

Behaviour and Learning Policy

Context

Our aim is that with us young people develop skills and experiences which contribute to fulfilling adult lives.

We believe that this process is supported by building mutually respectful relationships. We aim to model and support young people to connect with others and make and sustain respectful relationships. We intend to help pupils reflect on their thinking, take responsibility for their actions and manage challenges in a way that is appropriate. We achieve discipline through discussion.

Aims of the policy

- To provide a structure that supports and enables effective teaching and learning.
- To create a safe and caring environment in which pupil needs are understood and responded to in a measured and thoughtful way.
- To encourage pupils to use language to communicate difficulties and to reflect and take responsibility when things do not go as planned.

Ethos

We believe that behaviour and learning are inseparable. Behaviour is understood a function of the interaction between the context and what an individual brings (adults and young people). The processes we have are designed to provide a structure that enables adults to offer numerous opportunities for discussion with young people. We envisage discussion as the vehicle for change.

We believe that all presenting behaviours are communications and as such efforts should be taken to understand and respond appropriately to them. We embrace the view that most, if not all, behaviour is fundamentally good in intention and designed to safeguard the physical and/or emotional survival needs of the individual / s concerned. Undesirable behaviour therefore represents the expression of legitimate needs, albeit inappropriately expressed. We aim to support staff to question and seek to understand behaviour and explore ideas with young people in a way that promotes meaning making leading to small changes.

We are mindful that behaviours represent responses to experiences; these experiences generate emotions which in turn drive the presenting behaviours. Easily pupil behaviour can be misconstrued as deliberate attempts to 'wind' adults up and therefore as personal. The reality is less straightforward though frequently linked to how pupils perceive themselves to be perceived and subsequently treated.

Principles

We cannot control young people's behaviour.

Holding on to this principle enables energy to be focused on the achievable task on influencing and inspiring young people towards more appropriate responses, offering coping strategies, teaching and modelling alternatives and diminishing factors which limit learning.

Reviewed on	Sept 2018
Next Review	Aug 2019

Young people presenting with behavior experienced by others as challenging are sending adults the message that something is not right or that their needs are not being met.

Making sense of the communicative functions of behaviour is an immensely complex process. Attempting to comprehend requires our active engagement and energy. Simple singular understandings are likely to compound difficulties. Rich narratives allow for possibilities and promote change. We as a staff team have a responsibility to better understand the behaviour as communication and consider what we bring to the interaction process. It is our aim to ensure individuals legitimate needs are met, most appropriate means of communicating need is simultaneously promoted and/or directly taught.

It is our collective task and responsibility to prepare for learning.

Our primary function is to education for young people who have experienced repeated failures and challenged systems. We believe that success in learning is crucial in terms of enhancing pupil self-concept and self-esteem and is the foundation on which our therapeutic offer can take root. We put energy in to factors that are within our control including making relationships, preparing the environment, planning for learning and delivery and reflecting on our successes and seeking to improve.

We are all always learning and as a process learning involves making mistakes.

The capacity to learn from experience in a context of young people who bring emotional turbulence and challenge is demanding. We aim to construct opportunities for creating emotional distance between ourselves and classroom events and constantly evaluate our responses.

Pupil Expectations

We anticipate pupils:

Taking Responsibility

- Be in the right place, right time doing the right thing.

Thinking and Reflecting

- Work with others to repair / restore things when they do not go as planned.
- Work to achieve a range of accreditations

Connecting with Others

- Offer support to others.

Managing Challenges

- Take control of emotions and next steps in learning.

We recognise positive behaviours in a variety of ways; lesson by lesson through points cards, through acknowledgement and positive affirmation by tutors each day and through celebrations including phone calls home, spontaneous awards and Best of the Best events.

Discipline is delivered through discussion. In order to create time for discussion staff may decide that break, lunch or after school offers the most productive time to find a way through a difficulty. Parents and carers are involved at all points and are asked to support joint discussions in school.

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Exclusion is used as a last resort and for the shortest time possible; a pupil may be sent home in the course of the school day and return the next day. Exclusion is not seen as a punitive measure but a planned intervention initiated by the Head Teacher when it is felt that it is unsafe for a pupil to be in school, and when other strategies have failed. It is done in the interests of a pupil's own health and safety, and the health and safety of others because we feel that, at that time, the school is not an appropriate environment for the pupil.

When a pupil is sent home we immediately plan how best to support them and get them back into school. If the pupil is to return the following day, arrangements are made to reintegrate them. This involves a discussion with the pupil and their parent or carer. If the exclusion is for more than part of a day, we support them at home so that our work with them continues. Home visits are made by our Solution Focussed Worker and other staff to rebuild relationships and to continue planned work with the pupil off-site at a library.

Anti-bullying

We talk about bullying frequently, which means that it is easy for our pupils to discuss it, and that acts of bullying can be contained. We have a designated Anti-bullying Coordinator, Mr Mike.

We actively promote a culture of awareness, tolerance and inclusion. We encourage students to welcome difference, embrace diversity and strive to provide them with a safe and supportive environment.

We aim to deal with incidents immediately and to follow up with those involved. We ask pupils whether they understand what they are saying, and make sure that they understand why they are being hurtful and offensive and help them to understand that their language/action has had a negative impact on other people. We recognise that these attitudes and aggression can be rooted in cultural influences, such as computer games and pop videos. These can inform their expectations of masculinity and how they interact with women, as well as with each other. We challenge gender-based stereotypes and encourage students to build relationships based on mutual respect.

There is a separate anti bullying policy with further details.

Risk Assessment

Safety is always our prime consideration: neither pupils nor staff must be placed in situations that expose them to an unacceptable level of risk.

We use the Durham County Council Risk Assessment proforma to assess and monitor risk. We constantly assess our pupils behaviour and our responses to them, ensuring that they have appropriate levels of supervision and striving to find the most effective ways to reduce and manage potential risk.

We detail through risk assessment pupil comments about adults (nonce, pervert etc) and work with young people to support them to understand the sensitivity of these comments.

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If a pupil becomes angry and leaves the site alone, we inform parents and carers. We do not routinely follow pupils as being beside a busy road we believe that this could jeopardise their safety.

To maximize our young people’s learning opportunities we manage potential risk so that we can involve them in educational opportunities that could otherwise be closed to them. The process for students to take part in educational visits is one of continued risk assessment and involves careful planning.

[Use of Reasonable Force and Physical Restraint](#)

Behaviour and Discipline in School (2013) highlights that staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom. In addition authorised staff may use reasonable force in conducting a search without consent for weapons, illegal or stolen items.

We communicate to pupils that our reason for physically intervening is to keep them safe. All staff are trained Team Teach trained. This approach develops skills in de-escalation and only supports physical handling as a last resort. Occasions when restraint is employed include when a young person places him or herself at risk, poses a risk to others or damage to property.

We believe that Physical intervention should be applied as an act of care and control with the intention of re- establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as a punishment.

Parents / carers are routinely informed of any physical interventions by the Headteacher. Pupils are involved in discussions after the event designed to support relationships to be strengthened and issues resolved.

There is a separate Physical Restraint policy with further details.

[Monitoring and reviewing](#)

We are always striving to maximise the support we offer and to define new, creative ways to engage with our pupils. We review progress constantly and this policy is reviewed as frequently as is necessary to incorporate new practice and meets statutory obligations as defined in the Education and Inspections Act 2006.

[Practice Notes and References](#)

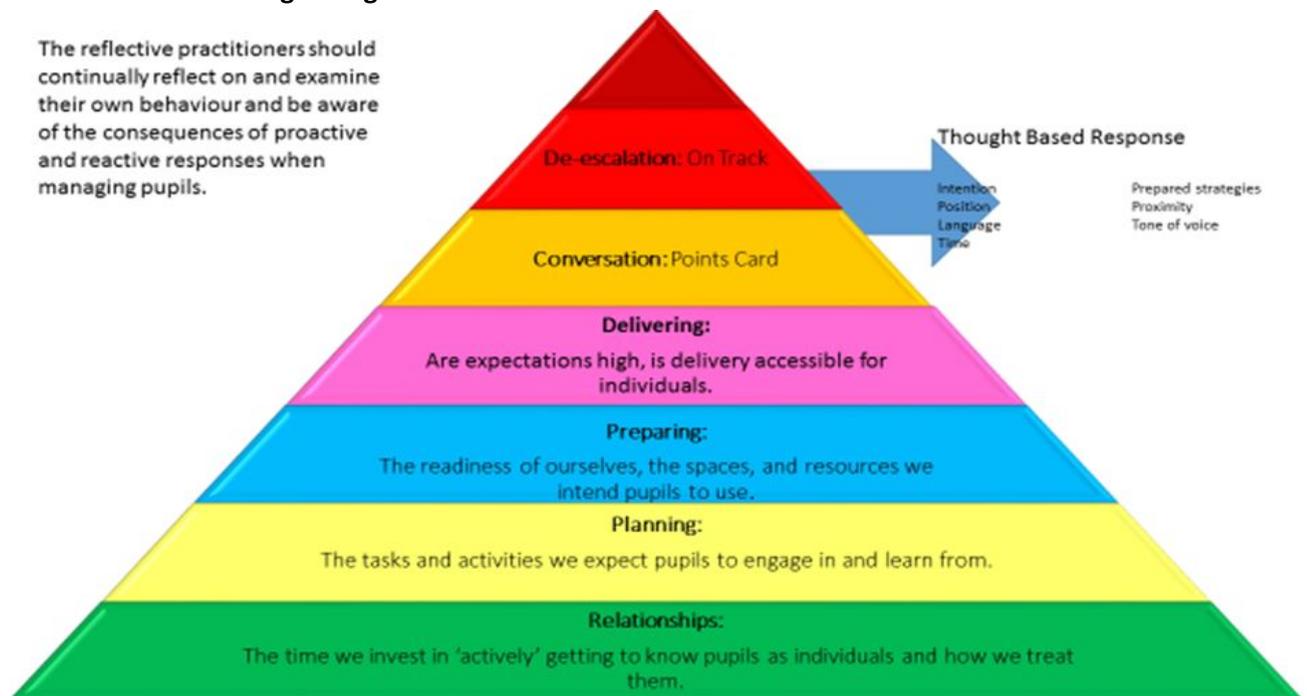
Classroom Management and Staff Support

The behaviour triangle represents our understanding of behaviour and learning and our responses designed to promote change.

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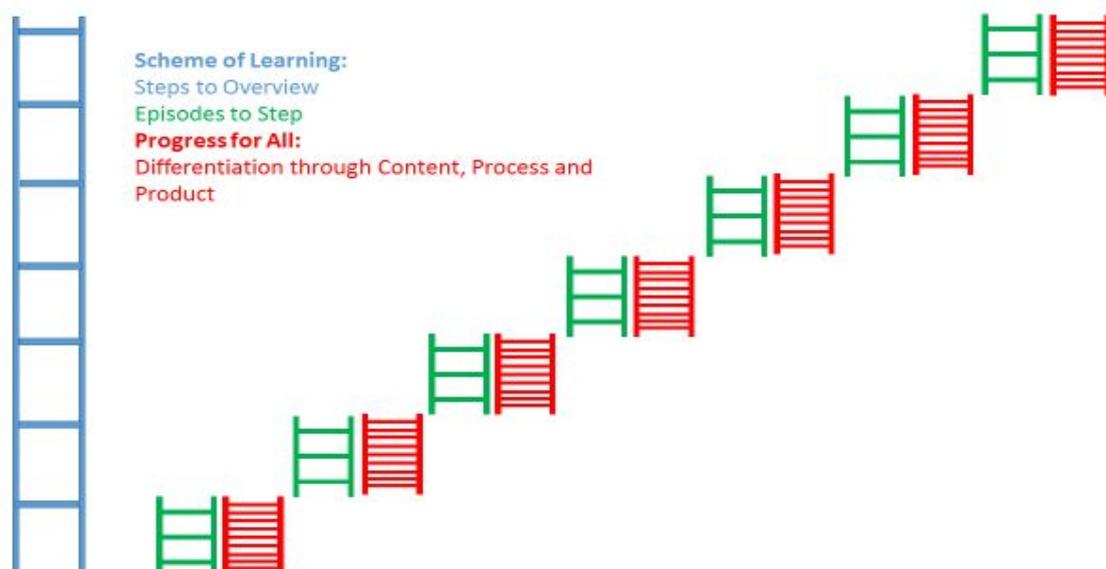
Behaviour and Learning Triangle

The reflective practitioners should continually reflect on and examine their own behaviour and be aware of the consequences of proactive and reactive responses when managing pupils.



Relationships are considered the foundation for learning. It is the responsibility of all staff to find unique ways of connecting with and building working relationships with pupils. This often requires effort and creativity as most pupils have failed in school systems and are as a result not open to the risks required to build and sustain relationships that facilitate learning.

The planning for learning is seen as a process with staff being responsible for ensuring that the steps for each pupil are planned for and progress is supported.



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Preparation of teaching spaces and resources are understood to contribute to learning. The delivery of sessions can vary from formal to practical however the unifying factors are engagement in learning.

Name		Monday							
		1	2	3	4	5	6	5	6
B1	On Time								
B2	Ready to Learn								
B3	Respond Appropriately								
B4	Appropriate Language								
B5	Correct Place								
L1	Careful Presentation								
L2	On Task								
L3	Contribute Positively								
L4	Show Determination								
L5	Show Progress								
Staff Initial									
Points Total									
*									

Conversation is regarded as the vehicle for achieving discipline and change. Skilled staff have the ability to vary communication to support individuals and the group to function. The points card provides a visual and structured reminder to pupils and staff of expectations and individual targets.

The statements on the points cards were designed by our staff team to provide opportunities to engage young people in ongoing discussion about expected responses. The BIG 4 statements are the skills we value and their inclusion on the points card was developed to ensure tiny day to day successes were recorded and acknowledged.

Points cards are carried by young people and this allows for Tutors to record total points for the day and celebrate success and problem solve and plan with young people to develop strategies to manage challenges. Tutors work with young people using the marking symbols to identify positives, and develop and review plans to overcome challenges / develop skills.



To support de-escalation a system known to staff and pupils as On Track is used. The following words / phrases are displayed in classes **Check Explain Remind Pass On**. These have been selected to ensure consistency of response across the school. This is designed both to support young people and also to support staff. The process is structured to allow for take up time and adults working to understand the communicative function of the behaviour in the moment and offer appropriate support.

Lesson entry:

Meet and greet

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Objective shared
Settling activity

Check

**Name and expectation given
(personalised but can be public)**

Take up time! Thank you!

Tom, you have been asked to...thanks

Tom can we be clear that... thanks

Tom, we agreed that....thanks

Explain

**Use proximity, talk at pupil level
(‘private’ and individual - volume/tone/language)**

State expectation

Choice and chance

Take up time! Thank you!

Tom, this is a reminder that....Would it help if?

Tom, the choice is...or Which would work best?

Tom, the instruction is... is there anything I could help you with?

Remind

Amber warning sign placed on desk or signalled to pupil – a formal warning

Take up time! Thank you!

Tom, we need to get back on track.

Pass on

Red card – instruction given to the pupil to be taken to Take 5

Tom, will walk with you to Take 5

Absenting Notice	Staff	Date	Subject					
Name		Lesson	1	2	3	4	5	6
Time		Returned	Y	N	Time			
Teacher Comment								
Follow up								

Red Card	Staff	Date	Subject					
			1	2	3	4	5	6
Name		Lesson						
Check <i>Connect with others</i>		Explain <i>Take responsibility</i>						
Remind <i>Manage Challenge</i>		Pass On <i>Think and Reflect</i>						
Staff Comment								
Follow up discussion								

Take 5 offers an opportunity to address any inappropriate incident in which a pupil has been involved. The Red Card information is reviewed and pupils are asked to consider their actions and the impact these actions have had on others. Pupils are required to think about what they could do differently and how they can re build relationships if necessary. The process is designed to allow thinking about what may have prompted the response. Pupils are returned to learning as soon as possible. An individual's readiness to return to learning is assessed on the basis of a number of factors and the return could be to class or to complete work elsewhere.

Patterns are quickly identified and consideration is given to staff support, work to support effective group dynamics and individual support.

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