

Policy for the management of behaviour (R.E.A.L. Alternative Provision School)

Review Date: 10/09/2017

Revision history:

07.09.16 - reviewed and updated to include new links to positive behaviour management

09/09/2014: - Jon Glover, R.E.A.L. Training and Development Manager.

Update was made in regards to guidance surrounding use of reasonable force when making physical interventions with children and young people. The update includes legislation from the 'Education and Inspection Act (2006)', and also details of Nottinghamshire County Council's adoption of the MAPA approach which was established with using guidance from the DfE in 2002.



01/03/2013: - No amendments made.

01/03/2012: - No amendments made. Policy duplicated for R.E.A.L. Independent Schools.

01/03/2011:- Policy written for R.E.A.L. Education Ltd.

Introduction and aims

In striving to meet the goals and the principles of Every Child Matters, R.E.A.L. Alternative Provision School expects a high standard of behaviour from all students, staff, parents/carers and visitors. In this way we may create a productive working environment where every learner can:

Make a positive contribution
Stay safe
Be healthy
Enjoy and achieve
Achieve economic wellbeing

As an organisation :

- We are committed to ensuring that all staff are trained in the positive management of behaviour
- We shall strive to achieve a stimulating, orderly and secure environment where students respond to the challenges of learning both independently and through positive interaction with others
- We shall seek to promote and develop positive personal relationships between individuals, based on creating a safe and healthy environment that is focussed on co-operation, mutual respect and teamwork
- We shall encourage a caring and responsible attitude towards the lives, opinions and property of others at all times
- We shall support every student in developing a sound understanding of right and wrong; appreciating the needs of others, the environment and the community around them
- We recognise that the positive management of behaviour is a basis for the delivery of effective teaching and learning
- We shall encourage the self-management of personal behaviours and effective self-control
- We shall help to prevent all forms of bullying. All matters of bullying will be addressed appropriately with parties involved
- We shall encourage behaviours that acknowledge the well-being and the health and safety of others

Making a positive contribution through respect

R.E.A.L. Alternative Provision School seeks to create an environment in which effective teaching and learning can take place. The principles underlying this behaviour policy are based on respect.

- Respect for self and others
- Respect for the environment
- Respect for the community

Respect for Self

Everybody should:

- Adopt a sensible and appropriate manner whilst participating in all activities
- Aim to achieve to the best of their ability
- Eat regularly and healthily
- Adopt safe practice and listen to the guidance of tutors
- Take any required medication as prescribed, in accordance with medical advice
- Plan carefully for their future wellbeing

Respect for Others

Everybody should:

- Allow others to learn to the best of their ability
- Treat everybody with careful consideration and listen to their views
- Respect the right of others to hold their beliefs and opinions; even though they may differ from their own
- Be aware of the safety and well-being of others
- Support others in trying to develop a healthy lifestyle

Respect for the Environment & Community

Everybody should:

- Treat their own property and the property of others with care
- Treat buildings, equipment and grounds with care
- Be aware of the dangers the environment can pose and take appropriate action
- Strive to make a positive impact on their environment and community through learning and positive behaviours

Code of Conduct (See RESPECT DOCUMENT FOR STAFF AND STUDENTS)

The Code of Conduct for R.E.A.L. Alternative Provision School is a set of guidelines for all participants that will be displayed in school for all to view. It consists of a number of 'Do's and Don'ts' that demonstrate values linked to "Respect" and the core developmental principles of the programme. These are introduced to all new participants and reviewed by groups to ensure student voice is considered in any revisions. When appropriate, they may be drawn to individual attention in order to reinforce their importance.

Making a " Positive Contribution" to the management of Behaviour

R.E.A.L. Alternative Provision School believes that high standards of behaviour are achieved through:

1. A versatile and dynamic curriculum that is appropriately differentiated to meet individual need, which is identified on entry through baseline assessments
2. A well structured and organised environment where everyone feels safe
3. Positive and consistent management of behaviour

To ensure a consistency of approach, the team adopts the principles set out in the model of training known as MAPA (Management of Aggression and Potential Aggression). All staff have access to training and regular updates in the positive approaches to managing behaviours.

There is a key focus on establishing positive role modelling and emphasis on the key value of building a quality professional, yet close, relationship with the students in our care.

This enables the setting of clear and consistent expectations and positive reinforcement of good behaviour. Tutors affirm good conduct and students are made aware of the impact of appropriate behaviours for themselves, their peer group and the wider community.

The positive management of behaviour is underpinned by the adoption of a number of key principles:

- A positive approach adopted by all
- Clear and consistently applied rewards and sanctions
- Clear expectations for behaviour
- Creating an organised, secure and well structured environment
- Meeting the specific needs of students
- The modelling of appropriate behaviours

- Placing an emphasis on examples of good behaviours
- Following a basic practice model of the pyramid of responses that is based on a solid foundation of early intervention and prevention through the use of appropriate and consistent strategies

The encouragement of appropriate behaviour

R.E.A.L. Alternative Provision School believes that appropriate behaviours stem from positive self-esteem and a genuine feeling of value or self-worth. We strive to encourage the development of self-esteem by ensuring that students feel secure, safe and experience success, which is acknowledged and built upon through a regular system of review and individual planning. This is reinforced in a number of ways including:

- A strong commitment to student voice—in listening to students and understanding their needs and expectations
- Celebrating achievement publicly and privately
- Giving immediate feedback—verbal praise for individual achievement
- Adopting an approach of individual support and encouragement
- Student participation in evaluating their achievements and planning for their personal development
- Student engagement in the reviews of their progress

The 5 outcomes of Every Child Matters figure strongly in the review and target setting of all students. Targets focus the student on making positive contributions and, in doing so, aim to impact directly on improving behaviours.

Rewards & Sanctions

In commissioning work from a range of organisations, R.E.A.L. Alternative Provision School will tailor its provision where necessary to meet the rewards and sanctions policies of those organisations. Its own “Rewards and Sanctions” Policy has been established to both compliment other organisations and meet the core values upon which R.E.A.L. provision is based.

R.E.A.L. Alternative Provision School seeks to promote a positive ethos by praising students for working to their personal potential and helping to establish an environment

where individuals feel comfortable enough to accept praise. By helping them to appreciate their strengths, and recognise the success of others, we shall strive as an organisation to enable the individual to make a positive contribution to their community whilst raising their

own self-esteem. RAPS now has a vehicle to track positive behaviour in each session electronically

Rewards may be linked to:

The completion of work, improved effort, willingness to participate, contribution to the group, co-operation and teamwork, thoughtful actions towards others and personal achievement and should be given when the student:

- Shows a contribution above that expected for the cohort
- Exceeds his/her previous standards for the activity
- Produces work of a consistently good standard

Rewards should be given appropriately, taking into account the nature of the individual in order to avoid causing embarrassment. In all cases there needs to be a level of consistency in the use of reward and at no time should rewards be given:

- As inducements
- When they are demanded by a student
- Excessively—as over use will only serve to devalue their purpose.

Types of reward include:

- Positive comments in class and/or reinforcement at end of session
- Reporting positive behaviour and academic achievements for reviews
- Positive feedback to parents/carers, school, referring organisation
- Feedback at organised events

Sanctions

Where students do not conform to the Code of Conduct and exhibit behaviours that may put the learning and safety of other learners at risk, R.E.A.L. Alternative Provision School uses a range of sanctions that can be tailored to meet the specific issues that are raised. These can be focussed at individual or group level. Sanctions should be used as a last resort when all other strategies have been exhausted . This takes account of the types of students we care for and the often challenging behavioural patterns they have previously exhibited in 'mainstream' educational and community settings.

Sanctions should be considered when behaviour is:

- Below the standard expected by the programme
- Below the standard of that student
- Of a consistently poor standard

In taking a positive and consistent approach to the management of behaviour it is essential that all professionals working with that student should avoid:

- Negative personal comments
- The punishment of the whole group/class for the behaviour of one individual
- The overuse of sanctions—giving negative feedback
- Aggressive behaviour e.g. shouting
- Actions that will ridicule the student, including sarcasm or causing intentional embarrassment
- Labelling the student instead of confronting their action and behaviour
- Responding to the secondary behaviours that may come about through the mismanagement of the initial behaviour and therefore escalate the issue

The following day to day sanctions may be considered:

At an individual level by:

- Making our disapproval clear - by a look, by quietly talking to the student, by sharing a general disapproval of the identified behaviour to the class
- Removal from the situation to individually counsel

If the behaviour has longer term implications we may consider:

- Moving the student to a different group/class if their presence is having a negative influence on their ability to learn or the learning of others
- Meet with student, parents/carers and caseworker to discuss future conduct
- In the event that a student's actions give concerns regarding health and safety of themselves or others, or they are of a serious nature to warrant immediate action, this may lead to the session being suspended for the day. Parents will be contacted and a meeting will be held in order to establish an appropriate way forward before any further sessions are attended

Powers of Members of Staff to use Force

As an organisation R.E.A.L. Alternative Provision School is committed to creating a calm and safe environment for all that minimizes the risks of incidents arising which might require the use of reasonable force. Force will only be used as an absolute last resort. Staff believe in de-escalating incidents as they arise in order to prevent them from reaching crisis point. Staff are skilled in promoting and rewarding positive behaviour, as outlined above, and will use various appropriate techniques in the management of groups.

Staff will only use reasonable force when the risks involved in doing so are outweighed by the risks involved in **NOT** using force.

Staff Authorised to Use Reasonable Force

Under Section 93 of the Education and Inspection Act (2006) the headteacher is empowered to authorise members of his/her staff to use reasonable force.

The following R.E.A.L. Alternative Provision School staff have been empowered to use reasonable force:

- Teachers/tutors and any member of staff who has control or charge of students in a given lesson or circumstance have permanent authorisation
- Other members of staff such as site staff and administrative teams also have the power to use reasonable force if a circumstance should arise in which immediate action should be taken

Deciding Whether to Use Reasonable Force

Under English law, members of staff are empowered to use reasonable force to prevent a pupil from, or stop them continuing:

- Committing any offence
- Causing personal injury to, or damage to, the property of any person (including the person himself)
- Prejudicing the maintenance of good order and discipline at the school, or among any students receiving education at the school, whether during a teaching session or otherwise

All members of staff will make decisions about when, how and why to use reasonable force. To help staff in making decisions about using reasonable force the following considerations are helpful:

- Whether the consequences of **NOT** intervening would have seriously endangered the wellbeing of a person
- Whether the consequences of **NOT** intervening would have caused serious and significant damage to property
- Whether the chance of achieving the desired outcome in a non-physical way was low
- The age, size, gender, developmental maturity of the persons involved

Staff are expected to remember that physical intervention is only one option and for behaviours involving extreme levels of risk it may be more appropriate to gain support from other agencies, including the police.

Staff Training

Staff at R.E.A.L., who have been identified as needing training in this area, will have access to physical intervention MAPA* training through Nottinghamshire County Council who deliver nationally accredited courses.

These courses provide participants with an insight into recent legislation and guidance that could impact on practice, as well as a range of physical and non-physical strategies to help manage the risks posed by the behavior of children and young people.

*Nottinghamshire County Council has adopted the MAPA (Management of Actual and Potential Aggression) model, which is accredited through BILD (British Institute of Learning Disability) in line with joint government guidance issued by the DfES and DoH in July 2002.

Procedures are in place to ensure that significant incidents where staff have had to use force are recorded and reported. These records must be made as soon as practicable after the incident.

Bullying

R.E.A.L. Alternative Provision School defines bullying as a wilful, conscious desire to hurt, threaten or frighten someone.

We adopt a preventative approach towards bullying and recognise the need to act as a vigilant and coordinated organisation to stop bullying occurring. We communicate a strong anti-bullying message to children and parents through the school ethos.

We provide children with strategies to address the issue of bullying and seek help from adults if necessary to prevent it. We will follow-up every incident of bullying appropriately and will include relevant parents/carers, caseworkers and agencies in our discussions.

R.E.A.L. will seek to:

- Involve parents to ensure that they are clear that the school does not tolerate bullying and make them aware of procedures to follow if their child is being bullied
- Involve pupils to ensure that the school's approach to bullying is set out and also make them aware of procedures to follow in the event of bullying
- Regularly evaluate policies in line with technological advances, for example 'social networking, internet and email policy'
- Be consistent in implementing disciplinary sanctions around bullying
- Openly discuss potentially contentious issues such as race, religion, disability, sexuality in order to intervene before any bullying occurs
- Make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on
- Celebrate the success of pupils in order to create a positive school ethos around the issues of bullying

Support for Staff

Our aim is that all members of staff work collectively to ensure and maintain the highest possible standards of behaviour. Initial training is provided to all new staff engaged with students when they join the organisation and on-going guidance from experienced practitioners through observation, feedback and one to one discussion forms part of our development processes.

Support is available at every stage and in every situation from colleagues and managers who can pass on their experience in dealing with similar situations. Use of the Area Manager as a point of contact for advice is strongly encouraged and they will assist in the management of more serious incidents.

Enlisting a senior colleague to visit and observe can help behaviour management in the classroom. Advice and suggestions based on observation are often of real practical benefit.

Management of behaviour requires all staff to have an open attitude and a willingness to take advice. Our collective responsibility to promote good behaviour will help to ensure a consistent approach across the organisation.

Monitoring

Responsibility for the application of this policy is with all practising staff. Monitoring of applications of the policy across the organisation is the responsibility of the Head Teacher, who will report regularly to the Senior Management Team through team meetings and personal supervisions. The Senior Management Team will review and evaluate as part of their regular agenda.

Evaluation

This policy will be reviewed annually in consultation with staff, students, carers/parents, referring organisations and relevant agencies. Suggestions will be considered and implemented as necessary.

Criteria for evaluation will include:

- Feedback from young people
- Evaluation of staff feedback
- The impact of the policy on the management of behaviours
- Students' self-discipline and self-esteem
- Attitudes to one another, to school staff (teaching and non-teaching) and to visitors
- Aggressive behaviour or bullying

Support for Employees and Volunteers

R.E.A.L. Alternative Provision School emphasises the need for consistency and the integrity of policy to ensure and maintain the highest possible standards of behaviour. To this end, all new staff will receive initial training in the management of behaviours and will receive regular updates and courses as part of their continuous professional development.

Whilst it is acknowledged that the work of R.E.A.L. Alternative Provision School is primarily to engage with the most complex and challenging of behaviours and that all staff are suitably qualified and focussed on working with all that this entails, provision is made within the organisation for the regular support and supervision of all staff including volunteers. It is expected that employees and volunteers will use these opportunities to discuss and appraise any issues they may have regarding behaviours and the management of behaviours.

Quality Assurance

The management of behaviours within daily delivery will be scrutinised through regular quality assurance observations of work undertaken, with feedback being given to tutors and volunteers.