



Active Support Policy: **BEHAVIOUR**

Behaviour; Discipline and Support for Learning Policy	<u>Issue Date:</u> 01.11.2019	<u>Review Date:</u> 01.11.2020	<u>Approved by:</u> Matthew Ford Shahed Koyes
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Policies at Active Support are designed to support the ethos, aims and vision of the provision.

1. Objectives:

- 1.1. Good behaviour and discipline is a necessary condition for effective learning and teaching. Children learn best and behave best when they know what is expected of them, when they feel safe, when they are positively encouraged to behave well and when they are consistently, fairly and appropriately treated if they don't behave well.
- 1.2. This policy is a statement of good practice that covers all aspects of the provision including codes of practice when working with young people. All members of staff and all learners are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements.
- 1.3. Active Support is committed to support our learner's physical and mental wellbeing as directed through the Mental Health and Wellbeing policy.

2. Aims:

- 2.1 The main purpose of this policy is to enable us to:
- 2.2 Encourage adherence to the Active Support Code of Behaviour (Appendix one) by learners during teaching and non-teaching time.
- 2.3 To support effective teaching for learning.
- 2.4 To support learner attendance as outlined in the local education authorities attendance policy.
- 2.5 To give clear guidelines for staff on action to be taken in instances of unacceptable behaviour and discipline. (Behaviour Management Strategies). These include rewards, sanctions and support.
- 2.6 Clear procedures to follow when staff need to search and confiscate potential weapons from a learner, Dfe 2018. (appendix 3)
- 2.7 To encourage healthy choices to better equip their mental health and wellbeing.

3. Next Steps to Learners Success:

- 3.1 At Active Support we expect the following outcomes:
- 3.2 All classrooms to have the Active Support code displayed.
- 3.3 All learners to be made aware of the steps to putting it right.
- 3.4 All learners are made aware of our wellbeing and mental health policy during their Induction and tour of the school.

4. Implementation:

- 4.1 In order to achieve our goals we will take the following action:
- 4.2 The Active Support code of Behaviour for learners and provision rules. (Appendix 1).
- 4.3 A copy of the Active Support Behaviour code and provision rules will be included in the Induction Agreement at the start of each placement.
- 4.5 The Active Support Behaviour code, and provision rules, will be displayed in classrooms as appropriate.
- 4.6 The Active Support code of practice for staff when dealing with learners. (Appendix 2). Alongside the Active Support Behaviour code for learners staff will follow the Active Support code of Practice for Staff.
- 4.7 Supervision of non-teaching time: Staff will monitor/supervise non-teaching time to ensure the safety and well-being of the learners.
- 4.8 Learners will be discouraged from smoking at all times, learners who do smoke will be supported and will be referred to appropriate agencies who can positively help in reducing the habit or quitting. We will provide if necessary areas where smoking may be permitted in order to stop the learners from non-attending, or seeking unsafe places in order to smoke. These areas will be supervised or monitored by staff.
- 4.9 Active Support encourages learners to improve mental and physical wellbeing through workshops, a healthy eating culture and physical exercise through time tabled sessions.

5. Rewards:

- 5.1 Praise and rewards encourage good standards of behaviour and discipline. Rewards have a motivational role in helping learners to realise that good behaviour is valued. Staff are therefore encouraged to make full use of the praise and rewards scheme and this includes:
- 5.2 Learners are given Daily Reward Slips which are signed by Keyworkers or Tutors at the end of each learning session, providing learners have shown an appropriate attitude to learning for that session.
- 5.3 Signed slips may be traded for treats and drinks from the Tuck Shop. Each session represents approximately 50p worth of spending on snacks and drinks. Learners are responsible for keeping their Reward Slips safe.
- 5.4 Keyworkers are encouraged to make contact with learners' homes to share positive feedback whenever possible.

6. End of term trips and visits - Rewards:

- 6.1 Weekly reports sent to schools include a score of how well each learner engages with learning and progressed against targets set by their keyworker. An average score is calculated over the term and learners with the highest average score qualify for the end of term trip.
- 6.2 Rewards include working towards achieving sports equipment, ear phones, music vouchers etc., which is given to learners for exceptional work and good behaviour.
- 6.3 Certificates are awarded to learners for positive behaviour and work, learners who do exceed their targets will be selected to be displayed on the Active Support Achievement Board in Reception.

7. Sanctions:

- 7.1 Sanctions should be fair, consistent and should support the Active Support Behaviour code.
- 7.2 The following should always be taken into account.
- 7.3 The nature of the behaviour being sanctioned.
- 7.4 The age of the learner.
- 7.5 Any special educational needs.
- 7.6 When sanctions become necessary, the first stage is individual sanctions as agreed by the centre manager. This may be followed by referral to the Directors. (See Behaviour Management Strategy).
- 7.7 Staff make a decision at the end of each session as to whether slips should be signed. Staff should give clear warnings throughout the session before the signature is taken away. Good practice will allow learners the opportunity to gain the signature back through a change in attitude, hard work or extra effort. (Steps to "Putting it Right").
- 7.8 Learners may need to stay behind during activity sessions to complete unfinished work, for example, during the lesson, all efforts to avoid this action are taken:- the 3 warnings strategy is used to give learners an opportunity to turn it around.

The following actions may then be taken if appropriate:

- 7.9 Centre Manager refers learner to Behaviour Support Worker
- 7.10 Reduction in the scores given for the weekly reports.
- 7.11 Parent/carer and / or school contacted, possible meeting organised to discuss concerns.
- 7.12 Completion of the notes section on the online AP Tracker, to record serious incidents or constant low level disruptive behaviour.

- 7.13 Fixed term exclusions will be issued for serious incidents or persistent low level disruptive behaviour. In more serious cases this may result in a permanent exclusion.
- 7.14 Physical Intervention will only be used as the last resort, if a learner is in danger of hurting others or him/herself physical intervention will be used.

8. Support:

- 8.1 Most effective discipline is always that administered by the member of staff concerned, however, this policy recognizes that there will be occasions when staff may need support, especially staff new to the provision.
- 8.2 Staff will receive support through staff training, induction for new staff and through their line managers.
- 8.3 In addition to this, the following support is available:
- 8.4 In the first instance staff should refer to centre manager for support. Staff will record incidents on the online AP Tracker in the notes section and inform the Centre Manager/Directors, who will then make contact with school and/or home as required.
- 8.5 Staff will, where necessary, after discussion with centre manager refer learners to our Behaviour Support worker for:
 - 8.6 Anger Awareness strategies
 - 8.7 Soft skills curriculum
 - 8.8 Individual alternative timetables
 - 8.9 Conflict resolution (in-house)
- 8.10 The Behaviour Support worker will liaise with the Centre Manager to discuss and agree a reintegration plan.
- 8.11 The Wellbeing team offers emotional support through life skill sessions, and keyworker referral.

9. Monitoring and Evaluation:

- 9.1 This policy will be monitored by:
 - 9.2 Classroom observations
 - 9.3 Online AP Tracker – learners notes section.
 - 9.4 Weekly reporting and online tracking register (OTR).
 - 9.5 Referrals to wellbeing team and keyworkers
 - 9.6 Exclusion figures and attendance figures
 - 9.7 External and internal audit reports

10. Behaviour when Travelling on the Active Support Buses:

- 10.1 All learners will wear seat belts any learner who refuses will be asked to leave the bus and walk back to the centre.
- 10.2 Appropriate music supplied by staff will be played on the bus during travel.

Appendix One:

Code of conduct – Learners:

Learners are encouraged to remember our “4 R’s”

- Responsibility for our actions
- Respect yourself
- Respect others
- Respect your environment

Learning

All learners will:

- Help each other learn.
- Recognise their own achievements and that of others.
- Always do their best.

Behaviour

All learners will:

- Be co-operative with everyone in the provision.
- Have a positive attitude to learning.
- **NEVER BULLY or pass off comment making fun of others as banter.**
- Care for the provision environment.
- Try to resolve problems positively.
- Refrain from chewing gum.
- Keep mobiles silent and out of view in lesson times. (Unit 1).
- Phones to be handed into staff on request. (Unit 2 and 3).
- Take outside coats and hats off while in the classroom. (Unit 2 and 3).
- Be aware of the steps to putting it right.
- No Smoking on the premises at any time.



Language

All learners will:

- Be polite and respectful to others.
- Avoid using foul, racist, sexist, homophobic, biphobic or transphobic language.
- Not make fun of others.
- If you want to speak to someone, your keyworker, manager or wellbeing team are always available.

Appearance

All learners will:

- Will wear appropriate clothing to allow them to participate in activities.

Safeguarding

All learners will:

- Allow staff to search personal belongings on request.
- Allow staff to use a metal detector on learners on request.



Signed by Learner:

Date:

Active Support Code of Conduct

Professionalism:

All staff will be expected to follow the safeguarding policy and procedures including KCSIE 2019, The Threshold Framework – Meeting the Needs of Children and Young People and their families in Luton and Working together DfE 2018.

- Staff will be expected to dress appropriately for school, smart casual, no jeans.
- Be prepared for all lessons.
- Manage the entry and exit of learners to and from sessions in an orderly and quiet way, supervise non-teaching times, i.e. lunch times.
- Know and treat the learners as individuals.
- Model the standards of courtesy and behaviour expected from the learners.
- Use appropriate tone and volume of voice when talking to learners.
- Use appropriate body language when talking to and dealing with learners.
- Emphasise the positive.
- Make valid, fair and consistent use of interventions.
- Use private rather than public interventions where possible.
- Always keep yourself safe, keep classroom doors open.
- Use of personal mobile phones during school must be kept to a minimum and only used in an emergency during lessons or during break and lunch times.
- Whistleblowing: If you think your organisation is putting children at risk even if you are not certain, you must tell someone, if you don't want to talk to your manager you can contact the Chair of our Management Committee, Sujel Miah – his email address is sujel_miah@hotmail.com or the NSPCC helpline on 0800 028 0285 help@msfcc.org.uk
- All monitoring and storage of data, use of personal information will be in line with the new Data Protection Law and GDPR procedures and Confidentiality Policy.

Behaviour Management:

- Address the behaviour and not the person, use the Behaviour Management Strategy policy when dealing with confrontation. (Appendix 1)
- Adopt a flexible teaching approach, support colleagues who may require assistance.

Behaviour Policy:

All staff to read and adopt the behaviour policy when working with learners

- Make learners aware of consequences of negative behaviour on staff and other learners, including challenging inappropriate language.

Smoking Policy:

Discourage Learners from smoking, offer support to help quit. Refer to appropriate agencies. (Appendix 1: Smoking Policy) No smoking is allowed on school premises.

Physical Contact:

- Minimise physical contact with learners, i.e.no play fighting, set good examples, beware of personal space and boundaries between staff and learners. .
- All staff must have completed physical restraint training before use of physical intervention or holding. Please refer to safeguarding policy.

Safeguarding:

- All staff must read the Safeguarding policy and ensure they are familiar with keeping themselves and learners safe.
- Report any concerns to your line manager. Serious incidents need to be referred to the Designated Safeguarding Lead (Matt Ford) or DDSL. (Shahed Koyes) immediately.
- Staff to familiarise themselves with signs and symptoms of abuse, as set in the Safeguarding Policy and to be aware when working with our learners, any concerns to bring to the attention of their line managers immediately.
- All Active Support Policies should be read, especially the Safeguarding policy, Wellbeing and Mental Health policy, Behaviour Policy, Acceptable Usage policy and GDPR policy which will be covered in the induction process within the first month of starting at Active Support.
- All staff must complete mandatory training such as Safeguarding, GDPR, Wellbeing and Mental Health, CSE, FGM Prevent and any new training as set out in the Annex A safeguarding policy within their probationary period.

Photography/video's:

- Permission forms from parents/carers must be completed before any photographs are taken and must be taken on the school phone or camera.
Photos should be shared with the learner to check they are satisfied with the content. If material is to be used for publishing (i.e. ASEC social media, prospectus or website) staff must ensure that permission has been granted by checking the referral form in the student file. NEVER add names or personal information, always check if unsure. No photographs of learners are to be taken on personal mobile phones

Gifts and Rewards:

- Please read the behaviour policy regarding our policy and procedures for rewards and sanctions. Gifts and rewards should only be used as an incentive for learners as often as possible. Our ethos is that small changes make a big difference. Rewards can be in the form of praise, phone call home, treats from the snack cupboard, vouchers, certificates and trips.

Company Vehicles:

- Anyone can drive Active Support vehicles as long as they are over 25 years old and have a full clean driving licence. When transporting learners please make sure you are accompanied by another member of staff. Please refer to our travel and transport policy for further information.

Name:

Unit:

Date:

1. If a pupil fails to comply with a search, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend. (you will need to let Dawn know if you are sending them home for a search refusal.)
2. You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.
3. There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and / or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.
4. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.
5. Where a person conducting a search finds alcohol/tobacco/cigarette papers/lighters/fireworks, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the pupil. Where they find controlled drugs/stolen items/weapons, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.

Schools are not required to inform parents before a search takes place or to seek their consent to search their child. There is no legal requirement to make or keep a record of a search. We inform all parents