

Knowle DGE Learning Centre

Behaviour for Learning Policy

Ethos

As a result of collaboration from student voice, staff and parents we believe that in order for success, we aim to encourage every individual at our Learning Centre to develop belief in themselves to aim higher, to respect themselves, others and the learning centre and to take responsibility for their decisions and actions. Our ambition is to help young people manage their behaviour in a way that does not lead to exclusions from learning.

We recognise every young person as equal and they deserve the very best. We recognise that we are all different in the ways we learn and interact however we recognise and encourage that we can all achieve together – as a learning community, as a student community and as a parent / carer.

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the Learning Centre has a central role in the young person's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the young persons developing ability to conform to our behavioural goals. Young People bring to school a wide variety of behaviour patterns based on many external and environmental conditions. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

As Adults

Adults encountered by the young people have a high responsibility to model high standards of behaviour. This includes the dealing of the young people and dealings with each other. Adults influence young people through attitudes, exemplar character, teaching and the rapport they establish with the young people. Young people are more likely to accept a code of behaviour if it is clearly understood, consistent, fairly applied, reasonable, sensitive and effective.

- 1) Be responsible for young people at all times, supervising their behaviours within sight and sound of them.
- 2) Follow Team Teach guidelines in developing / challenging situations and use positive scripts.
- 3) Create a positive climate with realistic expectations;
- 4) Emphasise the importance of being valued as an individual within the group;
- 5) Promote positive relations built on honesty, responsibility, respect and belief;
- 6) provide a caring and effective learning environment;

- 7) ensure fair treatment for all regardless of age, gender, race, ability and disability.
- 8) Show appreciation of the efforts and contributions of all.
- 9) All staff to model the Learning Centre's dress code.
- 10) Fulfill all our professional duties with regard to teaching and learning.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individuals, the active involvement of young people in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the young people, and differentiated to meet the needs of our young people of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the young people on their progress and achievements, and as a signal that their efforts are valued and that progress matters.

Learning Base Management

Management of the Learning Base and teaching methods have an important influence on young people's behaviour. The Learning Base environment gives clear messages to the young people about the extent to which they and their efforts are valued. Relationships between teacher and young people, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way young people behave. Each learning base should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall each learning base should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable young people to work in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

Learning Centre Expectations

(including laboratories, workshops and halls) are the places where we all work. There needs to be clear boundaries and expectations to allow everyone to work successfully and safely.

Standpoints.

From our core values of Belief, Respect and Responsibility, staff and students focus upon 5 main standpoints all of which are reviewed regularly by student council, staff meetings and parent group meetings. Reviews take place three times per academic year.

The current 5 standpoints are:

- Focus upon the use of positive language within our Learning Centre.
- Zero tolerance on damage to property
- Zero tolerance on physical violence.
- No Mobile Phones
- Zero tolerance to the disruption of learning

We BELIEVE we can all achieve.

We BELIEVE that by making small steps we will make a giant leap towards success.

We are RESPONSIBLE to take part and learn.

We are RESPONSIBLE to attend, on time.

We are RESPONSIBLE for our actions.

We are RESPONSIBLE to keep ourselves and the environment safe and clean.

We RESPECT each other by the way we communicate.

We RESPECT that everybody is an individual and RESPECT their personal space.

We RESPECT the learning environment and know that we are here to learn.

Steps to managing behaviour.

Step 1. Class teacher range of class based strategies. This may involve class time out, class catch up, loss of points, gentle word, warning, phone call, star / point chart.

Step 2. Step 1 approaches have failed. Class teacher calls 'Level 1 support' to BS team for additional support.

Step 3. Step 1 and step 2 approaches have failed. Class teachers call a 'Level 2 support' to BS team for additional support. Further consequences will be placed such as catch up, after school or in extreme and rare circumstances home support may be contacted.

If a teacher suspects escalating, dangerous behaviour, then a 'Level 2 Safety' should be called in order to support in physical interventions or de-escalation.

Expectations.

Start of lessons

young people are met by the teacher on entering the classroom.

young people enter rooms sensibly.

take off coats or outdoor wear.

During lessons

- when the teacher talks to the whole class, young people are expected to listen and concentrate.

- young people are expected to work sensibly and not distract other pupils.

- Young people are expected to speak to each other politely and quietly.

- if a young person arrives late without justifiable cause they must be detained for the amount of time they have lost to complete the work. This is arranged according to the catch up procedures for each hub / Key Stage.

- Young people must not leave the class without the approval of the teacher.

- mobile phones, i-pods, magazines or other distractions are not allowed and may be confiscated if used during learning time.

End of lessons

- points are awarded for appropriate use of Learning, Language and standpoints. additional bonus points can be awarded for exceptional work and behaviour.

- the teacher is the person who will signal the end of the lesson.

- when instructed young people should clear the room and any litter should be picked up.

- the chairs and desks should be ready for the next class

- only when the teacher finally tells the young people to go should they leave the room

Out of school

Walking locally or with a school group, young people must be reminded that the learning centre reputation depends on the way they behave. Teachers must recognise that they are in a position of parent/carers while the young people are in or out on a school trip.

This means in particular that:

- there is no excuse for rudeness, disrespect or insolence towards any members of the public.

- any intimidation or acts of violence towards peers, staff and the general public. Will be treated as very serious offences.

The Tutor/Class Teacher System and Weekly Pupil-focussed Meetings.

Our approach to raising achievement in the area of pupil behaviour at Knowle-DGE puts the tutor/class teacher as the pivotal point. Tutorials provide an opportunity for tutors to share sleuth points and allow young people to reflect on their previous points in order to monitor and promote individual improvement. Class teachers / Tutors should have access to Sleuth from which patterns of behaviour can be seen clearly. This information should inform IEP's, TAC's, Annual Reviews, Case Conferences and pastoral support. The tutor/class teacher monitors the behaviour of each young person through Sleuth.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping young people to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for young people. Rates of praise for behaviour should be as high as for work.

Many of our young people require immediate physical recognition of their positive efforts. In order to provide this, a system of weekly enrichment activities along with termly reward enrichment trips are organized in order to promote good learning and behavior. Staff need to feel empowered to supporting this. Rewards and recognition of good behaviour, effort and achievement is recorded through Sleuth Behaviour Tracking system which is built around the current 5 standpoints.

Weekly enrichment activities are differentiated according to points, encouraging young people to gain maximum amount of points. The highest points may include weekly enrichment trips out of school on activities such as swimming at Hengrove whilst the least scale of points would include class based activities, all of which are determined by each hub. Sleuth points are totaled towards end of term reward activities that may include additional out of school trips and residential camps.

For those young people who have been late to lesson or requires additional work to complete, catch up time is organised that is supported by leadership.

Sanctions

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 learning centre community. In an environment where respect is central, loss of respect, or disapproval, is a powerful sanction in itself.

The use of sanctions 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 punishment.
- Group punishment should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Support Co-ordinator, Deputy and Headteacher. Letters to parents, PSP meetings ultimately and in the last resort, exclusion. 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.

Tutors follow a range of strategies to manage behavior including the use of verbal Persuasive Scripts and Team Teach approach.

More serious in-class disruptions may prompt the subject teacher to inform the Support Co-ordinator which will be dealt with via the 'steps to managing serious behaviour'.

The tutor needs to inform the pupil's parents of their concerns and what they intend to do. A meeting to review a PSP may be needed.

Unfortunately a tutor/class teacher may reach the stage where having tried a variety of strategies and ideas they have recorded little or no improvement. In these circumstances they should involve the Senior Leadership Team. Together they can review the situations and other more serious measures could be built into the PSP action. The parents must be informed again at this point and their involvement may help a more positive outcome.

Further concerns or very serious incidents need the involvement of the Head Teacher (or Deputy Head Teacher in their absence). No situations should reach this stage without the parents already having been informed and involved unless it is a very serious first time offence.

In circumstances of a pupil committing a very serious offence (e.g. violent assault, bullying or racial abuse) the Head or Deputy Head Teacher will become involved. It will be the responsibility of the Head / Deputy Head Teacher to ensure the right action is taken by discussing it first with the pupil's tutor. The action taken will be recorded on Sleuth. A letter to parents needs to be sent informing them of what action has been taken and why.

All tutors keep a Black file in which information regarding each pupil's behaviour is kept including copies of each PSP.

Note: For racial abuse or bullying incidents please refer to the Equal Opportunities policy.

Note: If Child Protection concerns are raised please use the Child Protection form and pass directly to the Head Teacher (or the Deputy Head in their absence). Please refer to the Child Protection policy.

In some cases, persistent and serious cases of behaviour may result in a young person receiving a Personalised Learning Plan where a plan is drawn up of learning on and off the learning centre premises and in collaboration with parents, staff the Deputy Head and Headteacher and agencies.

Reducing inappropriate behaviour

Sometimes the positive strategies may not be enough and, depending upon the situation, it may be necessary to deal with persistent misbehaviour by:-

- Giving effective reminders of appropriate behaviour
- Using colleagues to help diffuse situations or who have a particularly strong relationship with an individual.
- Loss of time from morning break or lunchtime (for example to make up for work not done in class time).
- Catch up, a pupil may be detained at break-time or after school under supervision for the purpose of completing the work which should have been done during the lesson
- Involve parents in working together on a particular strategy
- Withdrawal of privileges.
- Monitoring inappropriate behaviour using Sleuth.
- Internal exclusion from class/tutor group for specific lesson.
- Shadowing by the class Learning Facilitator
- A parent of the pupil coming into school to work alongside their child
- Lunchtime exclusion from school
- Report cards
- Class change
- Involvement and referral to the Educational Psychologist from whom additional ideas and input may be beneficial. They will also be needed to review the placement if the behaviour persists without signs of improvement.

Fixed Term Exclusion –

As a specialist resource provision we would never feel it necessary to permanently exclude young people but rather we would work with agencies and parents to support the young person in dealing with challenging behaviours and providing learning. As the Learning Centre caters for a wide mixed need type, at times this can pose as a challenge in managing SEBD behaviours alongside MLD. In extreme cases of inappropriate behaviour it may be necessary for the Headteacher to take the ultimate sanction of excluding a young person for a short period of time.

Positive Handling

Please refer to the Positive Handling policy.

Searching Pupils

Searching pupils may be necessary in certain circumstances if it is felt by the staff that the pupil may be concealing potentially harmful items. This would be done in accordance with the Bristol CYPS policy and procedures and wherever possible the Head Teacher would inform parents/carers prior to such action being taken, however this is not always possible. Such action would only be taken by the Head or Deputy Head in the absence of the Head Teacher.

Support for staff

In some of the circumstances outlined above, especially where anger and aggression have been shown, then it is just as stressful for the staff involved as the pupils themselves. Therefore it is important that we ensure the staff involved have the opportunity to take time where needed, away from the teaching environment to calm themselves and discuss the incident with a supportive colleague. The member of staff involved and any witnesses must have the opportunity to write up a report of the incident as soon as possible. This may need the intervention of other colleagues and members of the Senior Leadership Team in either supporting the member of staff affected by the incident and/or their teaching commitments. Opportunities at a late stage to have a de-brief regarding the incident with the Head or Deputy Head should be made available.

Attendance

Please refer to the **Attendance Policy**

Other Relevant Policies and Procedures

This procedure should be read in conjunction with:

Exclusion Policy

Positive Handling Policy

Step for Managing Behaviour Procedure

Health & Safety Policy

Child Protection Policy

Policy written by N Lee: September 2014

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