North East Essex Additional Provision School

Re-engaging young people with education and life-long learning

Behaviour for Learning Policy 2013-4

Date Policy Agreed:

Date of Next Review:

Signed:

Contents

Introduction

Introduction

"The discipline and behaviour management of a school community should be based on core values and practices that do not change."
(Bill Rogers "What changes and what stays the same in behaviour management" and essay – 2002)

1.1 The children's support service accepts this principle and seeks to create an environment which encourages and reinforces good behaviour. Good behaviour is important in both the educational setting and the world of work

1 Aims

1.1 The service aims to:
- Create an environment which encourages, reinforces and rewards good behaviour;
- Define boundaries and acceptable standards of behaviour
- Encourage consistency of response to both positive and negative behaviour
- Promote self-esteem, self-discipline and positive relationships
- Ensure that the centre's expectations and strategies are widely known and understood
- Encourage the involvement of both home and centre in the implementation of this policy

2 Standards of Behaviour

2.1 The students bring to NEEAPS a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. Across all centres we must work towards standards of behaviour based on the fundamental principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles

2.2 In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than targets which are either fulfilled or not. Thus the Centres have a central role in the students' social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and developments over time towards academic goals, so we measure standards of behaviour in terms of the student's developing ability to conform to our behavioural goals.

3 Centre Ethos

3.1 The adults encountered by the students at the Centres have an important responsibility to model high standards of behaviour, both in their dealings with the student and with each other, as their example has an important influence upon the student.

3.2 The Centre and its staff aim to:
- Create a positive climate with realistic expectations
- Promote academic success and ensure a positive correlation between the mainstream school targets and results achieved at the centre.
- Emphasise the importance of being valued as an individual within the group
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others

- Ensure fair treatment for all, regardless of age, gender, race, religion, ability, sexual orientation and disability
- Show appreciation of the efforts and contribution of all parties

4   The Curriculum and Learning

4.1 We believe that an appropriately structured curriculum and an effective learning environment contribute to good behaviour. Through planning for the needs of individual students, actively involving them in their own learning, using appropriate teaching methods and offering structured feed-back we aim to avoid the alienation and disaffection which can lie at the root of poor behaviour. Praise should be used to encourage good behaviour as well as good work. Discussion to improve individual behaviour should be a private matter between teacher and student to avoid resentment, where possible.

5   Behaviour Management

5.1 Avoiding confrontation is a key aspect of behaviour management. Staff have been trained in de-escalation techniques and draw on theories and practices developed from Bill Rogers training and literature. A checklist for teachers and teaching staff summarising these techniques and framed around the Charlie Taylor report have been issued to all staff (appendix1). These revolve around four key concepts:

5.1.1   Preventative behaviour management
5.1.2   Corrective management
5.1.3   Consequential management
5.1.4   Repairing and rebuilding

5.2 It is recognised that in some situations these techniques will not be effective and physical intervention may be necessary and appropriate (see Physical Intervention Policy)

5.3 Lesson to lesson behaviour is monitored via our POTA system. Performance Other Than Academic is recorded on individual scoring sheets carried around by each student and scored after each lesson. A copy of the scoring scale is included here in appendix 2.

At Primary a simplified POTA and scoring system has been introduced for the Nurture Group.

Rules and Procedures

6.1 Before starting with us in NEEAPS, students and parents/guardians have a meeting. At this meeting our rules and expectations (appendix 3) are explained and a Home/Centre Agreement is discussed and signed (appendix 4). Students are encouraged to discuss the reasons why they will be attending the Centre and are encouraged to make a 'Fresh Start'. The student's aspirations, interests and personal history are discussed and are used as a basis for curriculum planning and timetabling.

6.2 Specific protocols for dealing with situations are set out in appendix 5.

7   **Rewards**

7.1 Our emphasis is on giving rewards to reinforce good behavior and academic achievement, rather than concentrating upon failures. We believe that rewards have a motivational role, helping students to see that good behaviour is valued.

7.2 Our rewards programme, similar to our sanctions structure centers around zones and is currently the same for both KS3 and KS4 students. This is being reviewed.
At Primary a simplified rewards system, using Green Cards, is in place. This system links quite closely with that used at KS3 and KS4.

7.3 In NEEAPS we will encourage all students to be aspiring, considerate and industrious and to make a positive contribution by recognizing and rewarding their efforts and achievements.

7.4 Success, be it academic, social, behavioural or cultural will be celebrated in a variety of ways including individual 'prizes' and collective awards where recognition is given to collaboration and working together for the common good.

7.5 NEEAPS will look to achieve this through a tiered system where all staff and all students can participate actively.

7.6 All positive behaviour and rewards must be recorded on our Management Information System (SIMS)

7.7 Rewards for students taught off-site are the same as on-site provision. A range of certificates and other recognitions of success are reviewed with the students annually.

Rewards Structure for Positive Behaviour and Achievement

Zone1	• Verbal praise from all staff • Merits from all staff • Postcards from department heads, subject teachers • Phone calls home from teachers
Zone2	• Postcards from Personal Tutor • Phone calls home from Personal Tutors
Zone3	• Deputy Head or Headteacher to attend celebration assemblies as and when required

How does it work?

Merits
- Student collect merits/ green cards from staff
- On receipt these are collected in student wallets(KS3) or recorded on POTAS(KS4)
- Designated staff collate them for each student and collectively for the Key Stage
- Student gets a Voucher at a set number of merits.

Postcards
- These can come from departments
- They are posted in the standard royal mail on the day of the recognized achievement to the students home
- Subject teachers use these for exemplary work in that subject either one-off or over a sustained period

8 Sanctions

8.1 Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the Centre community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment. The use of punishment should be characterised by certain features:-

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future sanction
- Group punishments should be avoided as they breed resentment
- There should be a clear distinction between minor and major offences
- It should be clear that it is the behaviour, rather than the person, being punished
- Staff must remain calm at all times
- Primary use a RYG card RAG rated system, linked to the Behaviour Ladder.

8.2 Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

8.3 A 'Behaviour Ladder' has been created to differentiate proportionality of offences and how these should then be dealt with. Ultimately staff must follow the route of least intrusive sanctions through to most intrusive and consistency is paramount.

8.4 Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and nature of provision, can help address and remedy underlying causes. Centre procedures will take place to eliminate these elements as contributory factors. Additional specialist help and advice from outside agencies can also be accessed.

8.5 The Executive Head will make ultimate decisions on exclusions where they cannot be dealt with within the Behaviour Ladder.

8.6 There is gatekeeping at all stages (zones) of sanctions. The system must remain consistent but must also be flexible enough to adapt to students individual circumstances as required. However, it must be stressed that any adjustment to a sanction being or having been set must be taken incredibly seriously and must be totally justified by SLT.

8.7 All poor behaviour that is met with a sanction must be recorded on SIMS in line with the behaviour ladder

8.8 The most appropriate sanction(s) from each zone will be decided according to the incident and student involved.

GREEN ZONE

Behaviours
- ✓ In lessons
- ✓ Good attitude to learning
- ✓ Respectful to self, staff and students
- ✓ Good timekeeping

Consequences
- ✓ Good POTA scores
- ✓ Opportunities
- ✓ Progression in learning
- ✓ Good academic progress
- ✓ offsite activities
- ✓ Easier transition to school
- ✓ Improved self confidence

Strategies
- ✓ Merits = Vouchers
- ✓ Extra Curricular visits
- ✓ Positive interactions between staff/students
- ✓ Encouragement, praise, trust
- ✓ Positive phone call home
- ✓ Post Cards/Certificates

BLUE ZONE

Behaviours
- Not following instructions
- Not having correct uniform/PE kit
- Inappropriate behaviour
- Damaging own work

Consequences
- Reduced POTA scores
- Risk of loss of privilege
- Make less progress

Strategies
- Verbal reminders
- Change of clothing
- Verbal warning about zone
- Positive reinforcement of correct response
- Choices given
- Reparative conversation

YELLOW ZONE

Behaviours
- Repeated refusal to follow instructions
- Repeated inappropriate behaviours
- General swearing/at students/staff
- Damaging work of others
- Disturbing learning of others

Consequences
- Loss of privilege
- 1:1 teaching on site
- Phone call home support staff, subject teacher, Tutor
- Meeting with parent/carer onsite with tutor

Strategies
- Discussion around behaviours with tutor
- Reparative conversation
- Mediation
- 1:1 session with Emotional-Wellbeing practitioner
- Referral to CAMHS

ORANGE ZONE

Behaviours
- Dangerous behaviour to self or others
- Intimidating behaviour
- Bullying
- Abusive language to staff
- Reckless behaviour leading to the harm of others

Consequences
- Phone call home from SLT
- Meeting with parent/carer onsite with SLT
- Altered hours upto 1 week
- Up to one day FTE with Health and Safety meeting with Tutor
- SLT POTA report

Strategies
- Meeting on site with parent/carer with SLT to discuss strategies to move forward
- Work package at home/off site with time to reflect

RED ZONE

Behaviours
- Refusal to leave the building
- Repeated intimidating behaviour
- Damage to fabric of the building
- Assault - staff or student
- Use of drugs/alcohol on site
- Carrying weapon

Consequences
- Fixed term exclusion with Health and Safety Meeting with Deputy Head or Executive Head
- Police intervention

Strategies
- 1/2 day Fixed Term Exclusion
- 1:1 Offsite teaching
- Meeting with parents/carers
- Agency intervention

9 Communication and parental partnership

9.1 We give high priority to clear communication within the Centre and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour. Staff use strategies from Achievement for All to structure conversations.

9.2 Where the behaviour of a child is giving cause for concern it is important that all those working with the child in the Centre are aware of those concerns, and of the steps which are being taken in response.

9.3 The personal tutor has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Centre leader so that strategies can be discussed and agreed before more formal steps are required. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

9.4 Parental participation in many aspects of Centre life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the Centre requires their support in dealing with difficult issues of unacceptable behaviour.

9.5 The Centre will communicate both policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation.

9.6 Parental support will be sought in devising a plan of action within this policy, and any further disciplinary action will also be discussed with the parents

9.7 The behaviour policy and in particular the sanctions and rewards systems must integrate with other systems including but not limited to;

9.7.1.1   LABS

9.7.1.2   Re-integration

9.7.1.3   Special Educational Needs

Appendix 1
Checklist for teachers and support staff

Classroom

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class and the POTA scoring system and ensure that the pupils and staff know what they are.
- Be fully aware of the sanctions system and stick to it.
- Be fully aware of the rewards system and stick to it.
- Display the behaviour ladder and rewards in class.
- Have a visual timetable on the wall and stick to these times.
- Follow the school Behaviour for Learning policy.

Pupils

- Know the names of the children.
- Be prepared for all students needs including the behaviour and learning strategies to use with them.
- Ensure other adults in the class know each student's provision map.
- To repeat, be aware of and understand students' special needs.

Teaching

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate and ensure each student knows what he or she is to do.
- Stay calm.
- Know the clear routines for transitions between classes.
- When dealing with problems remain focused on the initial issue.

Parents

> Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones. See guidance.

Appendix 2
POTA scores

On time
- 4 Arrived at the lesson on time
- 3 Arrived just a few minutes late
- 2 More than 5 minutes late
- 1 More than 10 minutes late
- 0 More than 15 minutes late

In lesson
- 4 Present for the whole lesson
- 3 Late but present for the rest of the lesson
- 2 Leaves the room without permission
- 1 Present but for a limited time
- 0 Fails to attend the lesson at all

On Task
- 4 On task throughout the lesson
- 3 On task for the majority of the lesson
- 2 On task for about half of the lesson
- 1 On task for less than half of the lesson
- 0 Not on task at all

Behaviour
- 4 Co-operates throughout the lesson
- 3 One or two instances of inappropriate behaviour
- 2 Several instances of inappropriate behaviour
- 1 Frequent or high-level disruptive behaviour
- 0 Failure to co-operate, prevents learning, violence

Language
- 4 Appropriate and respectful throughout the lesson
- 3 One or two instances of inappropriate language
- 2 Several instances of inappropriate language
- 1 Frequent, high-level use of inappropriate language
- 0 Aggressive confrontational language

Interaction
- 4 Interacts appropriately at all times
- 3 1 or 2 instances of inappropriate responses/language
- 2 Several instances of inappropriate responses/language
- 1 Use of aggressive, racial, sexist or bullying comments
- 0 Persistent aggressive, racial, sexist or bullying language

Appendix 3
Rules and Expectations
The following sections will be compiled in other formats as handouts for the people they are designed to inform.

Rights and Responsibilities in NEEAPS

- You have the *right* to a good education and high quality teaching
- You have the *responsibility* to be the best learner you can be and to help others to learn

- You have the *right* to be treated with respect
- You have a *responsibility* to treat others with courtesy and if you feel you are not being treated respectfully, you have a *responsibility* to say so or report it

- You have the *right* to feel safe. No one should physically or verbally threaten or hurt you
- You have the *responsibility* to be friendly and to sort out disagreements peacefully

- You have the *right* to voice your opinion
- You have the *responsibility* to respect the opinions of others

- You have the *right* to fair treatment
- You have the *responsibility* to treat others fairly

- You have the *right* to use the centres facilities and equipment
- You have the *responsibility* to care for the buildings, facilities and equipment

Rules in NEEAPS

- Follow all reasonable instructions from adults
- Arrive on time
- Be properly equipped
- Be appropriately dressed
- Keep hands, feet, objects and hurtful comments to yourself
- Eat in designated areas only

Routines in NEEAPS Centres

In every classroom, in corridors, in the playground and hall staff will explain and display the particular routines that are needed to ensure good learning and safety. For example, in classrooms staff will want you to follow seating plans and adopt appropriate sound levels. In the corridors you must walk.

As a student, make sure that you are aware of and follow these routines – if you are not sure what to do ask a member of staff.

Departments need to specify, display and teach clear routines on the following matters
- entering room
- lesson starts
- equipment given out
- seating plan, if needed

- organised dismissal
- taking registers
- key pedagogic practices
- home learning
- water in classrooms
- coats and bags
- mobile phones (refer to individual centre procedures)

Rewards – when you make good choices you can expect

- Staff to follow the rewards system of the centre
- Verbal praise and encouragement
- Subject specific merits
- Phone calls/Letters and postcards sent home

KS4 – Merits = £5 Voucher
- Bronze – 25
- Silver – 50
- Gold – 100

KS3 – Merits = Voucher
- **50 = £5**
- **100 = £5**
- **200 = £5**
- **300 = £5**
- **400 = £10**
- **500 = £10**

KS1/2 – 250 Green Cards = £5 Voucher

Access – 100 Merits = £10 Voucher

Consequences – when you make poor choices you can expect

- Staff to follow the behaviour ladder consistently
- Consequence
- Fairness
- Your behaviours to be recorded as part of your on-going profile

Appendix 4
Home School Agreement

Appendix 5
Protocols and procedures

1   A student has refused to come into my lesson or has left my lesson, what should I do?

   a   Where they are the only student in the lesson it is the teacher's responsibility to monitor that student at all times and do everything possible to return the student to their lesson. If, after using all of your professional skills, the student still refuses to return you may request a teaching assistant to continue monitoring the student (if one is available) but you must regularly check back on him/her. You must inform the person on-call that the student has left the room but this does not negate your role as the teacher. Your aim, as the teacher, is **always** to get the student back into the classroom learning.

   b   If you have other students in the class and a teaching assistant you must instruct the teaching assistant to monitor the student who has left whilst you, as the teacher, remain with the class taking on any of the teaching assistant's responsibilities. Put simply, in this situation you must stay with the rest of your students. The teaching assistant must instruct whoever is on-call that a student has left the room but this does not negate their role as responsible adult with the student.

   c   Continued non-compliance **must** be dealt with after the episode. It is important that you do not tell the student specifically what the consequence will be as this may be met with additional hostility or a remark of "Don't care!" which puts you at an immediate disadvantage. Remember, it is important that the student is told that their actions have been chosen by them and that there will be consequences. Repeatedly explain what the right choice would be and that there is time to turn things around. At the same time use your professional judgment to decide when to give the student some space but make this time limited i.e. "I will give you two-minutes to calm down and think about you actions but then we must return to the class." Ensure that you keep to this.

   d   The **POTA** form must reflect the episode. Even if the student returns to the lesson immediately this must still be recorded on POTA - leaving the lesson is not an option unless they have a valid reason to do so e.g. the teacher feels it would be in the student/class interest for them to take some time-out. Ensure you use the POTA checklist for accurate scoring.

   e   If a student is given some **time-out** of the lesson (to cool-down for example) they must be treated in the same way as leaving the class i.e. they must be monitored as above with the person on-call being informed.

2   A student has walked off-site, what should I do?

   a.   In the first instance (above) either a teaching assistant or the teacher should have followed the student out of the room.

   b.   If the student goes out of the building but remains on-site this should be treated as above in Protocol 1.

   c.   If the student then goes off-site (leaves the premises) the teacher/teaching assistant must report immediately to the front-desk to ask that a phone call home is made to inform the parent/carer that the student '**has chosen to take themselves off-site despite being requested not to'**. It is important that these words are used.

   d.   The teacher/TA must then inform the person on-call.

   e.   The person on-call must then arrange for someone to follow the student or check the immediate area to confirm their whereabouts. This must be a senior member of staff.

   f.   If the student cannot be seen in the immediate area a second phone call home must be made to inform parents/carers and a decision made to call the police if this is warranted – again a senior member of staff must make this decision.

   g.   If the student returns and is confirmed back on-site a call home must be made to inform parents/carers and the person on-call must be informed.

   h.   The person on-call must record this info on the on-call register. They are also responsible for recording any off-site issues on SIMS.

3   How do I record and report an incident?

a.   When a behavioural incident has taken place it must be recorded and reported at the earliest possible point. This must be done in accordance with the agreed Behaviour for Learning policy and the behaviour ladder included.

b.   The incident must be recorded in as much detail as possible on SIMS. **This must include both the behaviour type and an appropriate action from the lists provided**.

c.   You may need to seek confirmation of the type of action required from a colleague or senior member of staff. This is understandable and good practise but does not negate your responsibility to record the incident so you may need to revisit the record later to complete it.

d.   If other members of staff were involved in the incident or you feel they may be important witnesses to the incident, you must make contact with them verbally or via email. You may want to work with them to complete the record or invite them to add to the record.

e.   If you add anything to someone's record you must add your initials in brackets at the end of the comment.

f.   Once recorded you must report any negative incident to senior staff. Non-urgent incidents will be discussed at Plenary and appropriate consequences actioned.

g.   Assistant or Leader must speak to the Deputy or Headteacher if they feel confirmation of the appropriate sanction is needed.

h.   If the incident requires (or you suspect it requires) a 'Red Zone' sanction you must also include the Headteacher and Deputy Headteacher in the email.

i.   All initial emails sent reporting a negative incident record must include a 'read receipt' so you know that they have read the email.