

Behaviour Policy

September 2015

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1. Context:

Pupils attend ACE @ The Hub with a wide range of social, emotional and behavioural difficulties. Many have been permanently excluded from school or are at risk of exclusion. Some pupils may require assessment for a Statement of Special Educational Need. All pupils will have their own ACE @ The Hub Individual Education Plan, tailored to meet their needs and prepared in consultation with pupils, parents/carers and other agencies, including mainstream schools, where appropriate.

The emphasis of the work of ACE @ The Hub lies in addressing the social, emotional and behavioural difficulties in order to facilitate a return to mainstream or alternative provision at the Revolving Door stage (KS3) or to gain qualifications at the Extended Provision stage (KS4) and ultimately to prepare the pupils for the world of work.

This policy has been drawn up by the SLT and all staff have been given the opportunity to comment on the details. All parents/carers and pupils will be made aware of the contents, as part of the induction process.

2. Aims

To:

- Create a supportive and safe environment in which teaching and learning can flourish
- Create an environment which encourages and reinforces good behaviour.
- Help pupils gain an understanding of the expectations of the wider community with respect to behaviour and the way we interact
- Increase the likelihood of pupils functioning in mainstream or Special Educational settings, Alternative Provision or post sixteen employment
- Ensure adults and pupils can work together in a safe, calm environment
- Develop in pupils a sense of self discipline and an acceptance of responsibility for their actions
- Ensure a level of consistency across the Service
- Create a climate of mutual respect

3. Principles:

a -Staff:

- Be aware of their influence as role models
- Create an expectation of success
- Engender a positive and welcoming atmosphere
- Treat all pupils with respect
- Support each other in the management of pupil behaviour

b - Parents/Carers

Young people are more secure and successful when the adults who support them work together with a common purpose. ACE @ The Hub should:

- Have regular contact with families
- Inform parents/carers about the positive behaviour of the pupils but also keep them informed with regard to poor behaviour
- Welcome parents onto the premises through a variety of formal and informal parents/carers meetings
- Give and expect respect in dealings with parents/carers

c -Pupils

ACE @ The Hub will make it clear to pupils, parents/carers and staff what is appropriate behaviour. They will ensure that:

- The Centre Rules are positively presented and displayed throughout the centre
- All pupils are fully aware of the behaviour expected of them, including any legal and LA instructions, and of the rewards and consequences of their behaviour
- There are procedures in place for recording positive behaviour and incidents that cause concern.

d- Other Adults

A full range of outside agencies will be involved when appropriate.

ACE @ The Hub will:

- Maintain regular contact with appropriate personnel
- Welcome members of other agencies to formal and informal meetings

Value is placed on good relationships with the police and liaison is encouraged

4. Processes

Acceptable behaviour will be taught as appropriate for pupils` age and understanding. Positive behaviour will be noticed, acknowledged and rewarded.

Pupils` efforts and achievements will be recognised via various rewards systems and celebrations - *(see Rewards and Sanctions sections for Revolving Door and Extended Provision)*.

5. Consultation and Accountability

a- Addressing Behavioural Issues through the Curriculum

Behaviour is addressed throughout all areas of the curriculum- in particular the PSHE/Lifeskills programme - and in all lessons. It also forms an integral part of the Morning Meeting programme- *(see SMSC policy)*

b- Risk Assessments

A Risk Assessment will be undertaken for all pupils as part of Induction and this process of risk assessment will be on-going.

c- Exclusions

It may be necessary to exclude from the PRU on a fixed term or permanent basis. The guidelines are in line with Local Authority Guidelines

Behaviours that stop learners doing well and could result in suspension or a review of placement are:

- Verbal or physical abuse of staff
- Bullying – physical, verbal, emotional
- Sexual harassment of any kind
- Prejudice on grounds of race, age, gender, sexuality, disability and others
- Carrying an offensive weapon
- Use or sale of alcohol or other mood changing drugs
- Deliberate damage or theft of property
- Smoking in or around the building
- Refusing to leave the premises when asked
- Gambling

6. Record Keeping

Ace @ The Hub have systems in place which will ensure that full and accurate records are maintained of:

- All incidents relating to behavioural problems – both major and minor.
- The assessment and monitoring of progress in the meeting of behavioural targets that will inform future planning.
- Exclusions from the centre, both fixed term and permanent.
- Incidents requiring positive handling strategies following Local Authority and Service guidelines
- Racist incidents
- Discriminatory behaviour of any kind
- Complaints

7. Training Implications

The induction process for new staff offers INSET training for dealing with behavioural issues. Further training needs will be identified through Performance Management reviews and this will inform the CPD programme. Ace @ The Hub staff are trained with the Team Teach approach to Care and Control. Regular updates for all staff form an integral part of the CPD programme.

8. Success Criteria

- Pupils` behaviour does not escalate beyond that which is appropriate
- A purposeful, calm and safe learning environment
- Improved effort and performance
- A decrease in any behaviour which is bullying or intimidating
- Improved care of the school environment

9. Related Policies:

1. Attendance and Punctuality
2. Anti Bullying and Harassment
3. Management of Drug Related Incidents
4. Health and Safety at Work
5. Exclusion
6. Child Protection/Safeguarding
7. Single Equality Plan and Objectives
8. Complaints Procedure

Ace @ The Hub is committed to the safeguarding of children and young people. We operate Child Protection procedures in line with LA guidance. Ace @ The Hub incorporates procedures including formal risk assessments to ensure pupils health, safety and wellbeing.

10. Rewards and Sanctions- Revolving door – KS3

Reward system

A major part of this system is the reward it is based on. There are three ways in which pupils are rewarded for their positive behaviour and learning at Avenue Centre.

- Daily assessment of key targets and daily key skills. Under this system each pupil is assessed against 10 point check list relating to behaviour and learning. The pupils are scored as follows;
- no concerns
- some concerns
- serious concerns

Pupils are kept informed of these assessments by way of key worker meetings and morning meeting reviews. A weekly key worker report is produced based cumulative scores for the week as annotated with key worker comments. This report is shared with parents, pupils and key stake holders. The pupils are rewarded in relation to their performance over the week. They will earn credits which are deposited in their account, in the ACE pupil reward bank. Pupils are able to withdraw these credits in the form of high street store vouchers. Pupils are encouraged to redeem these vouchers for personal rewards and gifts for family members and friends.

- Each student is issued with a merit sheet weekly. Students can earn merits based on the REACH assessment system ;

R- Respect

E- Effort

A- Achievement

CH- Choices

Staff may give a maximum of five merits if all of the above targets are achieved. Staff also have the option of issuing a Bronze Award (5 merits), Silver Award (10 merits) or Gold Award (15 merits). Merits are calculated per pupil per week and earn credits in the pupils reward account. The number of merits earned is recorded weekly on the database.

3. Each staff member has an ACE 'cheque book' and can issue students with additional merits, as a special reward for outstanding achievement/performance.

4. At times it may be appropriate to reward pupils individually and by doing so underline the significance of progress. These rewards are the subject of negotiation with the headteacher.

Sanctions

The card system

The procedure is based on a card system –

Green – Time out

Yellow – Low level negative behaviour (1 penalty point)

Orange – More serious negative behaviour (3 penalty points)

Red – Serious negative behaviour (10 penalty points)

There is a list of the penalty points which all staff and pupils should familiarize themselves with. This list also emphasizes the positive behaviour to which pupils should aspire. It has been proven that this non confrontational approach is a positive tool in encouraging positive behaviour.

The procedure

All staff will follow this procedure and know exactly what constitutes unacceptable behaviour, exactly what to do in each situation, and exactly what the consequences for each pupil will be. Pupils and parents will be introduced to the behaviour policy at interview. The details are included in the induction booklet which is given to all new students.

The most common behaviours that we have identified have been categorized into three levels of severity -Yellow, Orange and Red. (There is scope to add to these under 'other')

The basic procedure for staff in each situation is the follow steps 1 to 4:

- Positively check behaviour
- Allow pupils the opportunity to make amends
- Offer time out
- Warning of card to be issued (Consequences)

Then depending on the severity of the incident, the next steps of the response/sanction as listed on the chart are followed.

Penalty Point Records

If an incident reaches the point at which a card has been issued, then staff must ensure that the date, incident and category of card is listed in the record book, which is completed daily during the afternoon debrief. The number of penalty points issued to a pupil is recorded on the individual's weekly report and on the database.

Pupils will be allowed a maximum number of penalty points per week (2 per day). If they reach this maximum they will lose the reward money that they have received that week, and it will be deducted from their account.

SLT and Sanctions

In each case staff follow the same procedure up until a red card has been issued. The incident then passes to SLT who deal with the recording of this type of incident and the next steps.

At any point staff can choose to or may be requested to record details of behaviour or an incident under the pupil records on the ACE database. In the rare case of more serious intervention being used (i.e. restraint), staff should refer to the relevant policy.

The sanctions applied by SLT are flexible for each individual situation and are discussed with the staff team. A red incident automatically means 10 points and the loss of the Friday curriculum activity for that pupil but there may also be other sanctions as listed in the penalty points list.

Use of Reasonable Force

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder
- Reasonable force may be used for two main purposes – to control pupils or to restrain them
- the decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Staff can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

Staff cannot:

- use force as a punishment - it is always unlawful to use force as a punishment.

11. Rewards and Sanctions Scheme- Extended Provision – KS4

The over-riding principle of the reward scheme is to recognise and encourage appropriate behaviour and academic success. Having said that the range of sanctions available is very limited and it may be necessary on occasion to withdraw previously earned rewards when behaviour warrants such action.

Rewards

Students are marked on a range of 0 to 5 for behaviour and 0 to 5 for effort after each lesson including reading time. The marks should approximately equate as follows:

5 = exceptional lesson, behaviour/effort out of the ordinary

4 = good lesson, student worked hard throughout and behaved well.

3 = satisfactory work and behaviour, no cause for concern.

2 = unsatisfactory, student may have had to be reminded about behaviour or was not on task for enough of the time for the lesson to be satisfactory.

1 = poor lesson. Student not being on task and disruptive to others.

0 = totally unacceptable, no effort to complete tasks or serious unacceptable behaviour.

If students are marked 1 or 0 the reason for such a low mark should be entered on the back of the record sheet. If a serious incident sheet has been completed a reference to that sheet should be made.

Bonus points can be awarded for extra-ordinary work or behaviour and should be entered in the appropriate box with some comment.

Bonus points can be saved or converted into shop vouchers at the end of term.

Sanctions

Sometimes it may be necessary to deduct points from students who are behaving unreasonably and in defiance of repeated requests to comply with acceptable behaviour or who have committed serious breaches of the school's code of conduct. This might be such things as abusing staff, smoking or using a telephone during lesson time after being warned.

Points being deducted can be in addition to other sanctions such as confiscation of property, being removed from lessons and being excluded. Points deducted should be kept relative to the points awarded for rewards and therefore should not be set at disproportionately high levels.