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## Behaviour Policy

Policy reviewed by Senior Leadership Team

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#### 1. Aims - Background

At Craftworks College, a part of the Brogdale CIC group, we are committed to supporting students with complex special educational and mental health needs and this can result in disruptive behaviours, poor emotional literacy and regulation and at times extreme challenging behaviour. Craftworks College recognises that we work with vulnerable students, particularly in the following groups:

- Profound and Multiple Learning Disabilities
- Complex learning needs/ Complex communication needs
- Looked After Children
- Care Leavers
- Teenage Parents
- Young Carers
- Those under the Youth Offending Service
- Those with significant mental health issues
- Those who have been or are being exploited

These students often have extra barriers to overcome and may require extra support with day-to-day life. They are often supported by an external network of organisations that need our help and encouragement too. They can experience disruption in their personal lives and education and this can result in displays of crisis behaviour and challenging behaviour and reasonable adjustments must be made to support these learners. We do this as:

- We believe every young person matters

- We work within an ethos that highlights every student has the right to a safe space where they can be and feel valued, make positive social connections, learn and thrive
- We enable every student to achieve their very best at college; this is the sincere desire of all Craftworks College staff in line with our ethos and mission
- We ensure our students feel empowered to reach their full potential through individualised targets and pathways; fostering independence and nurturing a love for learning.

This Policy aims to highlight:

- Craftworks College Ethos and view around challenging behaviour
- Highlight the support available for students that struggle with challenging behaviour
- Display a code of behaviour which learners are expected to follow
- Give Clarity to the procedure to be followed should the code of behaviour be breached.

This Policy applies to all students, whether on a phased transition to onsite learning or a full time student.

Craftworks College will always attempt to use non-coercive strategies and de-escalation tactics, but physical intervention may well become unavoidable. Physical restraint should never be used by any member of staff at Craftworks College or who is working for partner organisations within The Brogdale CIC Group unless there is no other alternative - for more information around positive handling and restrictive intervention see the Positive handling and Restrictive Intervention policy.

## 2. Scope

Craftworks College staff understand the importance of listening to and respecting a person to create an environment that is calm and supportive, especially when dealing with a person who may have emotional and behavioural needs, which may increase their aggression as they become frustrated whilst seeking to communicate. All staff should understand the importance of responding to the feelings of the person, which lie beneath the behaviour, as well as the behaviour itself. If a student is behaving disruptively or anti-socially every non-physical strategy and de-escalation techniques will be used to manage the behaviour positively to prevent a deterioration of the situation.

### **Restorative Practices.**

Craftworks College believes **Behaviour is always a form of communication**. Understanding that students are communicating through their behaviour allows staff members to respond appropriately. When a student feels valued, respected and has their needs met, there is no longer a reason to use challenging behaviour to communicate. Punishing a student for behaviour may stop the behaviour for the moment however, it does not give the student support or provide alternate ways to act in difficult situations. When staff help students find positive ways to communicate their needs; they learn essential social and problem-solving skills that will help them throughout their life.

The student with challenging behaviour may be communicating to adults that something is making them anxious, angry or that their needs are not being met. There may be many triggers for a single behaviour, such as being hungry, scared, hurt, tired, bored, sad or angry. Some students may engage in conduct that seems destructive, physically, emotionally or socially. Sometimes students feel unsafe, or out of control, so they take inappropriate action over the things they can control, and this can be a display of challenging behaviour. A student who has tried several times to communicate to adults about what they need, but whose needs remain unmet, will often use challenging behaviour as a way of sending a very loud message; for some students, negative attention may be better than no attention.

The student engages in challenging behaviour for a reason. The purpose may be to get someone's attention, stop an activity they don't like, or satisfy sensory or emotional needs. Some students may not be able to verbally describe the problem or know what is expected of their behaviour in a situation. Some students find emotional self-regulation difficult, this may be due to previous or ongoing maltreatment or abuse, other students may not have had appropriate responses modelled to them.

Students that are communicating something through their behaviour during every moment in every day, even if they are not aware of it. A student's challenging behaviour is a sign that they are upset and that something is not right. Behaviour is dependent on both the situation the student is in and the relationships they have. Since students often use their behaviour to tell us what they need, staff can help the student by figuring out the meaning behind the student's behaviour. All students, but especially those who display challenging behaviour, need the consistency from reliable and caring staff who will provide support and guidance, especially during difficult times. It is the responsibility of all staff to model positive behaviours to all students and fellow staff members. Craftworks College takes a strength based approach to learning and behaviour is included in this. It is a requirement of all staff to greet all students with a smile and positive attitude, to demonstrate that they believe in the student and that they both expect and believe they can achieve and behave in a positive manner. All staff are role models, all staff will influence any student or staff member that they come in contact with and therefore it is of paramount importance that they demonstrate a growth mindset.

With this in mind Craftworks College has a Behaviour and Attitudes strategy that establishes clear and consistent college-wide expectations. We have identified key values we expect from our students and staff. These values underpin our company 'Ethos' and cover all aspects of college life.

Craftworks College has 3 main rules that we work within:

**Openness to learning**  
**Respectful to all including yourself**  
**Safe practices and behaviour**

We believe that when we all show these behaviours everyone at college whether students or staff will feel included, cared for, safe, have positive friendships and relationships and be able to learn and thrive.

We have a college-wide reward system so that when students' progress from Craftworks College they can carry these values with them throughout their lives so that they and others they interact with have "a safe space where they can be and feel valued, make social connections, learn and thrive".

The teaching staff at Craftworks College and the wider Brogdale CIC Group community are dedicated to Growth. Craftwork mission states we are "a creative community helping you grow", we have used the acronym GROWTH to represent the values of our college. The GROWTH Reward system is to encourage desired behaviours and attitudes across our college.

CRAFTWORKS GROWTH VALUES	EXPECTATIONS
Generosity	We are kind, caring and generous
Respect	We respect others feelings, bodies and property
Openness	We value freedom and openness
Well-being	We look after everybody including ourselves
Trust	We always tell the truth to form trusting relations
Humanity	We are inclusive of all people's differences

It is expected that at Craftworks College we support an inclusive environment and have in place measures which will reduce the likelihood for the need for positive handling to be used, for example :

- A calm and supportive environment as identified by the SENCo;
- Positive relationships and attitudes are modelled by all staff;
- All tutors stand and greet their students each morning with a smile at the door of their rooms to welcome them and set the tone of the day
- All tutors end the day with a positive that has been learned
- Whole colleges approach to developing social and emotional skills are taught
- All staff receive training to support their needs and enable them to work to a high quality
- Behaviour Support Plans/ Pastoral Support Plans are in place for those students that have been identified as a risk to themselves or others to ensure awareness and consistency is in place for all.
- A clear SEND and Wellbeing strategy to support all students
- Curriculum support pathways that are appropriate for each student.

However, we recognise that despite our ethos and best practice, supporting challenging behaviour for some individual students presents complex challenges that often need innovative, creative, and resilient leadership. Extreme actions may result in seeking a placement review, suspension or exclusion - for more information please see the suspension and exclusion policy. For most cases of poor behaviour the classroom tutor can take the lead to model how to address the situation through Restorative Practices.

### **Restorative Conversations**

When a student is rude, frustrated, angry or aggressive they are expressing how they feel. The resulting words and behaviour have an effect on those around them and there are consequences as a result in how others feel and behave themselves and towards the person. In restorative conversations we are teaching young people how to self-reflect on their words and actions, to consider how they felt and why they felt that way, we are teaching them to notice and consider how the other people around them felt and as a result behaved, to see the consequences of their actions and what this might mean. They learn to sit down with those affected and listen to how they felt, what could have been done differently and learn to do that and move away from negative behaviour.

Sentences that can be used in Restorative Conversations

- 1 What happened?
- 2 What were you thinking at the time?
- 3 What have you thought since?
- 4 How did this make people feel?
- 5 Who has been affected?
- 6 How have they been affected?
- 7 What should we do to put things right?
- 8 How can we do things differently in the future?

When a student presents with challenging behaviour a tutor can choose at the time, if appropriate, to have a 10 minute conversation with those involved and model how to address things. The tutor needs to take a no blame approach no matter how they feel, to be calm, keep open body language, even tone of voice and not at any point blame the young person or seek to shame them for what has occurred. The student will then be asked some questions (depending on the students ability it may be between 2 or 5 questions) to understand what went wrong and what is needed to put things right.

In conclusion, it is Craftworks College's aim to understand the needs of the students we are working with and support them in the active reduction in adverse behaviour so that they can appropriately access the learning environment, community, have positive progression destinations and carry with them the tools for solving issues in their future. Members of staff and volunteers working on behalf of Craftworks College are acting as loco parentis and have a duty of care to every participant they work with. They must take responsible action to ensure the safety and wellbeing of every student. The student must feel that they are safe and that the staff and volunteers around them can keep them safe at all times, with all reasonable endeavours in place to do so.

### **3. Behaviour escalation**

All initial poor behaviour is hoped to be avoided through understanding a young person's risk assessment, personal profile and provision plans, however we understand that for many coming to Craftworks College they have had years of punitive and ineffective behaviour management techniques and will need to learn to regulate their own emotions and that this does not happen instantly. Therefore, if poor behaviour occurs tutors need to know how to respond.

Low Level Behaviour - is defined as behaviour that is disrupting the educational environments but is not causing harm to self, peers, staff or resources - for example but not limited to:

- Failure to follow the reasonable instructions of a member of staff.
- Smoking or vaping onsite outside of the designated smoking areas or outside of designated break times
- Cheating or plagiarising the work of other students (or authors).
- Use offensive or abusive language or behave in an unmanageable way.
- Disrupting any class or any other College activity, whether or not involving other staff or students, this may be by interrupting, shouting, making silly comments.
- Consistently fail to attend lessons regularly and punctually without good cause.

#### **Tutor response**

Use of short scripts, delivered in an even tone, consistently with calm facial expressions. This can be said by a tutor or TAs. An example might be "not appropriate" "use college appropriate language please" "time to concentrate" The above examples are short, specific and strength based and will be used regularly by all so that a calm, clear, consistent message is sent to all students as to the expectation across the college.

Tutor takes 10 minutes to take the student aside and talk through what has been occurring using the restorative conversation phrases and revisit the Craftworks College values - ROSe. Tutor notes in chronology and on EdGen/MIS highlighting their cause for concern this is then monitored, if the behaviour continues the SENCo or member of the wellbeing team will complete a supportive observation.

Medium Level behaviour - is defined as persistent low level behaviour or an escalation of behaviour, for example, but is not limited to:

- Continuation of low level behaviour after intervention

- Cause damage to any College buildings, equipment, books or furnishings or any property of others, deliberately or by gross negligence.
- Inappropriately use the Internet.
- Participate in theft of property or any other dishonest acts.
- Bully, intimidate or harass any student, member of staff or visitor to the College - See Anti-bullying policy for more information

#### **Tutor response**

The tutor asks the student to take 5 minutes out to consider their behaviour. The tutor stays with the class and the TA goes outside (with walkie talkie) or another is radioed to come and sit quietly with or watching the students for their safety and the safety of others. At the end of 5 minutes the tutor asks if the student is ready to come back into the class and is able to work to “college appropriate behaviour”. The student hopefully comes back in and does so. At the end of the session the student is asked to stay for 10 minutes to have a restorative conversation where the Tutor and TA sit with the student and work through the appropriate restorative questions. Tutor notes in chronology and on EdGen/MIS highlighting their cause for concern, this is then monitored. There may be a need for a safeguarding MyConcern to be completed and in some cases for parents/carers to be informed.

For persistent behaviour concerns the DHEHWB or SENCo will attend to observe and support the creation of a Person Centred Support Plan, in which data surrounding the students behaviour is assessed and an active behaviour intervention plan is put in place. The student is added to the Creating Wellbeing intervention for on-going support from the wellbeing team

High Level behaviour - is defined as behaviour that poses high risk to the student, their peers or staff, for example, but is not limited to:

- Drunkenness at College or at any activity associated with the College
- Use, possession or supply of any illegal substance.
- Behaving in anyway which is (or can be interpreted to be) racially or sexually offensive
- Discriminatory behaviour which is offensive to those with learning and/or physical disabilities or impediments
- Any illegal act which may have an adverse effect on the work of the College or on other students.
- Physical aggression towards self, peers or staff
- Persistent unsafe behaviour
- Behaving in a way which could bring Craftworks College into disrepute.

#### **Tutor response**

The student is to be asked to step aside from the rest of the group by the tutor, the rest of the group is made safe by the TA, if necessary, the tutor radio's for support from another member of staff on site to be with the group and or to support them with the student not following safe and appropriate behaviour.

Tutor reminds the student in a calm, clear manner using an open facial expression that the behaviour they are displaying is not appropriate. They ask them if there is a reason for this behaviour (use restorative phrase here) they ask what they need to do to change things (use restorative phrase here) if the student is not able to regulate their behaviour through intoxication the tutor calls DSL and let them know and they will be sent home.

If the student is not able to regulate their behaviour, they will be given 15 mins time in the wellbeing space to seek to do so with a member of staff (who has a radio) to sit with them and do emotional regulation activities. If this still is not supporting behaviour improvements then the DSL will be called and a decision made where the young person will be told by the tutor that they will need to go home.

#### College next steps

All incidents have a debrief where all staff involved complete an incident report, then meet with SLT to go over the incident, seek to understand what happened and learn from it. Debrief notes will be kept in the incident file in the safeguarding area of the drive. If the incident requires it, social services will be contacted to be made aware of the incident and the processes followed. Information will be added to the chronology and to the EdGen/MIS.

The student may be asked to have a day's reflection, on their return the same tutor supported by the Wellbeing Team/SLT will hold a restorative meeting. An action plan will be put in place outlined by DHT EHWP for staff and students to agree. This will be kept in the student personal file.

For serious incidents an investigation will be carried out to review whether Craftworks College can meet the needs of the student. During this time, students may be supported with a reduced timetable or a phased return to education, including distance learning and community visits as part of the Re-engagement Programme. The aim will be to re-integrate the student back into full-time education - a change of site/ course may be considered to support this process.

#### Review of appropriateness of placement

If the student does not engage in the Re-engagement Programme or the investigation highlights that we are unable to support the student's safety, Craftworks college will, if necessary, consult with the college board and the local authority to decide the most appropriate course of action. Outcomes may include, but are not limited to; mediation meetings, written contracts for the student to agree to on their return, continued home study or the termination of their placement.

At each stage of Craftworks College escalation process Craftworks College reserves the right to involve parents and/or carers. This may take place either face to face or via online

#### 4. Student Responsibilities (to be matched with student handbook)

With the above in mind, the College expects all students to:

- Be ambitious in their behaviour and attitude and aim to adhere to ROSe
- Work towards having a good understanding of their own emotional health and wellbeing where they can recognise, understand and appropriately respond to their emotions and others. To learn to be a reflective person who is able to understand their own aims and ambitions, needs and desires.
- To work towards being able to recognise others unique qualities and to be accepting of differences between us all
- Aim to have a good level of attendance and punctuality by following the attendance policy and student responsibilities outlined within this document
- Students work with the form tutor and class group to look at and agree the student handbook guide to expected behaviours and to follow the set class rules created with their group at the beginning of term.
- Try their best to be open to learning and complete work to their best ability and within a timely fashion.
- Be mindful that they are a part of the Craftworks Community and represent Craftworks College when off site by consistently behaving appropriately both in College and outside of College on internal or external work experience, visiting other providers, off-site enrichment activities or when in the community
- Support staff and other students in the maintenance of a clean and tidy environment
- Students can use the referral forms to proactively engage with the Wellbeing Team and pastoral support offered through 1:1 counselling sessions and with the termly form tutorials.
- Be able to take part in restorative conversations when required to look at positive ways to manage behaviour

*... A creative community helping you grow.*

that is not acceptable. To accept that when behaviour is harmful to themselves and others that this may result in a student being suspended from Craftworks College - see suspension or exclusion policy for more information.

## 5. Staff Roles and Responsibilities

With the above in mind, the College expects all students to:

- Be adhere to ROSe
- Work towards having a good understanding of their own emotional health and wellbeing where they can recognise, understand and appropriately respond to their emotions and others.. To learn to be a reflective person who is able to understand their own aims and ambitions, needs and desires.
- To work towards being able to recognise others unique qualities and to be accepting of differences between us all and to model this to students
- Aim to have high attendance and be punctual setting a positive example to all
- To be mindful that they are a part of the Craftworks Community and represent Craftworks College when off site
- To maintain a positive attitude and demonstrate this to students even when they feel frustrated with the students behaviour. To always use a strengths based approach to build the students from and not a punitive one. To actively use restorative conversations to address behavioural concerns
- To adhering to Craftworks quality of education, behaviour and attitudes and personal development strategies and associated protocols
- Attending regular training sessions to maintain a current standards of practice and support continuous professional development for supporting young people with special educational needs, mental health needs and challenging behaviour
- Updating the MIS/EdGen system and Chronology daily when students are displaying positive behaviour in line with the Craftworks College reward strategy.
- Updating the MIS/EdGen system and Chronology daily when students are displaying challenging behaviour in the correct conduct category, referring to the Senco if the learning environment is not conducive to support a student's Special Educational Needs
- Highlighting concerns regarding challenging behaviour to the Deputy Head of Emotional Health and Wellbeing
- Compile and update supporting documents that actively highlight proactive strategies to support students with access arrangements, behaviour management and emotional regulations (pupil profiles and person-centred support plans, where necessary)
- Complete a risk assessment for each student that highlights the risk levels and protective factors in place to support the student, their peers, staff and resource appropriately, as well as monitoring and updating the risk assessment as needed
- Attend and contribute to multi-agency meetings and annual reviews to ensure the student has a multi-agency approach to services and education, where needed.
- Attend and contribute to site meetings, support meetings and Restorative Conversation, raising concerns, seeking support, adapting practice and upskilling, when needed.



<p>1. A positive and respectful culture <b>in which staff know and care about learners</b> so that they can feel invested in both their present and their futures encouraging them to thrive.</p>	<p><b>2. Classroom management strategies</b> to support good classroom behaviour</p>	<p><b>3. Teaching restorative and reflective behaviours and regulation strategies</b></p>	<p>4. Clear and consistent routines that <b>encourage emotional literacy and positive attitudes in everyday life</b></p>	<p><b>5. Person-centred support</b> for individual needs as well as universal support</p>
<p>We achieve this by having:</p> <p>A college ethos, mission and values that are reflected by the staff to invest in our students.</p> <p>A culture that ensures staff and students that do not accept bullying, harassment or discrimination.</p> <p>A Curriculum Offer with clear curriculum pathways that is modelled on support levels for individuals</p> <p>Clear and communicated student journey</p> <p>A collaborative college and family approach to supporting the young person to achieve.</p>	<p>We achieve this by:</p> <p>Craftworks ROSe ethos</p> <p>Having a clear behaviour and attitudes strategy supported by behaviour and restorative justice policies.</p> <p>Creative inclusive spaces with wellbeing areas. All staff are trained to deliver effective behaviour strategies in restorative conversations so that they are able to deal with any issues quickly, consistently and effectively.</p> <p>A clear attendance policy and data review systems to support early intervention and attainment</p> <p>Encouraging staff to reflect on their own approach and having high expectations for teaching and learning.</p> <p>Encourage staff to complete training so that they feel confident in behaviour/crisis management, developing positive behaviour and supporting SEND/ EMHN</p> <p>Monitoring, Reviewing and revising classroom strategies to ensure effective access to learning.</p> <p>Use of the Growth Journals to support regulation techniques and to log achievements and recognise success.</p>	<p>We achieve this by:</p> <p>Craftworks ROSe</p> <p>Having a clear behaviour and attitudes strategy supported by behaviour and restorative justice policies.</p> <p>Creative inclusive spaces with wellbeing areas.</p> <p>Tutors and TAs demonstrate and model positive attitudes at all times</p>	<p>We provide daily routines such as:</p> <p>Daily check-ins</p> <p>Clear timetables</p> <p>Visual aids and support</p> <p>Personal development time</p> <p>Targeted interventions embedded within weekly timetables</p> <p>Emotional literacy work that allows students to recognise, understand and appropriately respond to their own and other's emotions</p> <p>Positive, high achieving staff actively modelling high levels of respect for others in their daily practice.</p>	<p>At Craftworks we achieve this by:</p> <p>Personalised Provision Plans that outline the support level the young person needs to access education</p> <p>Pupil Profiles that are created, implemented and reviewed by support staff</p> <p>Risk Assessments to support safety</p> <p>Yearly Outcomes and reviews to create long term goals for the students</p> <p>Termly Target set and reviewed to facilitate RARPA achievement</p> <p>Personalised behaviour support plans to enable specialist pathway students to develop coping mechanisms</p> <p>Re-engagement Programme, bespoke curriculum and personalised RP plans in place for students that need specialist support so that there is a strong focus on supporting attendance and engagement for all students</p> <p>Reward systems are in place for students' achievement, attitude and as a class group</p> <p>Interventions and Personal Development Programmes that allow students to access education and build healthy relationships communicate with families, schools, etc. to collate information to support and transition days.</p> <p>Onsite counselling for targeted support</p>
<p><b>Consistency</b></p>				

Positive behaviour and attitudes are built through respect, value, listening to others and learning to recognise, understand and appropriately respond to ours and others emotions. Although this is seen in the key areas above it is imperative, in order to create a long-lasting impact on behaviour and attitudes, that a foundation of consistency and coherence must be considered so that a culture is adopted across the college. This will be achieved by:

- Safe recruitment of appropriately skills, qualified and experienced staff
- All staff trained and are attending on-going weekly training sessions (Co-ordinators, tutors, including teaching assistants, HR and administrators).
- All staff have a clear understanding of roles, expectations so that there is a shared responsibility for behaviour and attitudes across the college.
- All work together to encourage Craftworks ethos & values with students
- Whole college rewards system is used
- Welfare support is given

So that all staff can play a positive role in implementing this behaviour and attitude's college-wide strategy and support the creation of an environment that values and nurtures differences. Thus, our students will be able to demonstrate consistently positive attitudes and commitment to their education irrespective of their personal circumstances. As well as our students having the skills to behave consistently well, demonstrating high levels of self-control and consistently positive attitudes both in our provision and beyond.

### 6.3 The Deputy Head of Emotional Health and Wellbeing and Deputy Head of Teaching and Learning

- Completes observations across college sites and groups to ensure effective behaviour management and support is provided for all students
- Monitor student chronologies so that active support is in place for students that are displaying challenging behaviour
- Oversee the admissions process for effective and appropriate placement of students for enrolment to Craftworks College
- Oversee behaviour and wellbeing trends across the college and signpost to the College Management Team
- Oversee the Wellbeing Team in addressing appropriate support and intervention for students that are struggling with emotional regulation, accessing education or displaying challenging behaviour
- Completes reports regarding attendance, behaviour and SEND support for the College Management Team, College Board and the Brogdale CIC Group Board
- Investigate behavioural and safeguarding incidents
- Attends Restorative Justice meetings and Incident debrief meetings, as necessary
- Attends weekly Brogdale CIC safeguarding meetings
- Attends multi-agency meetings
- Communicates with students and parents regarding suspensions and or exclusions - see suspension and exclusion policies for more information
- Review the appropriateness of placement for students who are disengaged from their college course or Re-engagement programme.
- To ensure effective quality control is maintained and in place to support the development of Craftworks College

### 5.3 The Safeguarding Team

- Adhere to the Craftworks College Safeguarding Policies

- Are available on DSL days to support behaviour concerns across the college

#### 5.4 The Principal

- Attends weekly Brogdale CIC safeguarding meetings
- Attends multi-agency meetings and contextual safeguarding meeting
- Attends Restorative Justice meetings and Incident debrief meetings, as necessary
- Oversees the communicates with students and parents regarding suspensions and or exclusions - see suspension and exclusion policies for more information
- Oversees the College Management team to support the whole college and individual student progress and development.
- The Principal oversees behavioural and safeguarding incidents of Craftworks College.
- The Principal reserves the right to support areas of concern and contact students, parents, and carers where appropriate, as well as discuss placement considerations for students in relation to, but not limited to, attendance, engagement in the re-engagement programme, behaviour and safeguarding concerns.

#### 6. Links with other policies

This policy is linked to our:

- |                                      |                                                            |
|--------------------------------------|------------------------------------------------------------|
| • Safeguarding policy                | • Curriculum offer                                         |
| • Re-engagement Strategy and Policy, | • Attendance Policy                                        |
| • Wellbeing Strategy                 | • Positive handling and Restrictive Intervention Policy    |
| • SEN Strategy,                      | • Suspension Policy                                        |
| • Behaviour and Attitudes strategy,  | • Exclusion Policy                                         |
| • Quality of Education Strategy      | • Illegal drugs Drugs, Substances and Alcohol Abuse Policy |
| • Personal Development Strategy      |                                                            |
| • Rewards Strategy                   |                                                            |