



BEHAVIOUR POLICY

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Next Review Date: September 2024

Introduction

This policy has been updated in consultation with all staff. It has been drawn up taking cognisance of the DfE Guidance Behaviour & Discipline in Schools (February 2014).

Background and Context

Pupils entering REACH Learning Provision have either presented a level of extreme behavioural difficulties in their mainstream school, which have not been remediated by extra school support from the Behaviour Improvement Team or have experienced medical needs including mental health difficulties. A considerable number may also be presenting their carer/s with challenging behaviour. Many of the pupils on entry will be underachieving and have low self-esteem, may have experienced little success, or have become persistent absentees in the school setting.

One of the main aims of REACH, in addition to achieving learning outcomes, is to encourage pupils to behave in a more socially acceptable way towards each other and towards adults. It is foremost in our intentions to effect such a change in a pupil's behaviour/mental health that he/she may return to their mainstream school full time.

We believe that both pupils and staff have the right to be safe in a teaching environment. They should be able to teach or learn and be treated respectfully. It is therefore everyone's responsibility to: -

- Have thought for others
- Co-operate with others
- Empathise with others
- Respect the opinions of others
- Respect all forms of life
- Accept differences in others
- Be receptive to change
- Have a positive attitude to learning and school

To help the pupils, achieve these expectations, we offer an environment, which is positive, encouraging, caring and flexible, creating an ethos and atmosphere, which promotes self-confidence and self-esteem.

A Consistent Approach to Behaviour Management

The effective education of the pupils attending the provision is dependent upon the establishment and maintenance of discipline.

REACH Learning Provision seek to maintain discipline through a positive approach to behaviour management.

There are four essential components in the structure: -

- The development of good teacher/Instructor/pupil relationships through which empathy, understanding, fairness and trust may be established.
- Regular positive reinforcement of acceptable behaviour and effort through a Points System.
- The recognition of success, effort from the pupil and small improvements.
- Parental support.

Support for positive behaviour

We have a strong behavioural management system in place with points given for appropriate behaviour and fines for inappropriate behaviour. Points earned can link to rewards such as certificates of improvement, letters/phone calls home, a choice of activity at the end of the day, or conversely if behaviour has not been positive a conversation with the student will help us to identify any issues and help us to set out improvement targets to help them meet our positive behaviour targets.

The behavioural system, however, must not be seen as the main element of REACH's behaviour management. It is a short-term artificial tool to try to bring under control the pupil's behaviour so that staff can form positive relationships with the pupil, set about obtaining good work habits and raise self-esteem through curricular success and improved relationships. The behavioural system is seen as a short-term process, to help the staff deliver the long-term product of behavioural change and curricular success.

Weekly Meeting within REACH Learning Provision

Central to the work done at REACH Learning Provision, we also feel that it is very important to teach the pupils how to resolve conflict without physical or verbal aggression. Each week a meeting is held at which time pupils and staff can bring up anything done or said either by a pupil or member of staff with which he/she is unhappy with. Positive news is also shared at the meeting.

Our aim of these types of discussions will encourage positive interaction and constructive change, if needed.

Bullying

At REACH bullying is not tolerated on any level and a strong consistent message is given by all staff that everyone has the right to be safe from physical fear and harm, name calling or disrespect. The pupils have a high level of supervision throughout the day so any opportunity for bullying is limited. All incidents are dealt with either by a set fine, discussion at a meeting, withdrawal from the class or, in extreme cases, a suspension. This includes any bullying, which takes place on the transport to and from the Provision building.

More serious cases are always be discussed with the pupil's carers. In all cases, however, the staff use the incident to try to bring about a change in the pupil's behaviour by talking through alternative strategies or by trying to develop empathy for the victim through a Restorative approach. The Anti Bullying Policy deals with this in greater depth.

REACH Provision Rules

These are linked to the points system and displayed in child centred language within the bases.

- Be kind to others in what you say and what you do
- Allow others to learn – do not disturb them
- Stay in your own space, ask permission if you wish to go somewhere
- Listen to instructions and do as you are asked straight away
- Settle down to work quickly and try your best
- Respect your own and other people's property and feelings

At break: -

- Be kind to others in what you say and what you do
- Stay on provision grounds, ask permission if you wish to go somewhere
- Listen to instructions and do as you are asked straight away
- Respect your own and other people's body, property, and feelings

Consequences for breaking these rules could include:

- Accumulated learner behaviour points reset to zero
- Talk with a member of Senior Staff
- Call home to parents
- Commissioner contacted

Behaviour Strategies and the teaching of good behaviour

Throughout the day, each child is given points for working and behaving in a co-operative and acceptable way. The points system is an incentive system in which points are used to regularly reward and encourage good behaviour and work habits throughout the provision.

Points are earned during the lessons when pupils are complying with teacher expectations regarding behaviour and classroom work.

Weekly certificates are used to maintain positive and rewarding experiences for the child at home and the provision. We elicit the help and support of parents/guardians and mainstream school to encourage a celebration of their child's achievements.

Whilst the Points System is based upon positive reinforcement and reward, pupils also need to learn that inappropriate behaviour has its consequences. Pupils who break the provision rules are fined. There is a sliding scale of fines commensurate with the severity of the rule broken. As a result, pupils having fines deducted from the lessons total may have to attend lost learning time at the end of the day. (This is made clear to carers and pupils on entry to provision).

If it is felt that a child's behaviour is causing growing concern, we contact carers to share these concerns. In extreme cases the teacher in charge has the authority to temporarily exclude a pupil for up to 5 days at any one time. In all these circumstances, the carers have rights of appeal to the Provision Management.

A positive behaviour management system is reliant upon the formation of good pupil/teacher relationships. Regular verbal reinforcement of pupil work and behaviour is also essential, and staff use praise and re-enforcement to great effect.

Time Out

Time Out is a system which is used as a positive means by which a pupil can withdraw from the main classroom to a smaller room at the side of the classroom for a short time, when his/her behaviour is regarded as unacceptable, and a calming period is needed.

The pupil returns to the classroom when he/she feels able to continue work without disrupting the group or after a set number of minutes (1-10 minutes). Time Out is **NOT** a punishment. It is purely a means by which the teacher can continue to teach, and the pupil can reflect upon his/her own behaviour or calm down away from the situation.

If a pupil needs a more private area in which to calm down, they may ask, or be asked to go to the Quiet Room, which is away from the classrooms. They will be accompanied by a member of staff who will stay with them until their return. If a pupil asks for privacy in the room the member of staff may leave the room and observe them through the open door, provided they consider the pupil is safe to be alone. This is again, NOT a punishment but an opportunity to gain control and change their behaviour in private. Normally a pupil will be expected to 'pay back' any time over 10 minutes, but in some circumstances the member of staff may consider that this is not appropriate.

Implementing Positive Handling

Physical intervention must only be used when all other options for de-escalating a conflict situation have failed. Staff should have tried negotiation, diffusion, and de-escalation strategies as well as containment in a safe area, without the need to hold, before intervention whenever possible.

The adopted Care and Control Policy meets the commitment given in various DfE policies and guidance including the guidance on the Use of Reasonable Force issued in July 2013. The staff in the provision, have a duty to protect the safety of others. All provision staff based in the centre are authorised to use physical intervention in the following circumstances: -

- a) A pupil is endangering the safety of another pupil
- b) A pupil is endangering their own safety
- c) A pupil is endangering the safety of a member of staff
- d) A pupil is causing/attempting to cause criminal damage to property or the building

Office and caretaking staff are authorised to support physical intervention by removing shoes or dangerous objects but cannot instigate it. All physical intervention should be carried out in such a way as to safeguard the pupil and staff's well-being and be used for the minimum amount of time possible to bring the situation under control.

A physical intervention report will also be filled in by those involved, explaining why it was used, including how the pupil was held and a copy sent to carers. Carers will be informed on the day of the intervention either by phone or via written notification, sent with the transport escort where relevant. Pupils who have needed physical intervention will not be allowed to travel home on the transport but to ensure safety, will be taken home by staff from REACH.

Staff Development and Support

All staff will receive Team Teach and other behaviour related training such as anger management training when appropriate and there will be regular updates. All new staff will not have received the full training. New staff will observe intervention and be given advice on the correct way to intervene and hold. Team Teach training will be provided as soon as possible.

Staff at REACH should always display calm behaviour and will have use the minimum restraint technique to resolve the safety issue. Staff should calm the pupil and release the hold as soon as the pupil appears calm and in control. The pupil should be talked through the incident, when the staff judge the pupil is ready to discuss the events.

Generally physical intervention will take place where the event happened, will be short in time and the pupil and staff will return to normality. Occasionally, where the environment is unsafe or where the pupil is unable to calm quickly and is causing considerable disruption to others, the pupil may be taken to a quieter area. This will normally take the form of one person on each side of the child in a single elbow hold. This will allow the pupil to be released in a safe environment where he cannot self-harm, run away or do damage. If the pupil is taken to a quieter room, it will be explained on the physical intervention form.

Leaving the Grounds

REACH Learning Provision is a secure environment with a main entry point at the front of the building. Should a pupil leave the Provision building we will make every effort to get them to return. However, should they leave the Provision boundary we will not pursue them further, as this may cause the pupil to run into the road to get away. If they move out of our sight or onto the street in front of the provision, we always contact the Police and then make every effort to contact home. Carers are then asked to contact us should the pupil return home and whenever possible to return the pupil to the Provision to complete the day.

Pastoral Support

Each class teacher is responsible for the pastoral support of their pupils, supported by the Provision Manager. Many of the pupils at REACH will also be experiencing difficulties in the home, the community, or both. Close liaison with carers and other agencies and mainstream schools is essential if problems are to be resolved and progress made. Strong links are maintained through regular contact and liaison.

The class teacher will be expected to be familiar with the pupil's background and areas of concern and to be aware of stresses and changes in the pupil's life and do their best to ameliorate the affect these have on their behaviour and ability to cope.

Each pupil has a targeted individual behaviour and learning plan, which is a focus throughout the day and for which points are given. This changes regularly through review and as progress is made. The PHSE Curriculum tackles issues such as anger management, friendship, co-operative working etc. to bring about understanding and change in behaviour.

Damage

In the case of a pupil causing property to be damaged at REACH Learning Provision premises, the pupil may be asked to contribute to the cost of the repair or replacement of the property. This decision will be made at the discretion of the Provision Manger after careful consideration of the circumstances. Any money raised from such contributions will be deposited into the Provision funds through the appropriate finance officer with acknowledgement of receipt.

Police

Police intervention will be sought in circumstances where the pupil has caused excessive damage to the building, has assaulted a member of staff or other students, has failed to respond to de-escalation techniques or is in grave danger of harming him/herself. Police may also be called when there is persistent harassment, which could result in a crime being committed, could interfere with the normal daily routine, or threaten the good order of the provision.