



The Arena Way

Localised Plan for Inclusive Behaviour

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TABLE OF CONTENTS

The Arena Way Intent	4
Lever 1: How we build relationships	5
Building belonging: Our academy vision and approach	5
Setting and sustaining boundaries in academy culture:.....	6
What great looks like	6
What great looks like.....	7
Summary of what great looks like in the classroom.....	7
Summary of what great looks like in the corridor	8
Summary of what great looks like in how we communicate	8
Specific expectations across the academy day.....	9
A comprehensive communication plan	13
Positive framing and celebrating success: Relational rewards	15
Arena Way Rewards offer	15
Lever 2: How we regulate and respond	17
Emotionally aware environments: Our universal regulation offer at wave 1	17
Responsive regulation: Wave 2 relational de-escalation strategies	17
Managing crisis: Wave 3 responsive co-regulation planning	18
Knowing the Child:	20
Responding to the Child:.....	20
Positive handling	21
Lever 3: How we repair harm	22
Building a restorative culture: Teaching restorative values and skills	22
Managing low level disruption: Least to most inclusive responses	23
Positive framing: Positive prompts	23
Reminder: Affect and Redirect	24
2 nd Reminder: The 20-Second Script.....	25
	2

Action: The Restorative Chat	25
Consequences linked to harm: Restorative escalation procedures.....	27
Logical consequences and symbolic sanctions:	27
Out-of-class behaviour systems.....	29
Repairing ruptures: Responsive restorative processes.....	31
Our approach to repairing harm.....	32
Restorative conferences.....	33
Responding to community harms: Community responses to bullying, discrimination and harassment	34
Preventative practices.....	34
Responsive processes.....	36
Lever 4: How we work together	40
Reflection and connection before correction: our approach to reflective practice	40
Listening to the child: Our mechanisms for student voice.....	41
Early intervention and intensifying support: Our graduated Academy offer.....	41
.....	42
The pastoral graduated response pathway.....	43
Team around the Child: How we work together	45
Exclusion as a last resort: Strategies to reduce suspensions and exclusions	45
Strategies to reduce suspensions	46
Restorative reintegration processes.....	46
Part time timetables.....	46
Off-site direction, external alternative provision and managed moves	46
Legislation and statutory requirements	48

The Arena Way Intent

The Arena Way for Inclusive Practice is a framework for transformational inclusion at the heart of the community. It details our approach to Behaviour and Pastoral Care, Special Educational Needs and Personal Development. It provides an inclusive approach to how we support members of our academy, ensuring that the needs of all community members are met, and they can fulfil their full potential.

Our Principles of Practice of Relational Culture, Reflective Practice and the 9 Habits are all rooted in our ethos of inclusion, equality, healthy relationships, hope and perseverance.

Through the invitation of the way of the 9 Habits we can enact and model the behaviours that help us all to thrive as individuals and in our relationships. The Arena Way brings this ethos to life.

These ethos values and 9 Habits are the foundation on which we must develop our localised Academy Way. This shared language empowers us to build a strong relational culture with inclusion and trust at its heart. Together, we work towards the Trust vision for community, a place where everyone is included, making a contribution, and reaching their God-given potential.

The Arena Way is our roadmap to relational culture and flourishing lives for all our children. It encompasses:

1. A narrative of belonging and identity that describes who we are and who we're becoming
2. Absolute clarity about 'what great looks like' and how this is communicated to all stakeholders within our relational culture
3. The habits and behaviours all members of the school community will adopt to ensure that we can make visible and consistent our culture of 'the way we do things here'
4. A comprehensive communication plan to ensure that secure boundaries are established and embedded in our academy culture

Lever 1: How we build relationships

Building belonging: Our academy vision and approach

Our vision and values are based on the Ethos statements:

- A passion to include everyone
- A desire to treat everyone equally, respecting difference
- A commitment to healthy and open relationships
- A deep sense of hope that things can change and be transformed
- A sense of perseverance to keep going for the long haul

We are a small academy in South East London and as such we are truly capable of giving excellent, personalised care for our 350 students. As a result of our size and inclusive nature, students are made to feel immediately welcome and an instant part of our family.

At Arena we are kind, ambitious and professional; every child has the chance to succeed with us as we aim to work in partnership with the children and their families to help our students reach their potential.

'The Arena Way'		
<i>Kind</i>	<i>Ambitious</i>	<i>Professional</i>

At Arena we are dedicated to fostering a dynamic learning community where every individual, regardless of their starting point is able to thrive academically, socially, and emotionally. We are committed to inclusion at its core, where diversity is celebrated, barriers are dismantled, and every student feels a sense of belonging. Our vision is to empower students to reach their full potential, thrive socially, and equip them with the skills needed to succeed in future life.

Setting and sustaining boundaries in academy culture:

What great looks like

Our Arena Way prioritises **setting and sustaining positively framed expectations** for our students. When we set and sustain boundaries, we establish community agreements about the way we do things here which supports a shared understanding of how we treat each other. When boundaries and behaviours become **consistent** and **predictable**, we build safety, trust and belonging for all in our community including children and staff. This is the foundation of our relational culture. It empowers all members of the community to focus our attention on working together to achieve learning goals.

To establish clear expectations and shared positive behaviours, we are intentional about defining the priority moments where consistency really matters – in the **classroom**, in the **corridor** (and other social spaces) and in how we **communicate**. Setting and sustaining boundaries in this way is the bedrock of securing safety for all members of our community and frees up teachers and leaders to secure a fantastic learning experience for our students:



By defining what great looks like for students and staff in each of these areas, we build complete consistency and clarity of expectations, allow trust and belonging to grow, reduce students' cognitive load about what is expected of them in each classroom and empower teachers to spend time on what really matters: building relationships and securing progress for every student.

What great looks like

When we define **what great looks like**, we make it easy for every child and staff member to contribute to the creation of a relational culture that makes every member of the community feel accepted, included and empowered to flourish and achieve.

Rather than establishing specifically what not to do, **we define and teach the expectations and behaviours we want to see** – we tell students and staff explicitly what great looks like so that everyone feels a sense of belonging and knows how to be successful as a member of our academy community. Within each priority area, we create a rubric for a relational student and staff culture through the identification of 3-5 positively stated, easy-to-remember expectations. These statements provide the roadmap that unites us to create the conditions for a relational academy climate to support teaching and learning.

We create meaningful expectations for our community when we **collaborate** on their creation. Our Academy Way rubrics have been **jointly agreed** with staff and students throughout the academy to ensure that our boundaries are accepted, understood and observed by all members of our community.

Summary of what great looks like in the classroom

Focus area	Student focus	Staff focus
Entry and exit routines	<ol style="list-style-type: none">1. Calm, routine orientated movements to ensure a calm learning environment2. Ready to learn immediately3. Correct uniform and equipment	<ol style="list-style-type: none">1. Stand at the threshold of classrooms2. Greet students welcomingly3. High expectations of routines
Active listening routines	<ol style="list-style-type: none">1. One voice, tracking the speaker2. Ready to engage in tasks3. Curious questioning	<ol style="list-style-type: none">1. Carefully planned learning activities and questions2. Regular checks and prompts, using seating plans to target support are those who require it most urgently3. Teach with passion
Learning routines	<ol style="list-style-type: none">1. Knowing and following routines of the lesson2. Understand the context of the learning journey3. No opting out	<ol style="list-style-type: none">1. Follow the 'you do, we do, I do' lesson model2. Circulate with intent, checking for understanding and live marking3. Ensure that all students are listening to the exposition in order that they can respond to targeted questions

Summary of what great looks like in the corridor

Focus area	Student focus	Staff focus
Safe transitions	<ol style="list-style-type: none"> 1. Calm and orderly behaviour in transition areas 2. Correct use of staircases and corridors 3. Timely arrival to class 	<ol style="list-style-type: none"> 1. Present in corridors during transitions 2. Emphasis on the importance of punctuality and orderly transitions 3. Consistent application of behaviour policy
Social behaviours	<ol style="list-style-type: none"> 1. Respect shown to all members of the community 2. Care and respect for the building and the learning environment 3. To be in designated areas and follow instructions of staff 	<ol style="list-style-type: none"> 1. Challenge all forms of unkindness 2. Celebrate those modelling positive behaviour 3. No blind eyes, with all staff addressing inappropriate behaviour consistently, rather than passing it onto someone else to manage
Presence in lessons	<ol style="list-style-type: none"> 1. Students to be present in lessons, knowing that every lesson counts 2. Use structured breaks for toilet and water breaks 3. Quiet corridors during lesson time 	<ol style="list-style-type: none"> 1. Quickly informing on call of any students not in lessons 2. Strict but emotionally intelligent use of letting students out of class, using a 'Blue Slip' 3. Challenge and explain routines to students

Summary of what great looks like in how we communicate

Focus area	Student focus	Staff focus
Engaged learners	<ol style="list-style-type: none"> 1. All students showing a desire to learn 2. Engagement with independent tasks with a growth mindset 3. Understanding the importance of attendance and focus in lessons 	<ol style="list-style-type: none"> 1. Contextualise lessons to cater for the needs of all 2. Provide ample opportunities for independent learning 3. Clear explanation of the benefit of the lesson in their learning journey
Clear and consistent messages	<ol style="list-style-type: none"> 1. A shared language around expectations and inclusivity 2. Celebrating the success and progress of peers 3. Encouraging others to make the right decisions for themselves and the community 	<ol style="list-style-type: none"> 1. Modelling language in conversations with students 2. Passionately celebrating success 3. Praise those who positively impact the community through peer influence
Repairing conflict	<ol style="list-style-type: none"> 1. Taking accountability for your actions 2. Empathising with the views of others 3. Forgiving others and granting fresh starts to improve relationships 	<ol style="list-style-type: none"> 1. Commit to a relational approach when following the behaviour policy 2. Empathise and support every student 3. See behaviour as an opportunity to teach positive behaviours

Specific expectations across the academy day

At Arena, we believe clear expectations are essential for positive relationships to flourish. It is only once a student is clear on how they are expected to behave, that they can flourish socially, relationally and academically.

Below is a summary of key expectations:

Area of Focus	Expectations at Arena
Uniform	<p>Our uniform is a key identifier of the Arena family. Students are expected to wear all the items below in an appropriate and professional manner:</p> <ul style="list-style-type: none"> - Black academy blazer. Students are expected to have their blazer on at line ups, lesson transitions and in the corridors. - White shirt. Students are expected to have their shirt tucked in and top button done up during lessons and transitions. - Students are expected to wear ties with appropriate length and a solid knot up to the top button. - Year 11 achieving positive progress are permitted to wear a gold tie. - Black polishable shoes. No trainers, boots or canvas style shoes permitted. - Black trousers, school shorts or skirt. - Hairbands should be black or dark blue. <p>Students when taking part in PE are expected to wear the following:</p> <ul style="list-style-type: none"> - Arena Purple PE top. - Arena Shorts. - Arena Tracksuit bottoms or plain navy tracksuit bottoms. - White Socks/Purple Football Socks - Trainers.
Equipment	<p>The following items are deemed as essential for all students:</p> <ul style="list-style-type: none"> - A school bag - 2 Pens (black or blue, and a purple pen for corrections) - Pencil - Ruler - Protractor - Scientific calculator - Charged iPad 60%
Punctuality	<p>Punctuality to School</p> <p>Students are expected to arrive at the academy between 8am and 8:20am. Arrival after 8:20 will be classified as late and students will attend a lunchtime restorative.</p>

	<p>Punctuality to class</p> <p>Students are expected to arrive promptly to class. Students will be made aware of the ending of a lesson by a bell. Students will be expected to be in their next lesson within 3 minutes of the lesson beginning.</p> <p>Students will be expected to manage their time effectively, and should aim to do the following actions before or after school, or at social time:</p> <ul style="list-style-type: none"> - Use the toilet - Fill up their water bottle - Speak to a member of staff - Retrieve something, they have forgotten - Visit Student Services <p>Needing to speak to a member of staff</p> <p>If a student wishes to speak to a member of staff, they should aim to do so outside of lesson time. In times that a student feels it is urgent to speak to a specific member of staff, we expect students not to walk around the academy but to:</p> <ul style="list-style-type: none"> - Go to class as usual - Ask the classroom teacher to contact the required staff member - The requested staff member will come to the classroom when available.
<p>Line ups</p>	<p>All year groups will have a check in at the beginning of the academy day to ensure a calm and punctual start to tutor time and an opportunity to sort out any equipment or uniform concerns.</p> <p>During line ups, students are expected to:</p> <ul style="list-style-type: none"> - Stand in their tutor group, in alphabetical order - Stand quietly so that dismissal can be calm, orderly and efficient - Enter the building quietly so the start of the day is as focussed as possible
<p>Mobile phones</p>	<p>Students are expected to have their mobile phones in their blazer/coat pocket or their school bag. If a mobile phone is seen or heard on the academy site it will be confiscated.</p> <p>Students can hand their mobile phone into reception at the start of the day. If a student chooses not to hand in their mobile phone at the start of</p>

	<p>the day, we expect them to put their phone in their blazer/coat pocket or their bag (turned off) and not to have in on their person.</p> <p>Needing to contact home</p> <p>Students are not permitted to use their mobile to contact home, regardless of circumstances. Instead, we expect our students to follow appropriate channels such as:</p> <ul style="list-style-type: none"> - Asking a member of staff to contact home - Asking student reception if they can contact home - Using their iPad to email or teams the parent
iPad Use	<p>Students are expected to use the schools iPads with a professional attitude.</p> <p>Students are responsible for their device and need to ensure that it is looked after with the upmost care. Any damage accidental or deliberate will be charged to the parents/carers. We expect iPads to remain in their rugged case for insurance purposes.</p> <p>Our filtering and monitoring systems (Smooth wall) track and monitor any use through out servers. Any inappropriate content typed or shared will be flagged with the Safeguarding team and Family leader.</p> <p>We expect students to have a picture of their timetable as their lock and home screen so they can easily access their timetable.</p> <p>We expect our students to use the camera on their iPads for educational purposes only. Pictures of text and whiteboards should be taken with no students or members of staff included. Students are responsible for deleting any photos which fall into this remit.</p> <p>We expect students to use emails and MS teams appropriately, and to ensure all communications with teachers and students on these platforms are professional – with subject titles, formal heading, text bodies and sign offs.</p>
Staircases and corridors	<p>Students are expected to follow the one way system around the academy, this is to ease traffic and ensure there is more space for moving between classrooms.</p>

	For both staircases and corridors, we expect students to stay to the left and to move calmly, orderly and at a good pace.
Social time	<p>All upstairs corridors and staircases are not permitted areas to congregate during social times.</p> <p>Students are expected to eat in the diner and are not permitted to take food outside.</p> <p>To ensure safety and order, students must follow staff instructions to relocate or to refrain from certain behaviours.</p> <p>Students to follow adhere to the instructions from staff regarding areas where games sports can be placed.</p>
Prohibited items	<p>Students are expected to understand that the following items are not permitted in the academy:</p> <ol style="list-style-type: none"> a. Fire lighting equipment (matches, lighters, etc.) b. Drugs and alcohol (including any paraphernalia) c. Electronic cigarettes (e-cigs) or vapes d. Solvents (deodorants, perfume and aftershave) e. Metal combs f. Weapons or any items that could be used to cause harm. g. Items that could distract or negatively impact the community h. Chewing gum i. Large portions of sugary food or drinks j. Caffeinated energy drinks k. Large amounts of money l. Offensive material m. Nuts n. Water pistols/balloons o. Other items that may endanger or disrupt the learning environment
Academy property	<p>We expect students to understand that academic property belongs to all members of the community and must be treated with respect.</p> <p>We students to treat all areas of the building in a manner that keeps it clean, usable and beneficial for all current and future members of the community.</p>

Behaviour for Learning	<p>We expect students to strive to be the best version of themselves at all times. We expect all students to respect other students' right to a calm and purposeful learning environment.</p> <p>We expect students to take pride in their work, and to ensure that the presentation of their work is of the highest quality.</p> <p>We expect students to proactively engage in learning activities so that they can make optimal progress in reaching their potential.</p> <p>We expect students to embody our inclusive, family ethos whilst in lessons, respecting the views and differences within the community.</p> <p>We expect students to work with staff and always follow instructions.</p>
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Meeting the above expectations will result in relational rewards (Lever 1 – Relational Approach) which are discussed below. Failing to meet the above expectations may result in the setting of logical consequences (Lever 3 – How we Repair Harm).

A comprehensive communication plan

As leaders, we know that a powerful relational student and staff culture doesn't just happen. Instead, it requires **strategic planning** to establish and embed over time. This establishment begins with an effective communication strategy that considers a range of stakeholders and is planned carefully over time to take advantage of a range of communication mechanisms.

In the development of a comprehensive communication plan, **clarity, consistency** and **intentional practice** are key. Messaging should be kept as simple as possible, with leaders ensuring that messages are **overcommunicated** so that all members of the academy community can engage with, understand and repeatedly practise these expectations until they become fluent and automatic.

As part of our communication strategy, we adopt the following activities to secure effective communication of our Academy Way to all members of our community:

Staff	 Whole-school CPD	 Staff briefing	 Coaching pairs	 Shout outs
Children	 Assemblies	 Explicit practice	 Visual displays	 Celebrations
Families	 Newsletters	 Workshops	 Open days	 Leadership Q&As

In order to sustain these boundaries, academy leaders ensure that communication of expectations around what great looks like is not a one-off event, nor do we try to make change to a number of areas of culture at once. Instead, it is a process over time. We recognise that all stakeholders will require ongoing reinforcement of messages to successfully implement these with consistency in all spaces across the academy. In addition, some members of the community may require additional support and intervention to understand and meet our expectations. This can be supported through additional coaching, social stories and other intervention strategies. This is captured in our Arena Way communication plan.

Stakeholder	Support on offer and forms of communication	Led by	By when
All staff	Whole school CPD, including briefings, staff meetings, staff induction, online training, Steplab, email communication.	ALT	Half Termly
Senior leaders	Whole school CPD, including briefings, senior leadership team meetings, online training, Steplab/coaching, shout outs, email communication	ALT	Half Termly
Middle leaders	Whole school CPD, including briefings, middle leadership team meetings, online training, Steplab/coaching, shout outs, email communication	ALT/HOY	Half Termly
Pastoral team	Whole school CPD, weekly briefings, middle leader meetings, online training, restraint training, Steplab, shout-outs, email communication	ALT/HOY/HOD	Half Termly
Tutors	Whole school CPD, including briefings, Tutor meetings, online training, Steplab, email communication	ALT/HOY	Half Termly
Children	Tutor Time, student assemblies, email communication, visual communications, restorative practice conversations	ALT/HOY/HOD/ All Staff	Half Termly
Families	letters home, social media, email communication, pastoral phone calls, in person meetings	SLT/HOY	Half Termly

Positive framing and celebrating success: Relational rewards

The recognition of effort, achievement and accomplishment of goals is integral to our relational approach. We recognise that individual effort and achievements will look different for each child and that this will need to be balanced with consistency of approach to develop trust and security in our whole school mechanisms for recognising and celebrating success.

To develop genuine motivation from our children and staff in our communities we use the model of self determination theory and strive to embed the 3 key conditions for intrinsic motivation as often as possible across our academies. These are:

- **Autonomy:** having a sense of choice and control over what you do
- **Mastery or competence:** feeling that you have the skills to achieve success
- **Purpose or relatedness:** finding meaning and connection in what you are doing

We recognise the limitations of overly extrinsic or transactional rewards on student motivation and review our practises to increasingly offer a more relational approach to celebrating success. Student, parent and staff voice is used frequently to support us to review our rewards offer and ensure we are striking an appropriate balance to meet the needs of our community.

Arena Way Rewards offer

Reward	Rationale
1:1 precise praise	Wherever possible we prioritise giving children specific and meaningful praise 1:1 so we can reflect together on how they accomplished the achievement and the pride we all feel about the effort they put in.
Arena Points	Arena Points are a tangible method to demonstrate when students have conducted themselves in a manner that benefits them, their peers or the academy community. Students can receive Arena Points when they exhibit: <ul style="list-style-type: none">- kindness- ambition- a professional attitude- excellent classwork- excellent homework- excellent class contribution- excellent effort- excellent presentation in books- excellent attendance

	- any of the 9 Habits
Golden Tickets	Staff are given a limited number of golden tickets to give to students for exceptional conduct. Golden tickets permit early access to the diner, early dismissal from check-out and a tangible demonstration of recognition.
Star of the Week	Each week, every Head of Year and ALT member selects a 'Star of the Week' to display in assembly to celebrate those who fulfilling one or more of our academy habits – 14 stars will be awarded.
Rewards Journey Raffle draw	As an incentive and acknowledgement of students following 'The Arena Way' we award Arena points. Students accumulate their points and are awarded a raffle ticket for every 10 Points they receive. tickets are given out to students who will place their tickets in one of three boxes, with prizes such as apple air pods, amazon vouchers, trainers... The drawing of the tickets during a lunchtime assembly every half term builds a sense of community within the academy and fosters a positive environment.
The Motive	Every Term, students will have the opportunity to attend our 'Motive' event, where students will have to accrue 97% attendance that term and achieve over 150 Arena Points, having no referrals to IE. The event contains food, music and activities as voted by the Student Leaders, who help organise the event.
Termly Rewards trips	Students who achieve the highest points half-termly are invited onto rewards trips. This is a tangible way to acknowledge and celebrate students' achievements, recognising their hard work, positive behaviour and following of 'The Arena Way'.
Positive emails/phone calls	We encourage our staff to let parents/carers know when a student is demonstrating our core values and habits, to ensure they are rewarded at home also.
Praise Postcards	Praise Postcards are sent home to recognise students following 'The Arena Way'
Celebration assemblies	Every half term we celebrate student's successes publicly.

Lever 2: How we regulate and respond

Emotionally aware environments: Our universal regulation offer at wave 1

At Arena, we recognise that behaviour is the external symptom of a range of underlying factors, and that becoming dysregulated is an involuntary event and requires calming of the brainstem before rational decision making or discussion of cause or consequence can happen.

For this reason, we intentionally create emotionally-aware environments throughout our academy through the intentional design of spaces that can support the integral processes of calming, regulation and reflection for children when they are feeling heightened or triggered.

In our academy, we use the following universal strategies to manage the emotional charge of the classroom and wider school and support children to build safety, belonging and successfully settle to learn:

Universal regulation strategy	Rationale
<i>Zones of Regulation</i>	All children are taught to recognise, name and respond to their emotions using Zones of Regulation. Children are supported to check in daily using Zones in order to build an understanding between the student and teacher about the child's regulatory capacity and support requirements for the day.
<i>Time Out Discussion</i>	Teachers can ask a student to regulate themselves outside of the classroom, followed by a swift discussion from the teacher. This rarely takes place, however is employed when students become dysregulated.
<i>On Call support</i>	Should a student struggle to contain their emotions during a lesson, the teacher can call for pastoral response and a member of the pastoral support team will arrive to offer assistance to see if they can be regulated and reintegrated into the classroom. If not, the student can be 'parked' in a different classroom, allowing a change of setting and a further opportunity to regulate themselves.

Responsive regulation: Wave 2 relational de-escalation strategies

At Arena, we provide support for children who struggle with emotional dysregulation by making available a range of bottom-up and top-down regulatory strategies:

- Bottom-up strategies connect with the limbic system to directly address the fight-flight-freeze response, helping to soothe and regulate the body's triggered arousal systems.
- Top-down strategies connect with the cortex to build insight, self-reflection and problem solve ways of moving forward.

We recognise that some children will find it more difficult to regulate their emotions than others, and that some children will require the support of an adult co-regulator to calm their nervous system and become settled to learn.

In our academy, we use the following targeted strategies to support the bottom-up and top-down regulation of children:

Bottom-up regulation strategies:				
Drinking cold water	Running in a contained space (Gym)	Breathing techniques	Visit the sensory room	Standing outside the classroom momentarily
Listening to music	Drumming and body percussion	Humming	Colouring in	Using playdoh or therapy putty
Top-down regulation strategies:				
Mindfulness practices	Imagining a favourite safe place	Gratitude practices	Completing a simple puzzle or game	Using Zones of Regulation to name emotions
Walking through the spaces to share what happened	Using Emotion Coaching to work out what happened	Using restorative practice sentence stems	Drawing a picture or writing a poem about how you feel	Social thinking or other psychoeducation

Managing crisis: Wave 3 responsive co-regulation planning

For some children, emotional dysregulation can lead to extreme and unsafe behaviours. At Arena, we recognise that early experiences of trauma and other additional needs can cause neurological developments that lead some children to respond differently to changes in their environment.

We use the conflict curve and Dr Bruce Perry's arousal continuum in our Co-Regulation Planning tool to help us understand and map the stages these children may go through in moments of dysregulation. By matching the individual child's behaviours to each stage of dysregulation that occurs, we are able to proactively plan to input the appropriate regulatory supports in before the child reaches peak dysregulation.

Internal state	Calm	Alert	Alarm	Fear	Terror
Brain system	Cortex	Cortex / Limbic	Limbic	Midbrain	Brainstem
Cognition	Rational & reflective , abstract reasoning, executive function, empathy	Concrete thinking, simple reasoning, emotions, relationships	Emotional , limited reasoning, triggered by echo of past experiences	Reactive , responding to survival impulses	Reflexive , controlled by survival impulses
Time awareness	Extended future	Day/hours	Hours / minutes	Minutes / seconds	Loss of sense of time
Internal development stage	Adult / Adolescent	Adolescent	Child	Toddler	Infant
Core question	What can I learn?	Do I belong?	Does anyone care?	Am I safe?	Can I survive?
Adaptive response continuum	At rest	Flock	Freeze	Flight	Fight
Hyperarousal behaviours	Calm and engaged	Vigilance	Resistance	Defiance	Aggression
Hypoarousal behaviours	Calm and engaged	Avoidance	Compliance (robotic)	Dissociation (shutdown, numb, non-responsive)	Fainting
De-escalating responses	PACEful adult presence, engaged learning, calm environment	Playfulness, structure, routine and connection, eye contact, calm voice, top-down regulation	Acceptance & empathy, matched affect, invited physical touch, top-down and bottom-up regulation	Acceptance & empathy, curiosity, time to calm, bottom-up regulation	Safety cues, acceptance & empathy, safe space, time to calm, appropriate physical restraint
Escalating responses	Noise, disruption to structure and routine, confrontation	Complex directives, anger, ultimatums, frustration, anxiety	Raised voice, defensiveness and judgement, chaos and noise in environment	Increased or continued frustration, yelling, sense of fear, isolation	Inappropriate physical restraint, screaming, shaming

When planning to respond to children who require individualised approaches, we use a range of tools to support us with Knowing the Child and Responding to the Child.

Knowing the Child:

At Arena, we recognise the importance of building a full picture of the child's story, context, strengths and needs before planning to respond. We use the following child-centred

Knowing the Child tools	Rationale
Interactive Factors Framework (IFF)	<i>The IFF provides a way of considering the holistic factors which may be affecting a child or young person's development and ability to access learning, considering the child's cognition, affect, behaviour, environment and biology.</i>
PATH (Planning Alternative Tomorrows with Hope)	<i>PATH supports students who feel stuck and don't have a positive sense of the future, or who don't see a clear path to getting there. It helps the Team Around the Child to collaborate as a team of advocates who can work together to move things forward and give the student the best support.</i>
MAPS (Map Action Planning System)	<i>MAPS is a helpful tool to develop an understanding of the student's past in order to understand the context of current challenges. It supports the mapping of the student's gifts and strengths as well as their fears, to support action planning of how best to support them going forward.</i>
Student Passports	<i>All students on SEND Support have a Student Passport. At the top of every Student Passport, students share their views on their strengths, needs and support. This is shared with all class teachers.</i>
Student Snapshots	<i>Student snapshots are used for students when there is key information for staff to know and build relationships upon. This may be part of a reintegration support plan (e.g. from Phoenix) or for other students accessing pastoral support.</i>
Student Surveys	<i>Student surveys are regularly conducted to collate student views within the academy to help with planning. Topics for these may include, student rewards, student behaviour, support within the academy or general feedback. Student voice collated from these are used to inform action plans e.g. changing the rewards for the raffle.</i>

Responding to the Child:

We also recognise the importance of careful planning to respond to the individualised strengths and needs of each child.

The **Relational Support Plan** is a structured intervention for students whose needs are not being met through the universal offer. The aim of the Relational Support Plan is to involve

the child and family in the collaborative goal of improving social and emotional skills and supporting improved behaviour to secure social and educational inclusion.

The **Co-Regulation Plan** is a structured intervention for students who struggle to manage their emotional regulation, and whose behaviours often become dissociated, disruptive or unsafe as a result. The aim of the Co-Regulation Plan is to map the child's behaviours against the arousal continuum in order to proactively design responsive regulation strategies. This plan includes a proactive and structured risk assessment for children who may require positive handling to keep themselves, others, or the environment safe. We ensure plans are shared proactively with the family and communicated to the child using stage-appropriate tools.

In our academy, we use the Arena Way pastoral graduated response pathway to identify and respond to children who require individualised wave 3 Relational Support Plans and Co-Regulation Plans to support their behaviour and emotional regulation. See lever 4 for this flowchart.

Positive handling

At Arena, we recognise that "All members of school staff have a legal power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder." We work proactively to respond to children's needs and understand their regulation profiles so that this is always a last resort.

Approach: At Arena, staff are trained to use reasonable force through Dynamis.

Recording: We always ensure that any use of reasonable force is recorded using a Positive Handling form, which is then recorded on CPOMS.

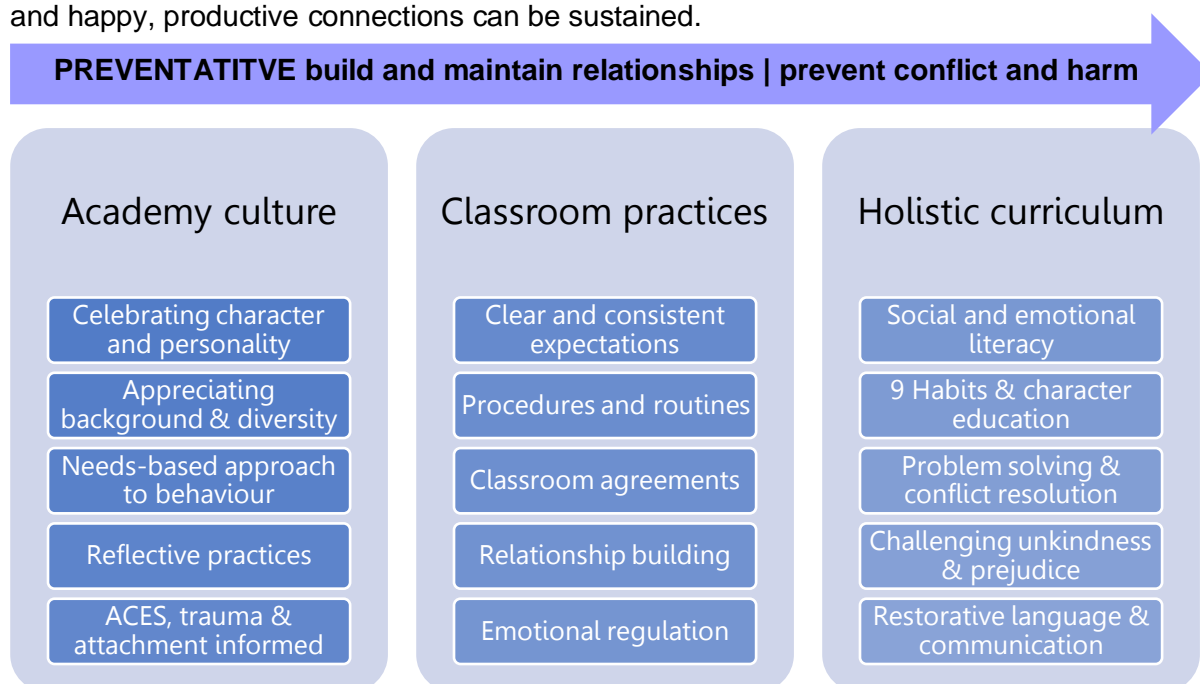
Communication: We communicate with the family by telephone, email or in person meetings within 24 hours.

Reflection: We reflect on all occasions of the use of reasonable force to ensure that necessary adjustments are made to the child's provision and to school responses by debrief and case studies, utilising the views of all parties.

Lever 3: How we repair harm

Building a restorative culture: Teaching restorative values and skills

At Arena, we recognise that building a restorative school begins with culture. For this reason, we implement a range of preventative restorative practices to support students and staff to build and maintain relationships as the foundation on which restorative repairs can take place and happy, productive connections can be sustained.



In particular, we ensure that we explicitly teach our students restorative skills through our holistic curriculum:

Holistic curriculum	What we teach
<i>Social and emotional literacy</i>	We teach social and emotional literacy through our tutor programme, assemblies Personal Development curriculum.
<i>9 Habits and character education</i>	We teach children about the 9 Habits and character through our tutor programme, assemblies and Personal Development curriculum. It underpins our OCL Curriculum.
<i>Problem solving & conflict resolution</i>	We teach problem solving and conflict resolution through restorative practice. This will be supported by the Pastoral Team as necessary.
<i>Challenging unkindness & prejudice</i>	We teach children to challenge unkindness and prejudice through our tutor programme, assemblies Personal Development curriculum.
<i>Restorative language & communication</i>	We teach restorative language and communication through our tutor programme, assemblies Personal Development curriculum. We champion restorative practice, language and communication.

Managing low level disruption: Least to most inclusive responses

At Arena, we seek to ensure that every interaction between adults and children in the classroom is relational and restorative in nature. Our approach to managing low level disruption is built on the approach of behaviour development, rather than behaviour management. We know that all students will occasionally make mistakes, and we use least to most intrusive strategies to provide ample opportunities for students to learn from their errors and correct their behaviours, before moving towards issuing consequences. This ensures that we are able to maintain high expectations and consistency in classrooms without an overly punitive response.

Our in-class behaviour systems ensure that we maintain high support alongside high challenge for students, using positive approaches to build a restorative classroom culture where relationships are sustained, learning is preserved and misbehaviour is kept to a minimum:

Our least to most intrusive strategies are captured in the table below:

Level of response	Strategy	Description
Positive framing	Positive prompt	Impersonal verbal and/or visual cues to ask for the behaviour you want to see, referring explicitly to the Academy Way expectations.
	Regulatory support	If student behaviour indicates emotional dysregulation, proactively use pre-agreed whole-class regulatory strategies.
Reminder	Affect(<i>ive statement</i>) and redirect	Use 'I' statements to tell the student how you feel and why, remind the student of the desired behaviour and redirect them to engage with learning.
2 nd Reminder	20-second script	A scripted verbal caution delivered privately wherever possible, making the student aware of their behaviour and restating your positive, high expectations for their behaviour. The script gives the student an opportunity to reset their behaviour and receive positive feedback from you.
Action	Removal and placed in the back of another lesson	If an undesired behaviour continues, the student will be removed. A student may be removed instantly for dangerous, severely defiant or extremely rude behaviour. Matrix students may choose to regulate themselves in the matrix/sensory room if they are removed from a lesson, checking in with the SEND team en route.

Positive framing: Positive prompts

Positive prompts can be verbal or non-verbal. They are impersonal and so do not single out or provoke shame in a student.

When to do it: Continuously throughout the lesson as part of responsive teaching practice

How to do it:

- Start from a foundation of clear and consistent routines and expectations
- Maintain open, positive face and body language
- Always assume the best
- Narrate the positive, not the negative
- Ask for and model the behaviour you want to see

Reminder: Affect and Redirect

Affect and Redirect statements are lightning-fast one-way statements directed to students who may be off task, chatting too much or calling out.

Affect means emotion. They are 'I' statements that tell the listener how the speaker **feels** and **why** it makes them feel that way.

They are an effective way to teach students how to express their emotions appropriately.

They are constructed to:

- Connect with the student relationally
- Remind the student of the agreed class expectations or values
- Direct them back to whatever they should be doing

When to do it: If a student is not responding to positive prompts and does not need regulatory support, use Affect and Redirect statements to quickly remind them of expected behaviours and get them back on track.

How to do it:

- Wait until students are busy on a task
- Get down to the student's level
- Use a whisper volume
- Always assume the best
- Give take up time – don't linger

The Script:

1. **When you...** *name the behaviour*
2. **I feel... because...** *name your emotion*
3. **Redirect...** clearly state what you want them to do

2nd Reminder: The 20-Second Script

The 20 second script is a carefully planned, utterly predictable way to send a clear message to the student that:

- their behaviour needs to improve
- They are better than this behaviour
- You believe they can meet your high expectations of them

It also provides the student with:

- A clear reminder of the rules
- An opportunity to tell you that they know what the right thing to do is
- Immediate recognition to reset the positive relationship

When to do it: If a student continues to misbehave after a reminder, use the 30-second script to issue a warning in a kind, non-confrontational way.

How to do it:

- Wait until students are busy on a task
- Get down to the student's level
- Use a whisper volume
- Always assume the best
- Give take up time – don't linger

The script:

1. I noticed you are ... (*name the behaviour*).
2. At Arena we... (*name the expectation*) that I want to see.
3. This is your reminder, but I believe you can turn this around.
4. Do you remember last lesson when you ... (*positive behaviour*) ?
5. That is who I need to see today.
6. What do you need to do now? (*Or, what I need to see from you now is...*)
7. Thank you for listening.

Action: The Restorative Chat

A restorative chat is a two-way conversation with a student whose behaviour has not stopped after the rest of the least-to-most intrusive strategies have been applied.

It's clearly time for a conversation about positive behaviour change.

When to do it:

- At the end of the academy day – (duration maximum 40 minutes)

How to do it:

- Maintain open, positive face and body language
- Don't assume you know what motivated the student's behaviour
- Depersonalise the behaviour
- Problem solve, don't lecture

The script:

1. Explore the incident:	What happened?	What were you thinking/feeling at the time?
2. Explore the harm caused:	How has the incident affected you?	Who else has been affected? In what ways?
3. Remind the student of expectations:	At Arena We..	What could you have done differently?
4. Explore how to repair the harm:	What needs to happen to make this right?	Because of what happened, you will need to...

Outside of lessons, managing a dysregulated student:

- Maintain open, positive face and body language
- Don't assume you know what motivated the student's behaviour
- Depersonalise the behaviour
- Problem solve, don't lecture

The It's OK, but it's not OK script:

1. It's OK to feel this way	Don't belittle their experience	How were they feeling?
2. But it's not OK to react in this manner	Challenge the behaviour exhibited	What is the impact if they behave in this manner?
3. Remind the student of expectations:	At Arena We..	What could you have done differently?
4. Explore how to repair the harm/ repeat the behaviour:	What needs to happen to make this right?	Because of what happened, you will need to...

Consequences linked to harm: Restorative escalation procedures

At Arena, we recognise that school systems work best when restorative practices support us to focus on repairing harms caused and meeting the needs of all parties, rather than on punitive punishment. For this reason, we use logical consequences to help children recognise the effect of their actions and develop internal control. Where sanctions are used, we recognise that these are symbolic, and that it is the consequences that address the needs caused by harm, and so make the difference.

Logical consequences and symbolic sanctions:

We ensure that any sanctions issued adhere to these key restorative principles:

- We don't humiliate
- Our sanctions are linked to the harm
- The length should not be excessive
- We minimise exclusion from learning
- One sanction is enough
- We use a graduated system – we don't jump to severe sanctions

Logical consequence	When we may use it
Mobile Phone or other technology item confiscation (-1)	<ul style="list-style-type: none"> • Mobile phone or other technology item other than iPad seen or heard on academy site (1 off offence)
Arena Standards 20 minute Lunchtime restorative (-1)	<ul style="list-style-type: none"> • Late to school • Uniform violations • Missing equipment • Incomplete homework • iPad not charged
40-minute detention (-2)	<ul style="list-style-type: none"> • Missing a 20-minute restorative • Lateness to lesson • Removal from a lesson • Persistent uniform infraction • Persistent incomplete homework • Swearing in lessons or around the Academy • Severe lateness to school • Mobile phone seen or heard on academy site (twice during week)
60-minute detention (-2)	<ul style="list-style-type: none"> • Missing a 40-minute restorative • Receiving 2 removals in a day • Ignoring instructions from a member of staff • Severe disruption • Bullying

	<ul style="list-style-type: none"> Removed from Parking Room
Internal Education (9-3:30) (-3)	<ul style="list-style-type: none"> Swearing at members of staff Truancy Gross defiance Bullying Play-fighting Refusal to attend 60-minute restorative 3 or more referrals during a day
Tracking HoY (time of offence-3:30) (-3)	<ul style="list-style-type: none"> Swearing at members of staff Refusing to permit phone confiscation Bullying Failing to meet the standards of Internal Education
OASP temporary directed school placement (1-5 days) (-3)	<ul style="list-style-type: none"> Swearing at members of staff Truancy Gross defiance Bullying Refusal to attend restoratives Failing to meet the standards of Internal Education
OASP on site behavioural support placement (12 week programme)	<ul style="list-style-type: none"> Persistently disruptive behaviour over a Term of school
External Suspension (-4)	<ul style="list-style-type: none"> Swearing at members of staff Bullying Persistent or severe incidents that include, but are not limited to: <ul style="list-style-type: none"> - Vapes - Drugs or alcohol - Gross defiance - Physical and verbal abuse - Refusal to permit to phone confiscation
SIP placement (transfer to another establishment)	<ul style="list-style-type: none"> One off serious incident Bringing a banned item onto site that could endanger the safety of students on site Ongoing persistent or severe incidents that include, but are not limited to: <ul style="list-style-type: none"> - Vapes - Drugs or alcohol - Gross defiance - Physical and verbal abuse - Refusal to permit to phone confiscation
Permanent Exclusion	<ul style="list-style-type: none"> One off serious incident Repeated failure at chosen SIP school placements and then failure to meet standards at Arena on return Bringing a banned item onto site that could endanger the safety of students on site

	<ul style="list-style-type: none"> • Ongoing persistent or severe incidents that include, but are not limited to: <ul style="list-style-type: none"> - Vapes - Drugs or alcohol - Gross defiance - Physical and verbal abuse - Refusal to permit to phone confiscation
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Out-of-class behaviour systems

With this in mind, we design our academy behaviour systems to ensure that restorative approaches are used wherever possible to support students to repair the harms they have caused and learn from their mistakes:

Behaviour system	What we do	Why we do it (restorative aspects)
On call	SLT/Behaviour Team are on patrol around the academy, they respond to radio calls or emails where support is required, or simply drop into lessons.	To support a positive climate for learning for all.
Lesson removals	Student is removed to parking room when they cannot regulate their behaviour. At the end of the lesson or later in the day a restorative conversation will then take place.	Student is placed in the back of a Middle/Senior Leader's classroom who is teaching at the time. Gives reflection time and also gives capacity to ensure that students in Internal Education are not disrupted with students dropping into the room for one off periods.

We also use the following logical consequences and/or symbolic consequences to uphold expectations and support students and staff to maintain high standards of behaviour:

Logical consequence / Symbolic sanction	When we use it	How we use it	Why we use it (restorative aspects)
Restorative – 20, 40, 60 minute restorative	For example, if a student has been given parking, not completed homework, late to school or lesson, not completed sufficient classwork, iPad/equipment infringements, uniform infringements, mobile phone infringements, poor social time behaviour, if deemed appropriate after student given a warning.	Students are issued with either 20,40- or 60-minute restoratives.	For students to understand there are consequences and to enable restorative conversations to take place. They are a tool to support behaviour modification and reminding students 'how we behave at Arena.

Internal Education	For example, when a student fails to attend restoratives, parking, causes disruption to parking room or accrues multiple restorative conversations, refuses to follow instructions, bullying, verbal abuse, fighting, truancy.	Students are taken out of circulation for the day and follow a programme of learning closely matched to the mainstream curriculum.	Provides consequences for behaviour and gives students time to reflect on their actions away from their peers. It also enables time for a restorative conversations and intensive support to take place.
OASP Respite -	For example, when a child refuses to complete their Internal Education, persistent disruptive behaviour, persistent instances of bullying, verbal abuse towards an adult, physical assault.	We have a cross school suspension system set up with OASP where students are booked in for 1 to 5 days.	To support students who are unsuccessful within our internal exclusion and to give students time away from the academy to reflect on their behaviours and make positive choices.
OASP on site behavioural support placement (12 week programme)	For example, when a child repeated refuses to complete their internal exclusion, persistent disruptive behaviour, persistent instances of bullying, verbal abuse towards an adult, physical assault. This will be over the period of a school term.	We have a behaviour base set up at OASP, where no more than 3 KS3 students are booked in for a term to work on their behaviours and support reintegration.	To support students who are struggling to regulate their behaviour and need to build an understanding on how to best regulate themselves before reintegration to Arena.
Fixed Term Suspension	Typically, when a clear red line has been breached or a student poses a risk to themselves or others, such as Verbal abuse/threatening behaviour against a student or adult, physical assault against a student or adult, drug or alcohol related, persistent disruptive behaviour, persistent bullying, theft, deliberate damage, inappropriate use of social media or online technology, sexual misconduct, possession of a weapon.	Student is removed from the academy for a period of time, up to 5 days. If a student reaches a total of 15 days within a term then an independent panel will be called.	To address behaviour and help maintain positive climate. Reintegration meeting enables student to reflect on behaviours and discuss how they will modify behaviours.
SIP transfer	Typically, when a clear red line has been	Student is presented at School Inclusion Panel	To address behaviour and help maintain

	<p>breached or a student poses a risk to themselves or others, such as Verbal abuse/threatening behaviour against a student or adult, physical assault against a student or adult, drug or alcohol related, persistent disruptive behaviour, persistent bullying, theft, deliberate damage, inappropriate use of social media or online technology, sexual misconduct, possession of a weapon.</p> <p>Student remaining at academy could result in a permanent exclusion, last resort to keep them in mainstream education.</p>	<p>meeting, where they will be placed in another school in Croydon with the aim to give the student a fresh start in another institution. Trial period of 10 weeks, that becomes permanent on successful completion.</p>	<p>positive climate. Reintegration meeting enables student to reflect on behaviours and discuss how they will modify behaviours.</p> <p>Gives student a fresh start in a new institution.</p>
<p>Permanent Exclusion</p>	<p>One off serious incident such as bringing a banned item onto site that could endanger the safety of students on site, ongoing persistent or severe incidents that include, but are not limited to:</p> <ul style="list-style-type: none"> - Vapes - Drugs or alcohol - Gross defiance - Physical and verbal abuse - Refusal to permit to phone confiscation 	<p>Used as a last resort – all other avenues including a SIP</p> <p>If parent has refused SIP or there have been repeated failure to meet the standards at the new institution.</p>	<p>To safeguard other students and staff in the academy and protect students' access to a safe and successful education.</p>

Repairing ruptures: Responsive restorative processes

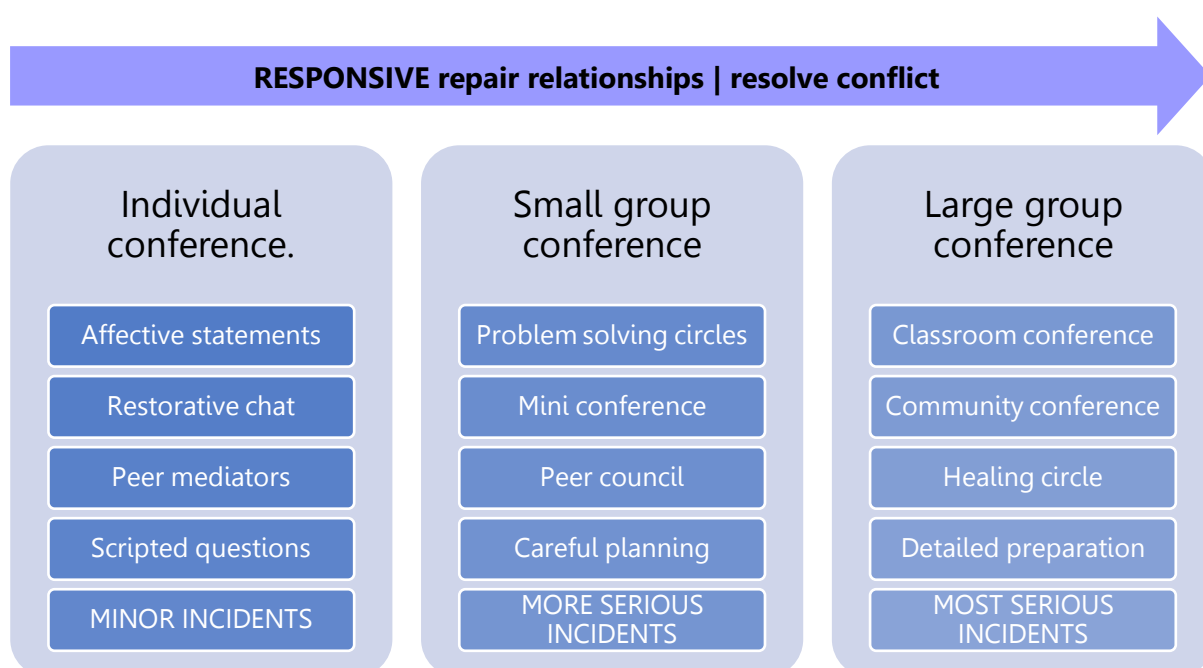
At Arena, we recognise that humans are hardwired to connect. When emotional connection is broken, we experience guilt, which has a social regulating function. It is our brain's trigger to repair ruptures in the relationship. Without repair, guilt can become toxic shame, which is turned inwards and leads to self-loathing and isolation.

Restorative practices support students to shift from shame to guilt in their response to causing harm. Instead of ignoring or covering up bad feelings and ruptures in connection, Restorative practices hold us to account and require us to lean in and take action to restore connection.

When we teach our students to repair harm, we teach them to:

- restore healthy relationships
- be accountable for their actions
- be more intrinsically motivated towards positive behaviour choices

Alongside our preventative restorative continuum, we use a range of responsive processes to support students to repair relationships and resolve conflict.



Our approach to repairing harm

The below table summarises our restorative approach to repairing harm:

Definition of wrongdoing	A violation against a person or community
Focus of process	Problem solving, forwards looking (what should be done now?)
Goal of process	Restoration and reconciliation between both parties
Participants	<ul style="list-style-type: none"> • Roles of person harmed and person who caused harm recognised in problem solving • Rights and needs of person harmed recognised • Person who caused harm encouraged to take active responsibility
Accountability	Defined as wrongdoer understanding harm caused and how to repair this

Stigma of wrongdoing	Removable through restorative action
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Restorative conferences

In order to support students to repair harm, we use restorative conferences that follow a 6 step process that gives voice to all parties, holds those who have caused harm to account, and explicitly teaches restorative skills to our students:

Restorative step	Explanation	Restorative question
1. Recognise perspectives	Everyone has their perspective on any given situation and needs an opportunity to express this in order to feel respected, valued and listened to.	What happened?
2. Explore thoughts and feelings	What people think at any given moment influences how they feel at that moment and these feelings inform how they behave.	What were you thinking / feeling when it happened?
3. Identify harms	When there are conflicts then harm can result in terms of anger, resentment, negative emotions, frustration and damaged relationships and connections between people.	How are you now? Who else has been affected?
4. Address needs	Whether a person has caused harm or been on the receiving end of harm, they are likely to have similar needs. Until these needs are met the harm may not be repaired and relationships can stay damaged.	What do you need in order to move on from this?
5. Repair ruptures	It is the people affected by a situation who are best placed to identify what should happen so that everyone can move on, and so that the harm can be repaired.	What needs to happen to put things right?
6. Reflect and learn	When we encourage wrongdoers and those harmed to reflect on what they have learned, all students develop social skills and become more intrinsically motivated to act with more relational intentions in the future.	What have we learned from this?

- A student is removed from a classroom
- When a student is continually demonstrating undesired behaviours
- When relationships between two students have broken down
- When a relationship between groups of students has broken down
- When a relationship between a student and staff member has broken down

We use restorative conferences in our academy under the following circumstances:

Circumstance	Who facilitates?	Who is involved?
When a relationship between students has broken down.	Behaviour Team, Teaching staff, Tutor, Head of Year, Head of Department, member of ALT	Restorative conversation between the students, and mediation if necessary. Parents informed.
Following poor classroom behaviour that may lead to a detention, parking or IE.	Behaviour Team, Teaching staff. Head of Year, Head of Department	Teacher will hold restorative conversation after school. Head of Year to be initial support, but if not available then Head of Department to support.
When a relationship between a teacher and students has broken down	Head of Year, Head of Department, ALT member	Teacher will hold restorative conversation after school. Head of Year to be initial support, but if not available then Head of Department to support.

Responding to community harms: Community responses to bullying, discrimination and harassment

At Arena we aspire to create a relational culture in which every student has a sense of emotional safety as part of a welcoming and inclusive community where everyone matters and there are no outsiders.

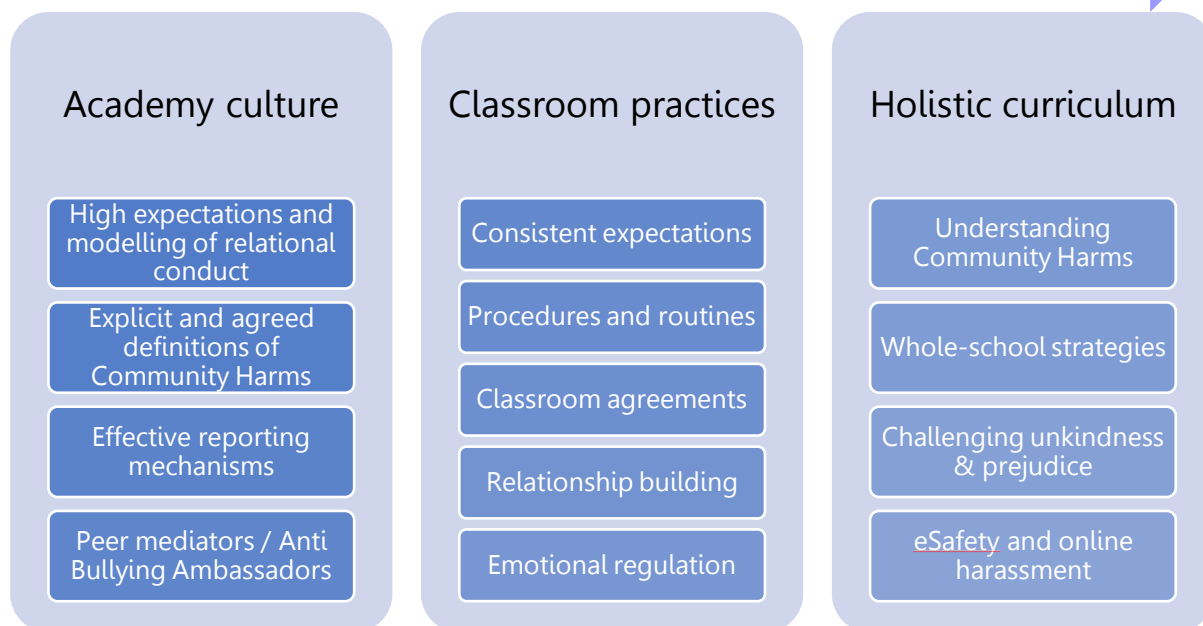
When bullying, discrimination or harmful sexual behaviours happen, our children look to us to see how we respond. If these behaviours are allowed to proliferate, or if the wrongdoers and victims of these incidents are not effectively supported to repair the harm and restore their relationship, this compromises the emotional safety of our community, leading to reduced trust, reduced connection and a rupture in relationships that can quickly spread throughout the academy.

In order to create a thriving relational culture, we must take a restorative approach to addressing community harms, so that ruptures are repaired and emotional safety is restored.

Preventative practices

As with all aspects of restorative practice, effectively responding to community harms begins with preventative practices:

PREVENTATIVE build and maintain relationships | prevent conflict and harm



We use the following definitions to ensure that there is a shared and agreed understanding of the community harms among all members of the academy community:

Aspect	Definition
Bullying	Bullying is defined as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.
Discrimination	Discrimination occurs when a student is treated unkindly on the basis of their gender, race or ethnicity, sexuality, gender identity, disability, religion or belief. Discriminatory behaviours are counter to the Equality Act 2010 and are taken very seriously by our academy.
Harmful sexual behaviour	Harmful Sexual Behaviours include any sexualised, sex-based or gender-based behaviours which cause pressure or intimidation in the targeted student that can lead to emotional or physical harm. We use the Brook sexual behaviours traffic light tool to support staff to recognise developmentally-expected and -unexpected behaviours in our students of every age, in order to respond appropriately when concerning situations occur.

More detail about our preventative approaches to responding to community harms are explained below:

Academy culture:

Strategy	How we do it
High expectations and modelling of relational conduct	We clearly outline our expectations through the Arena Way. We regularly communicate these expectations, ensuring they are consistently applied. We recognise and reward positive behaviour. Staff model these behaviours, leading by example.
Explicit and agreed definitions of behaviour culture	For each area of the Arena Way, we have 3 explicit definitions of behaviour culture. We give clear expectations of what we expect from staff and students across the academy, and what great behaviour looks like.
Effective reporting mechanisms	Use of Bromcom to log and report positive and negative events and outcomes. These are analysed every week to support students effectively.
Student council to support student culture	Clear structure for Student Voice, with Student Reps (1 per tutor group) meeting every half term and our senior student leadership team meeting once a term with the Associate assistant Principal. Leadership opportunities are offered across the academy.

Holistic curriculum:

Strategy	How we do it
Embedding 9 Habits within the curriculum	We embed the 9 Habits into our curriculum, and teach it explicitly through PSHE, tutor time and assemblies.
Whole-school strategies	We have a fully inclusive culture within our academy encompassed by the Arena Way.
Challenging unkindness and prejudice	Clear Behaviour Policy and a restorative approach towards resolving conflict, unkindness and prejudice.
e-Safety and online harassment	Use Smoothwall to monitor inappropriate use of technology. We have a clear behaviour policy. Use Safer Schools APP. Educate through assemblies, PSHE and curriculum.

Responsive processes

When Community Harms occur, we have robust practices to ensure that all affected parties feel supported to resolve the incident and repair the harm caused:

Responding in the classroom

Reminder:
Affective statements

Warning:
30-second script

Action:
Restorative chat

IN-THE-MOMENT
BY ALL STAFF

Responding to more serious incidents

A graduated response

Effective investigation practices

Honouring the voices of pupils

Restorative conferencing

Responding to most serious incidents

Relational Support Plans

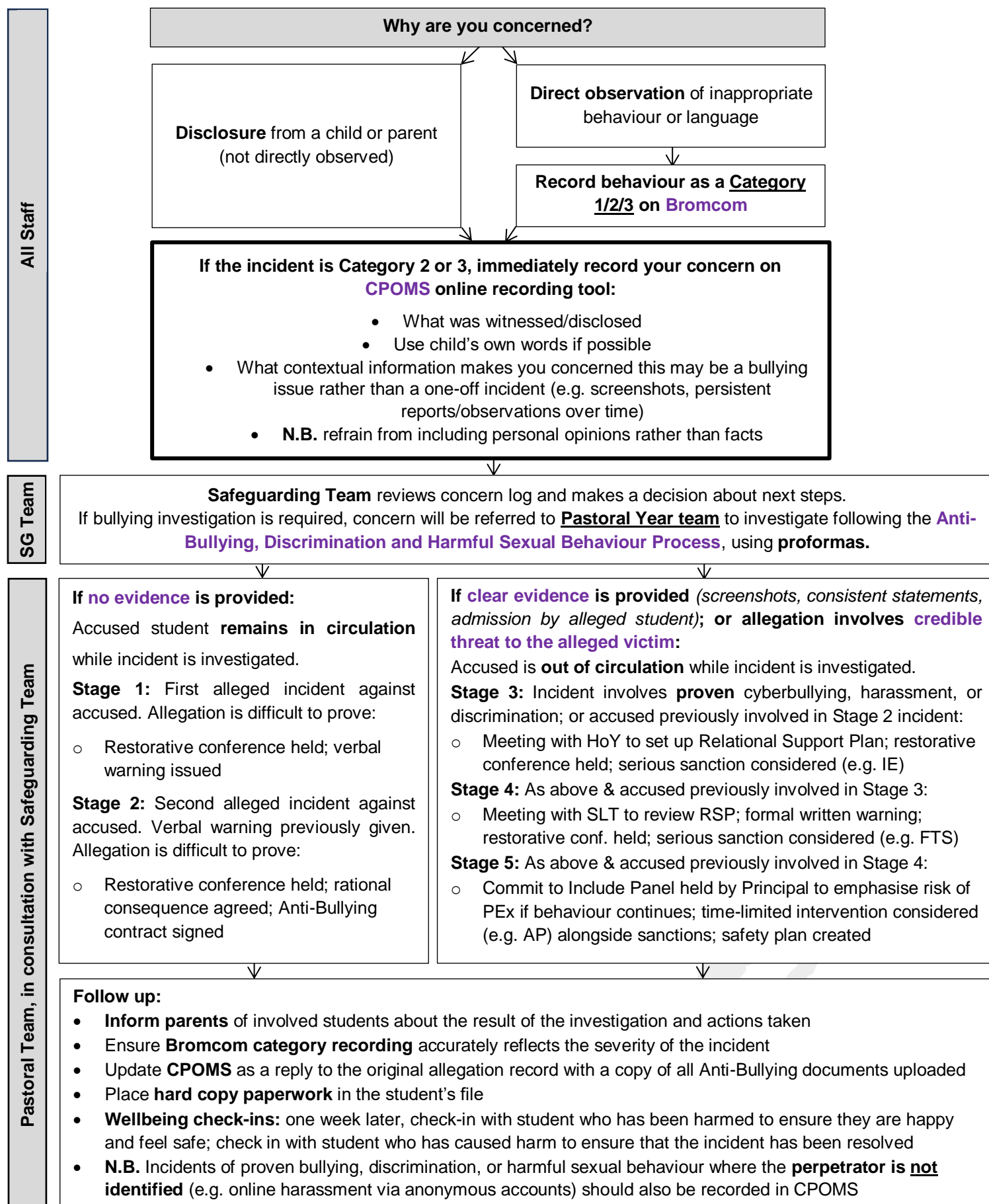
Increased intervention at every stage

Formal warning letter

Commitment to Include Panel

Effective investigation practices

What to do if you have a **bullying, discrimination, or harmful sexual behaviour** concern about a child at Arena



Honouring the voices of students and restorative conferencing:

All involved parties are **given a voice** during the investigation of community harms, ensuring that we:

- Provide clear scaffolding to students to support them to give an accurate account
- Use the restorative questions to explore below the surface of the incident
- Ensure that students with communication or regulation difficulties are supported to say what they mean
- Ensure all accounts are signed and dated for accurate recording

We carefully prepare all involved parties for **restorative conferences**, by taking the following steps:

- Speak to each involved person individually in advance using the restorative preparation questions to ensure they are ready for the conference
- Set up the space with a circle of chairs and refreshments
- Agree clear ground rules to ensure a positive experience for all
- Use the conference script to hear all voices and ensure all participants sign the restorative agreement

More detail on our restorative conference approach can be found in the Lever 3 sections above.

Relational support plans and Commitment to Include Panels

For students who persistently participate in behaviours that cause community harms, we use our graduated response, putting relational support plans in place at Stage 3 to appropriately respond and intervene with the student and support them to develop the understanding and skills needed to refrain from these unwanted behaviours.

For students who continue to participate in these behaviours despite appropriate provisions and interventions as part of a relational support plan, a Commitment to Include Panel at Stage 5 to make clear that these behaviours will not be tolerated at this academy, in order to protect the emotional safety and wellbeing of all members of the community.

For more information on our pastoral graduated response, see Lever 4.

Lever 4: How we work together

Reflection and connection before correction: our approach to reflective practice

At Arena, we recognise the power of reflective practice to support our academy community to continually improve our inclusive approach. Reflective practice involves becoming aware of our experiences and actively engaging in reflection about what has happened in order to gain new insights into ourselves and our practice. In doing so, reflective practice supports us to identify areas of strength and improvement, refine our approaches and make informed decisions about pedagogy and inclusive practice so that we can have a more positive impact on student learning and wellbeing.

At our academy, we provide staff with opportunities for reflective practice through Microsoft forms and regular questionnaires. We also do this twice a year during our MET visits:

Reflective activity	Why we do it	How we do it
<i>Reflective questions during CPD</i>	Encourages staff to reflect on their practices, identify areas for improvement and consider new strategies to enhance teaching and learning. Fosters a growth mindset.	Staff are asked reflective questions during staff briefings and meetings.
Instructional Coaching	Provide on-going professional development to enhance teaching and learning.	Coach will observe lesson and feedback fortnightly.
Peer observations	Fosters a collaborative culture within the academy. Sharing of best practices. Professional development.	Staff drop in to other classes, this is often pre-arranged if used for professional development but does not have to be.
Co-Planning sessions	Facilitate collaboration between staff, allowing them to work together to plan lessons, ensuring they are adapted to meet the needs of all learners.	1 hour a week within departments
Reflecting on student feedback	Foster a positive environment. Student centred approach, where students feel heard. You said, we did philosophy.	Analysis completed and shared on the back of student voice surveys. You said, we did.
Writing an incident account	To ensure that all relevant details and observations are accurately recorded.	Record on CPOMs
Record and watch back a lesson	Professional development. To encourage staff to be reflective and subsequently make improvements. Fosters continuous growth.	Using Iris on ipad

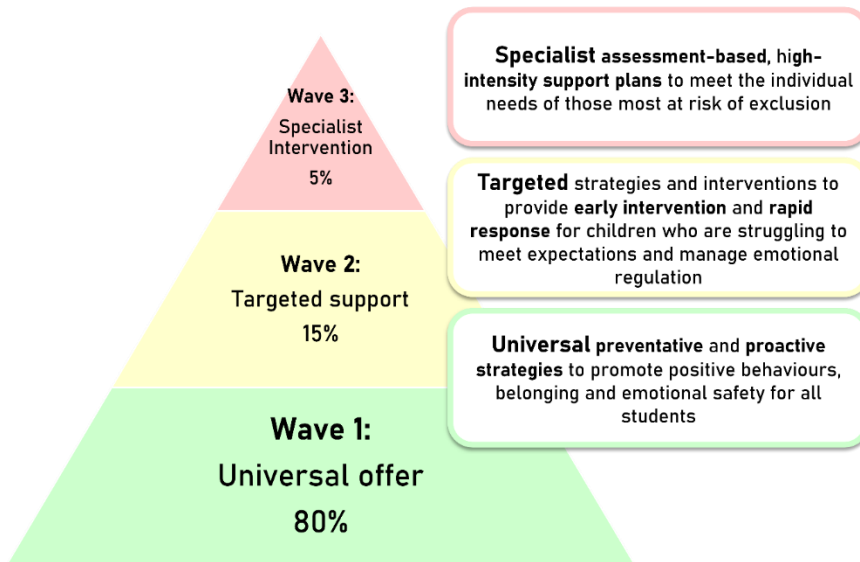
Listening to the child: Our mechanisms for student voice

We recognise the importance of listening to the child to ensure that our students have a genuine voice and feel an active and valued part of the academy community. In our academy, we use the following mechanisms for gathering student voice:

Mechanism	When we do it	How we do it	How we follow up
<i>Digital surveys</i>	Half termly	Forms link sent out to all student via email.	Identify actions points. Plan of action Feedback – you said, we did.
<i>SLT Student panel conversations</i>	Half termly	Tutor Reps and Student Leaders covering a range of voices met by SLT	Thank students. Identify action points. Plan of action Update
<i>Department Review Student Voice</i>	During every Department Review (once a week)	Students sent a Forms link and respond to questions about their learning in the subject.	Identify actions points. Plan of action Feedback – you said, we did.
<i>Restorative questions</i>	After an incident or internal exclusion	Students are asked to reflect on restorative questions concerning how they could have prevented and outcome /responded better.	Restorative conversation takes place.
<i>Student conferences</i>	During Drop ins	Small groups of students are removed from a lesson to have a conversation with a Curriculum leader about their learning and progress (takes place during Department Review and MET visits).	Thank students. Identify action points. Plan of action Update
<i>Student Leadership</i>	Half termly Meetings	1 x tutor rep from each group, then one year group who meet as a student leadership team. We also have a Year 11 Senior Student Leadership Team.	Following each meeting, the reps report back to the tutor bases to update on progress.

Early intervention and intensifying support: Our graduated Academy offer

The graduated response is a staged intervention plan which targets the level and expertise required depending on the child's needs. The graduated response works by connecting teams and systems in the school together to ensure there is a co-ordinated and transparent approach.



WAVE 1 - UNIVERSAL OFFER	
WHAT DOES THE UNIVERSAL OFFER LOOK LIKE AT OUR ACADEMY?	
OUR VISION	OUR OFFER
<p>Building belonging</p> <p>At Arena, our vision is that all students have strong, respectful relationships with staff and students and feel a true sense of belonging as part of the academy community. We ensure that all students are aware of how they can contribute to our academy culture, both within the classroom and through wider participatory activities, so that every student who joins us experiences connection, protection, understanding and care.</p>	<ul style="list-style-type: none"> • Training for all staff in relationship-building and use of PACE (playfulness, acceptance, curiosity, empathy) • Class charters that create agreements within classroom communities • Student voice gathered and responded to regularly to ensure students feel heard • A range of student leadership opportunities • Regular opportunities for community celebrations and joy
<p>Explicit expectations</p> <p>At Arena, we set and sustain clear, consistent and positively framed boundaries for our students, by making crystal clear our expectations for positive behaviour in all spaces in the school. We ensure that all students understand these expectations through direct teaching and the practise of routines and reinforce these boundaries with relational recognition of pro-social behaviours and fair and logical consequences in response to unwanted behaviours.</p>	<ul style="list-style-type: none"> • Explicitly framed, positive expectations laid out in The Arena Way • Regular teaching and practise of key routines and expectations • Visible displays reinforce positive expectations • All staff trained in positive behaviour management strategies, de-escalation and co-regulation techniques • Fair and consistent rewards strategy to celebrate student successes Fair and consistent escalation process for consequences
<p>Developing social and emotional skills</p> <p>At Arena, we develop our students' social and emotional skills through academy-wide use of Zones of Regulation. Students have daily opportunities to develop skills in recognising their own emotions and the emotions of others, and we teach students a range of strategies how to develop the self-regulatory skills required to be successful in the classroom. All students understand the upstairs and downstairs brain, and how to support themselves and each other when they become dysregulated.</p>	<ul style="list-style-type: none"> • Academy-wide application of Zones of Regulation • Daily emotional check ins for all students during tutor time • Strategies for self-regulation and mindfulness explicitly taught • All staff trained as co-regulators, using PACE and Emotion Coaching to support dysregulated children to become calm • Safe spaces identified throughout the academy where self- and co-regulation can take place

WAVE 2 - TARGETED SUPPORT OFFER	
WHAT DOES TARGET SUPPORT LOOK LIKE AT OUR ACADEMY?	
OUR VISION	OUR OFFER
<p>Building belonging</p> <p>At Arena, our vision is that all students have strong, respectful relationships with staff and students and feel a true sense of belonging as part of the academy community. We ensure that all students are aware of how they can contribute to our academy culture, both within the classroom and through wider participatory activities, so that every student who joins us experiences connection, protection, understanding and care.</p>	<ul style="list-style-type: none"> • Transition groups for targeted students • Extended transition periods to support relationship building with staff • Key staff with students throughout the day • Small group sessions with intervention groups such as Gloves not Gunz / knives not lives / Reaching Higher • Targeted Mentoring • Track the Change Document created alongside student
<p>Explicit expectations</p> <p>At Arena, we set and sustain clear, consistent and positively framed boundaries for our students by making crystal clear our expectations for positive behaviour in all spaces in the school. We ensure that all students understand these expectations through direct teaching and the practise of routines and reinforce these boundaries with relational recognition of pro-social behaviours and fair and logical consequences in response to unwanted behaviours.</p>	<ul style="list-style-type: none"> • Social stories to support expectations of students in lessons • 1:1 staff working with students to support expectations being met • Vision prompts around the academy to remind students of expectations • Regular specialist staff training for key staff • Track the Change Document created alongside student/HoY/ALT • Clear consequences for actions including Internal Education, suspensions, respite at OASP.
<p>Developing social and emotional skills</p> <p>At Arena, we develop our students' social and emotional skills through academy-wide use of Zones of Regulation. Students have daily opportunities to develop skills in recognising their own emotions and the emotions of others, and we teach students a range of strategies how to develop the self-regulatory skills required to be successful in the classroom. All students understand the upstairs and downstairs brain, and how to support themselves and each other when they become dysregulated.</p>	<ul style="list-style-type: none"> • Access to have 'time-out' of stressful situations in area to self-regulate • Small group work to develop social and emotional skills including Lego therapy, speech and language support, ELSA Fresh start • Referral to MHST to support students with their mental health.

WAVE 3 – SPECIALIST INTERVENTION OFFER

WHAT DOES SPECIALIST INTERVENTION LOOK LIKE AT OUR ACADEMY?



OUR VISION

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At Arena, we set and sustain clear, consistent and positively framed boundaries for our students, by making crystal clear our expectations for positive behaviour in all spaces in the school. We ensure that all students understand these expectations through direct teaching and the practise of routines and reinforce these boundaries with relational recognition of pro-social behaviours and fair and logical consequences in response to unwanted behaviours.

At Arena, we develop our students' social and emotional skills through academy-wide use of Zones of Regulation. Students have daily opportunities to develop skills in recognising their own emotions and the emotions of others, and we teach students a range of strategies how to develop the self-regulatory skills required to be successful in the classroom. All students understand the upstairs and downstairs brain, and how to support themselves and each other when they become dysregulated.

OUR OFFER

- Team around the child meetings to set up bespoke support plan and if necessary, risk assessment
- Short term intervention with best identified support from Reaching Higher, Gloves not Gunz and Lives not Lives Offering specialist support to help students manage behaviour and thus reduce risk of suspensions
- Student passport created and shared with all staff
- Educational psychologist direct with students and staff training

- Behaviour response plan with adapted behaviour supports created
- Successful learning plan created in liaison with academy, student and parent/carer. Clear explicit instructions given, and review period, built in. shared with all relevant staff
- Regular specialist staff training for key staff
- Alternative provisions used for when all onsite strategies have been exhausted
- Risk assessment created and shared with relevant staff

- Educational psychologist assessment and interventions with all recommendations implemented consistently by academy staff
- Referral to scounselling and other outside agencies including CAHMs to support students with their mental health and to give them strategies to enable them to self-regulate.

The pastoral graduated response pathway

We secure inclusion for our students through our graduated response to Behaviour and Pastoral Care – the pastoral graduated response pathway

OAA: Graduated Response Pathway

Wave 2a Radar	Wave 2b RSP Relational Support Plan	Wave 3a Individual Pathways Plan Bright Futures Programme	Wave 3b CTI Commitment to Include Plan	Wave 3c External Pathway
<p>Threshold for Radar:</p> <ul style="list-style-type: none"> ✓ Track The Change ✓ Internal Education Referral ✓ Suspensions ✓ Parent Meeting(s) ✓ Negative behaviour points <p>Process:</p> <ul style="list-style-type: none"> ✓ Target setting meeting with TTC lead (Tutor, HOY, ALT) ✓ Weekly review of progress towards targets and family contact ✓ Review meeting with family/ child after 3 weeks 	<p>Threshold for RSP:</p> <ul style="list-style-type: none"> ✓ Tutor/ HoY/ ALT Report ✓ Internal Education Referral ✓ Suspensions ✓ Parent Meeting(s) ✓ Negative behaviour points <p>Process:</p> <ul style="list-style-type: none"> ✓ 6-week plan with weekly parent check-in – option to extend to 12 ✓ Initial child-centred planning meeting ✓ Target-setting meeting with family/ child ✓ Review meeting with family/ child after 3 weeks ✓ Final review meeting at 6 weeks 	<p>Threshold for BFP & IPP:</p> <ul style="list-style-type: none"> ✓ Tutor/ HoY/ ALT Report ✓ Failed RSP ✓ Internal Education Referral ✓ Suspensions ✓ Parent Meeting(s) ✓ Negative behaviour points ✓ Child-centred planning meeting <p>Process:</p> <ul style="list-style-type: none"> ✓ 12-week programme with weekly parent check-in ✓ Target-setting meeting with family/ child/ school ✓ Review meeting at 4 weeks ✓ Families Evening after 6 weeks ✓ Final review meeting at 11 weeks ✓ Reintegration support 	<p>Threshold for CTI:</p> <ul style="list-style-type: none"> ✓ Failed RSP ✓ Bright Futures Programme ✓ Internal Education Referral ✓ Suspensions ✓ Negative behaviour points ✓ Child-centred planning meeting <p>Process:</p> <ul style="list-style-type: none"> ✓ 6-week plan with weekly parent check-in – option to extend to 12 ✓ Target-setting meeting with family/ child ✓ Review meeting at 4 weeks ✓ Review meeting at 6 weeks – External Pathways meeting (if failed) 	<p>Threshold for External Pathway:</p> <ul style="list-style-type: none"> ✓ Failed CTI Plan ✓ Suspensions ✓ One-off extreme incident <p>Process:</p> <ul style="list-style-type: none"> SIP - Secondary Inclusion Panel DP - Directed Provision out of SIP AP - Offsite Alternative Provision PEX - Permanent Exclusion EHCP - Change of Placement

Extreme Incident

Head of Year Oversees, Tracks & Quality Assures Progress & Escalation

All Students	Wave 2a	Wave 2b	Wave 3a	Wave 3b	Wave 3c
<p>Our Behaviour Principles:</p> <ul style="list-style-type: none"> - We are Kind, Ambitious and Professional <p>Support</p> <ul style="list-style-type: none"> - What Great Looks Like defined in the Academy Way grids – proactively shared and practised - All teachers trained in co-regulation, de-escalation and trauma-informed approaches - Relational behaviour management strategies implemented consistently in all classrooms - Internal behaviour data used to proactively target support <p>Clear expectations through the Arena Way:</p> <ul style="list-style-type: none"> - Silent, Seated & Attentive - Move with purpose - Line ups - Relational behaviour techniques - Tutor check-ins - SEND-friendly quality 1st wave teaching - Trauma-informed policies + practice - Learning Walk + Instructional Coaching - Communication with families - Co-regulation & De-escalation techniques <p>Recognition</p> <ul style="list-style-type: none"> - Assemblies + award assemblies - Postcards + phone calls home - Reward prizes from Arena Points <p>Consequences</p> <ul style="list-style-type: none"> - Family Meeting - Restoratives + Structured reflection - Internal Education Room 	<p>Tutor, Year & ALT Mentoring</p> <p>Support:</p> <ul style="list-style-type: none"> + Tutor Support + Daily check-ins + Contacts teachers/family + Wellbeing Officer + Reports + Group Mentoring 	<p>Relational Support Plan</p> <p>6 Weeks 3 Weekly Reviews</p> <p>Support:</p> <ul style="list-style-type: none"> + HOY Support + HOY Daily Check-ins + HOY Communication with Parent and Carers + 1 on 1 Mentoring 	<p>Bright Futures Individual Pathway Plan (FSP)</p> <p>Support:</p> <ul style="list-style-type: none"> + SLT/HOY support + SLT/HOY check ins + SLT Communication with Parent/Carers + Bright Futures Lead <p>Individual Pathway Plan (Ipp)</p> <p>12 Week Cycle</p> <ol style="list-style-type: none"> 1. GSH & SLT confirm commitments, support, consequences 2. ALT/GSH/SGO meet with family 3. SLT reviews progress daily 4. ALT/GSH/SGO family meet for 6-week review. 	<p>Commitments to include</p> <p>Process:</p> <ul style="list-style-type: none"> ✓ 6-week plan with weekly parent check-in – option to extend to 12 ✓ Target-setting meeting with family/child ✓ Review meeting at 4 weeks ✓ Review meeting at 6 weeks – External Pathways meeting (if Failed). 	<p>IPP Final Review</p> <p>SGC – Lead</p> <ul style="list-style-type: none"> SIP - Secondary Inclusion Panel DP – Directed Provision out of SIP AP – Offsite Alternative Provision CTI – Commitment to Include Panel PEX - Permanent Exclusion <p>Process:</p> <ol style="list-style-type: none"> 1. GSH/SGO, HoY arrange report: behaviour,; attendance; support, received; recommendation. 2. GSH/SGO meets with family to confirm. 3. Croydon Council contacted to confirm arrangements

Authentic Improvement

Team around the Child: How we work together

At Arena we take a The Team Around the Child (TAC) approach that has integration of services at its heart. It is a child-centred approach to planning and coordinating support that ensures all professionals are working together with the child and family at the centre of all considerations. It is based on the principle that all the professionals are working towards agreed goals. It promotes an understanding of different roles and responsibilities among member of the team and the skills and knowledge they each bring to the table. It emphasises the need to review progress and the child or family's changing needs. This helps the child's team to work together to one plan in an integrated way towards best outcomes.

Below are some of the local partners we work with to provide effective support for our students:

- *Youth and Community Teams*
- *Local Authority Partners*
- *Local Authority Virtual*
- *Educational Psychologists*

We honour the voices of parents and carers and take a child-centred, solution-focused approach to planning provision. This means that we centre the voice of the child and family alongside the voices of their children in the design, implementation and review of provision.

Exclusion as a last resort: Strategies to reduce suspensions and exclusions

At Arena we recognise that suspensions and exclusions often have a serious and negative impact on students. However, we also recognise that there is an important role for suspensions and exclusions, both in law and in our academy's processes, to ensure the safety, wellbeing and effective education of our children.

When considering suspensions or exclusion as a response to a student's behaviour, we will take into account a range of factors as advised in the DfE's [Behaviour in Schools guidance](#) and [Suspensions and Permanent Exclusions guidance](#) as well as The Behaviour and Pastoral Care policy and Exclusions policy. Our approach and intent are always relational and restorative in nature, and we will seek to do everything we can to secure inclusion for our most vulnerable learners while also safeguarding the wellbeing and education of the wider school community.

Strategies to reduce suspensions

The Arena Way for Inclusive Practice guides us to reduce suspensions and exclusions through an inclusive universal offer that ensures our staff are trained in trauma- and attachment-responsive practices, including emotional regulation and restorative approaches. Through our pastoral graduated response pathway, we ensure that all students are responded to proactively when they need additional support beyond the universal offer, with targeted interventions put into place at every stage.

Restorative reintegration processes

Following a period of suspension, our academy recognises the importance of restorative reintegration processes to ensure that students are welcomed back into the academy with an opportunity to repair harms and have a fresh start. When a student returns from suspension, the academy will:

- Have a child-centred planning reintegration meeting
- Agreement on level of support on return using pastoral graduated response pathway
- Outline success criteria and next steps if return is unsuccessful

Part time timetables

In line with DfE Suspensions and Permanent Exclusions guidance, we recognise that part-time timetables “should not be used to manage a student’s behaviour and must only be in place for the shortest time necessary.” However, in exceptional circumstances, part-time timetables can be helpful to secure inclusion for particularly vulnerable learners. In our academy, we use part-timetables for the following reasons:

- Physical and cognitive needs
- Social, emotional, and mental health needs
- Safeguarding concerns

Off-site direction, external alternative provision and managed moves

In line with DfE guidance, we work with a range of other academies and provisions to reduce students’ risk of suspension and exclusion through off-site direction and managed moves.

The provisions we work with are outlined below:

Provision name	Type of support
Secondary Inclusion Panel (SIP)	<i>Discusses potential off-site provisions between local Croydon schools (off-site provisions may be organised between schools out of SIP)</i>
Saffron Valley	A 12-week intervention placement to support students towards a success return to the academy
Academy 21	An online provision for students who may not be at the academy in person
OASP	12-week placement to support KS3 students towards a success return to the academy
SEND Alternative Provision - To Be Confirmed	

Permanent exclusions

At Arena, we recognise that permanent exclusions are serious, and should only be used as a last resort in response to 'serious breaches' or repeated breaches of the Behaviour and Pastoral Care policy or to safeguard the welfare and education of other students, after a range of strategies and interventions have been tried. As such, permanent exclusion is normally the final and most serious step taken in our disciplinary process.

When considering an exclusion, we always consider a range of factors before making a decision:

What	How
Careful investigation	We investigate each case carefully, considering the voice of the child and all other witnesses, and any contributing factors to the incident. We also consider extenuating circumstances affecting the student while the incident took place.
Clear evidence of the pastoral graduated response	Where a permanent exclusion is being considered for persistent disruptive behaviour, we ensure we have clear evidence of the pastoral graduated response pathway, including careful TAC planning, bespoke provision, intervention and support for the student. We also capture a clear timeline of incidents and academy response, support and intervention to ensure that we have done everything possible to support the child before considering permanent exclusion.
SEND needs	We consider the student's SEND needs, whether they may have undiagnosed SEND needs, and whether we have done everything possible to assess the child's needs in advance of the incident.

Alternatives to permanent exclusion	We explore alternatives to permanent exclusion, including off-site direction and managed moves, and liaise with the local authority to see additional support that could allow us to make a different decision.
Consultation with National Leads	We consult with the National Leads for Student inclusions and with our Regional Director, to confirm we have exhausted all alternatives before taking the decision to exclude.

Legislation and statutory requirements

In everything that we do as an academy, we follow the appropriate policies and protocols, including, from the DfE:

- [Behaviour in schools](#)
- [Suspensions and Permanent Exclusions](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice](#)
- [Keeping Children Safe in Education](#)

And from The Trust:

- Trust Behaviour and Pastoral Care policy
- Trust Exclusion policy
- Trust SEND policy
- Trust Safeguarding policy

This ensures that exclusions in our academy truly are a last resort, so that we can offer transformational inclusion to the children in our care.