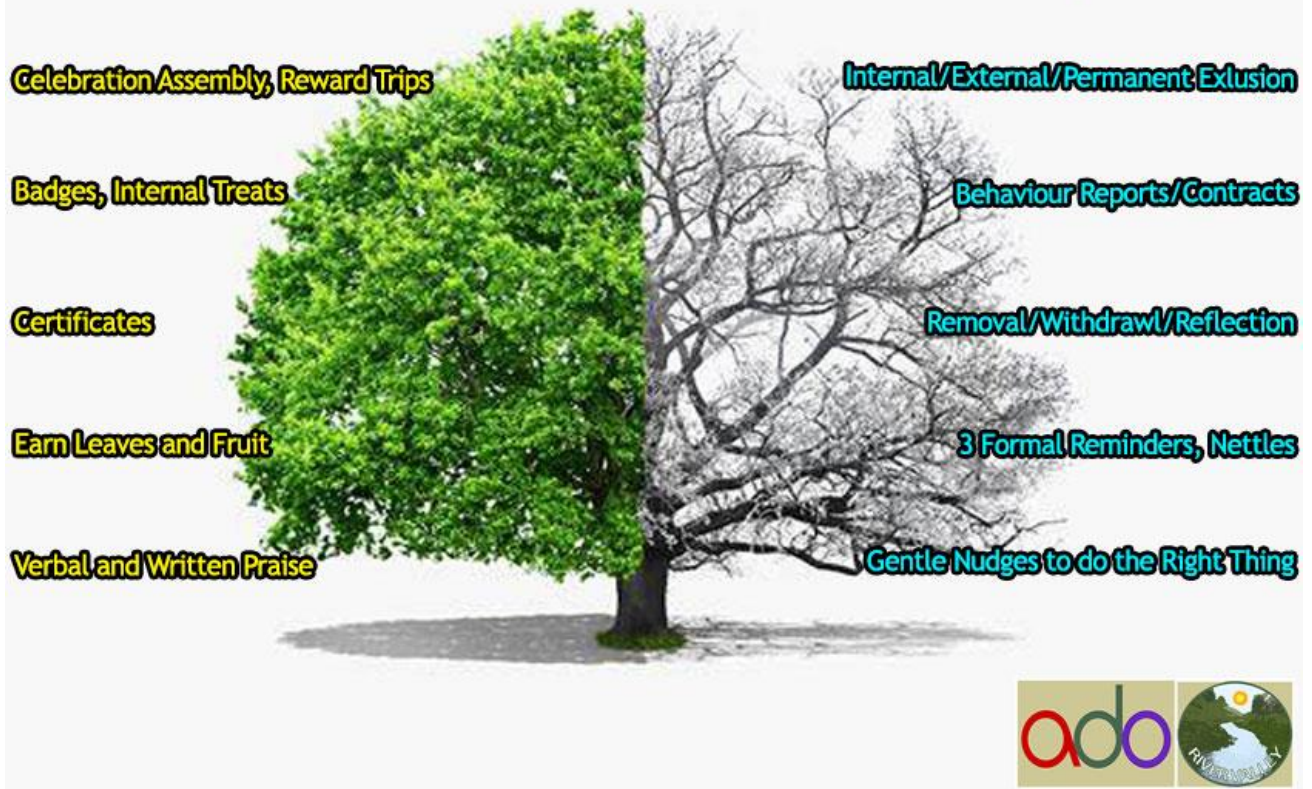
14. Contact

This document was produced by the ADO River Valley Operations team. This version supersedes any previous versions and will be reviewed annually.

All correspondence with regard to this policy, or any other operational policy and procedure should be directed to the ADO River Valley by e-mailing education@adorivervalley.co.uk or calling 0208 855 6778, requesting to speak to the School Business Manager or in writing c/o School Business Manager, ADO River Valley School, 126 Upper Wickham Lane, Welling, Kent, DA16 3DP.

APPENDIX 1

ADO Celebration & Self Discipline



APPENDIX 2

ADO Celebration and Self-Discipline



APPENDIX 3

P ***OLITE***

R ***ESPONSIBLE***

I ***N CONTROL***

D ***O YOUR BEST***

E ***ARN AND GIVE***

ADO River Valley