

Behaviour for Learning Policy – July 2020

Revised August 2021

## **Ethos and Values**

---

At Progression2Work we always attempt to fulfil our Mission Statement to provide an educational and social experience to meet the learning and emotional needs of our young people within the framework of a caring, supportive and structured environment. Young people will be helped to develop their individual potential for growth, self-worth and self-control through experiencing clear and consistent guidance and support on appropriate ways of behaving towards other people within the Hub and the outside world and realise an ambition for future, economic independence.

## **Aim of Policy**

Our aim is to encourage all pupils to:

- Learn to develop an understanding of the ways their behaviour affects other people.  
Learn to respect the reasonable needs, wishes and feelings of others.
- Learn to control and take responsibility for their own behaviour
- Learn to develop a responsible, supportive and caring attitude towards other people.
- Learn to develop a respect for property and for their environment.
- Consider the impact that their behaviour has upon learning.
- Understand that a partnership between home and Progression2Work exists

## Classroom Management

We have a consistent approach throughout Progression2Work in the management of pupil behaviour, this ensures optimum learning can take place. Staff meetings at the start of each term have a clear focus on behaviour and safeguarding in relation to school policy.

Every classroom has a Classroom Management Booklet which clearly outlines the expectations of the Hub. The booklet can be found on the wall in every classroom. It informs and gives guidance to all staff of the day to day management of the Hub, including breaks, lunchtimes, detentions, rewards and sanctions and de-escalation

techniques that are familiar to the pupil.

All staff are made aware of this booklet and encouraged to read it before the pupils arrive at the Hub.

Each morning before pupils arrive there is a whole Hub briefing session; this is used to inform staff each day on updates regarding Behaviour, Safeguarding, staffing and any other relevant information required for the day. If there is an issue with staffing the briefing will be written on the whiteboard located in the Head Teacher's office. There are timetabled whole Hub staff meetings throughout the academic year to discuss Behaviour Management within the Hub. Staff can request a meeting with the Head Teacher at any time if they have concerns over a group or individual pupil, the Head Teacher can also request a meeting with groups or individuals at any time to discuss with them her concerns regarding behaviour management. The Head Teacher will then feed back to the SLT and / Directors when necessary.

To ensure and maintain good behaviour in lessons teaching staff are expected to have considered the following points in their planning

- The structure of the lesson to ensure a consistent approach to learning and behaviour
- The seating arrangements
- Encourage/ model appropriate behaviour for optimum learning
- Engage pupils and maintain pace
- Consider the lighting, heat, noise level
- Differentiated work
- Good use of Teaching Assistant support

Individual Behaviour Support Plans are in place to support the pupils that can display challenging behaviour. These plans have been written by staff that are most familiar with the pupil and have proven strategies to help support the pupil if they are displaying challenging behaviour. These plans are a working document as the behaviour of a pupil can change significantly over a short period of time and staff should update as required. Pupils that have challenging behaviour also have an individual risk assessment for off site visits.

The Behaviour Support Plans are discussed with the parent/carers and commissioning schools, at the beginning of the Academic Year and a copy is provided for them, if parents have any concerns over the plan they can request a meeting with the Head Teacher to discuss their concerns. All plans are reviewed at the start of a new term. All plans are reviewed by the Head Teacher

The Behaviour Plans are structured in the following way:

### **Stages of behaviour**

**GREEN** = calm and relaxed

Proactive strategies are part of the behaviour support plan and aim to support the student stay focused and happy. Proactive Strategies are designed to meet the needs of the student without them needing to focus on challenging behaviour. This part of the plan should include any strategy that can be used to support a pupil to remain focused and on task.

**AMBER** = anxious or signs of becoming distressed

This part of the plan describes what to do in response to the early warning signs and to help you intervene as early as possible to prevent the pupil displaying challenging behaviour

**RED** = incident.

A reactive plan to describe what you should do or how to manage in response to challenging behaviour as safely and quickly as possible, to keep the student and those around safe. Physical intervention should be a last resort and not used as a long-term solution

**BLUE** = calming down but monitoring required / return to green

This is when the incident is over, and the pupil is starting to recover and become calm and relaxed again. What strategies are best to support the pupil currently enabling them to return to the green stage?

A copy of the Behaviour Plan can be found in the Head Teacher office.

### Support Strategy throughout the Hub

All students throughout the Hub are aware that they can have five minutes out of the classroom to 'calm down.' Pupils will sit on the chairs outside of classrooms in designated areas. A small number of pupils find it difficult to use the chairs and they find going outside into a more open space a better strategy. This is recorded on their IBP and staff working with that individual will be aware of this. Staff will sometimes

discreetly tell pupils that they need to go and have five minutes out or the pupil has recognised themselves that they need time out and will ask staff if they can go. This is to be encouraged as a de-escalation technique to enable pupils to become better self-managers in sometimes challenging situations and give them the thinking time they require to re-focus themselves, enabling them to return to their lesson without any loss to learning. If pupils have managed to do this and no other behaviour has been presented there will be no sanction put in place. The 5 minutes out is managed in different ways depending on the individual

- Some pupils prefer to sit for 5 minutes alone and then be told when the time is up
- Some pupils use a 5-minute timer and return to lesson when the time is up
- Some pupils prefer a member of staff to sit with them but not speak
- Some pupils prefer to talk the situation through, solutions given and then they can return to the classroom

The IBP will inform staff of the most appropriate strategy for the individual.

Pupils that can display unacceptable behaviour have a behaviour recording chart in the classroom which is kept in the target file. All members of staff in the classroom are responsible for completing the charts. This chart records low level behaviour and is filled in if after advice and support to modify behaviour continues to be ignored and the behaviour escalates. The information in these charts is used to track a pupil's behaviour and monitor if there are any patterns emerging.

To help pupils to achieve schools aims, guidance is given about which behaviours are supportive and helpful and make Progression2Work Hub a better place to be and to identify which behaviours are not acceptable. These targets also apply on all off-site visits.

Progression2Work Behaviour for Learning Targets are:

- Be kind, considerate and polite
- Everyone listens to each other
- Respect each other and each other's property
- Be responsible for your own actions and decisions

These targets are displayed in all classrooms and all staff are expected to remind students of Progression2Work expectations.

### **Showing Respect for Other People**

This would include behaviours such as:

- Speaking to adults and young people politely and without saying anything which could offend or upset them.
- Understanding what might upset and offend other people and taking care to respect their views and opinions. Any comments which put people down, upset them, are offensive, racist or sexist, or threaten those in any way are not acceptable.
- Showing respect for other people's personal space by not touching, hitting, bullying or intimidating them. Any threat or action which might physically harm, hurt or frighten another person is not acceptable.
- Understanding that people have tasks and work to do and allowing them to get on with their work without disturbing them. It is not acceptable to interfere with another person's learning or teaching.
- Showing concern and support for other people, especially when they are having difficulties. Co-operating with other people and understanding that this involves considering their views. It is not acceptable for young people to join in with, or encourage, another person when they are having a difficulty.

### **Showing Respect for Property**

This would include behaviour such as:

- Respecting other people's property and work and not damaging it. It is never acceptable to interfere with somebody else's work.
- Respecting and contributing to displays around the school. These are a celebration of our success as a school and community.
- Looking after the school equipment that we use.
- Looking after the building, its furniture and furnishings and the environment.
- Understanding that damage to property upsets people, spoils our environment and is not acceptable.

### **Working in Lessons**

This would include behaviour such as:

- Listening to teachers' instructions and explanations about the lesson – doing the task asked of you as well as you are able.
- Asking for help when it is needed.

Refusing to take part in a lesson or causing disruption to classes prevents other people from learning and is not acceptable.

### **Keeping to the Routines of the Hub**

This would include behaviour such as:

- Going to the right place for different lessons and activities during the school day. Wandering away from a designated area is unacceptable because it can be dangerous and prevents learning from taking place.
- Keeping away from places where access is not allowed either because they are private or dangerous. This would include people's offices and personal rooms, staff rooms, the roof and the boiler house.
- Ensuring that all aspects of the Hub's Non-Smoking Policy are always adhered to.
- Handing in any personal items not appropriate to the Hub environment, including hats, personal stereos, cigarettes, mobile telephones, etc., either on entry to the building in the morning to members of SLT or to the class staff to go into the locked cupboard, these are returned at the end of the school day.
- Any pupil suspected of being in possession of knives/ weapons, alcohol, drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images or any article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence, cause personal injury, to or damage to the property of, any person (including the pupil) will be searched by a member of the Leadership Team with a second member present. The Hub Principal Head and other staff authorised by them have a statutory power to search pupils or their possessions, without consent from the pupil.
- Hub staff can also seize any item, they consider harmful or detrimental to school discipline.

- The Police may need to be contacted in certain circumstances. Parents will be contacted to inform them of confiscated items.
- Behaving in ways that are safe and therefore do not put other people at risk.
- Everyone in the Hub has a responsibility to use safely, the equipment that is available.

### **Encouraging Appropriate Behaviour**

To encourage pupils to develop an awareness of their own behaviour and its effects on others and to help them develop mature and thoughtful self-control, we use a variety of strategies based on the following beliefs:

- That appropriate and supportive behaviour should always be acknowledged, valued and rewarded.
- That young people's self-esteem should be enhanced.
- That inappropriate behaviour will be challenged.
- The principle strategy that we use to value and regard appropriate and supportive behaviour is our daily points system.
- The school extensively uses informal rewards to acknowledge the value of appropriate positive behaviour and these include:
  - Certificates
  - Visual reward
  - Verbal praise from staff
  - Phone calls, text message or email home
  - Specific individual praise from the staff in assemblies
  - Informal rewards – additional Reward Points
  - Home/School diaries

### Rewards System

#### **AIM:**

- To reinforce positive behaviour within Progression2Work Hub
- For pupils to collect as many points as they can to use towards a trip out or to spend in the virtual reward shop.

- For the pupil to take control of their own behaviour and recognise the rewards for doing so.

### **How to use the Reward System**

- Each lesson will be worth one target point. This will be awarded if the pupil has achieved their four IEP targets during the lesson.
- Exceptional work or achievement can be enhanced with additional Reward Points
- Reward points will be awarded for behaviour, conduct or actions that you think are above the normal expectation for that individual pupil.
- All staff are encouraged to use the Reward System.
- Each pupil will have a daily reward chart.
- Each Friday pupils/staff will add up the total points earned for the week and add this to the previous week. An opportunity will then be given to spend or save their points.
- Reward Points will be deducted from pupils if they deliberately cause damage to school property or their work.
- Reward points can only be deducted from pupils by the Head teacher after an incident has been recorded on an incident form.

### **Discouraging Unacceptable Behaviour**

We recognise the need to challenge inappropriate behaviour when a pupils conduct falls below the standard which could be reasonably expected of them, within an understanding, caring, supportive context, but equally recognise that at times the acting-out behaviours of the young people with whom we work can be so extreme that the challenge needs to be very structured and very direct.

Staff are encouraged to use a range of strategies depending upon individual circumstances and information in the pupils IBP. We aim to ensure that these strategies are supportive and helpful to the young person in enabling them to recognise the gravity of the difficulties that their unacceptable behaviours present. We do this in order that they should develop an understanding as to why their behaviour may well be viewed as inappropriate. Strategies in order to achieve this might include

- Verbal challenge and reprimand from staff.

- Isolation and detention.
- Discussion of incidents with a senior member of staff.
- The recording of the incident on the Hub Incident Sheets.
- Discussion of the difficulty with individual parents and carers.
- Taking away reward points in order to pay for deliberate damage

Level of behaviour have been broken down into two sections LOW and HIGH

### Sanctions for low level behaviour

#### Low Level behaviour

- Abusive or inappropriate comment
- Low level isolated incident of bullying
- Refusal to co-operate
- Throwing a small object
- Low level disruption to the classroom
- Leaving the room without permission

Low level behaviour incidents are managed by the staff within the classroom and the pupil can re-engage with their lesson or activity quickly with minimal disruption to self or others.

#### High Level Behaviour

All incidents involving high level behaviour need to be reported to the Head teacher immediately. This is to offer additional support or take over a situation enabling the member of staff to return to the classroom

Below is the consequence for the unacceptable behaviour being displayed. Some, not always all, will be used depending on each Individual incident.

Behaviour type	Behaviour defined	Consequence
Verbal abuse	shouting at staff using high level language or threats	Loss of reward time / removal /

Hate comments	Language or threats based on a person's gender, race, sexuality	Record on incident form, Loss of reward time. Continuing episodes will result in a meeting with Head teacher. Parents are informed and if necessary, invited to Hub Police involvement if necessary, Chain of meetings ending with meeting with commissioning school
Damage to property or work	, Broken equipment Damage to chairs, table doors etc.	Asked to leave the room to settle and work in separate area Loss of reward time and points.
Refusal to take part	Does not complete any or little work in the lesson	Catch up session Work sent home for completion Loss of reward time
Threatening	Level of intervention required determined on each individual incident	Removal from room Loss of reward time Parents contacted
Bringing drugs or alcohol on to premises or under influence	Students at risk of taking drugs or alcohol Students at risk of buying items Students incapable of making sensible and safe choices	Parents and commissioning school contacted Items removed and destroyed Taken to hospital if behaviour is alarming Referral to Police / LADO? SC if LAC
Disrupting the learning of others	Staff are repeatedly having to stop teaching to deal with disruption	Asked to leave the room to work in another room for the remainder of the lesson Loss of reward time and points
Bullying	<b><u>See Anti – Bullying Policy</u></b>	Isolation / loss of rewards Meeting with JC PV or JV Chain of meetings ending with SLT Disciplinary
Absconding from school	Pupil has left the school site without permission from any member of staff	All missed work to be caught up Parents and commissioning school informed LAC children will also have SW informed Police to be informed is student is out of sight and / or in danger.

Assault	Injury with intent to harm	Exclusion / Internal exclusion Possible police involvement Chain of meetings ending with SLT Disciplinary	
Assault	Serious injury with intent to harm bite with injury, punch, head butt, use of a weapon, body rush with intent to harm	1 <sup>st</sup> time	Exclusion / Possible police involvement
		2 <sup>nd</sup> time	Exclusion / SLT meeting /possible police involvement

All High-Level behaviour incidents are recorded on an incident form. These forms are filled in on the day of the incident and are signed by members of staff that dealt with the incident and any other staff that were involved or witnessed the incident. All incident forms are recorded on the Hub recording system and actions, interventions are put in place as necessary to support the individual, staff member, or whole class.

Behaviours such as those highlighted above may also result in pupils requiring physical intervention, we would hope that such incidents would be rare. However, when physical intervention does take place, every care will be taken to protect the well-being of both pupils and staff. If, through the recording of such incidents it becomes apparent that the management of a pupil’s behaviour requires more than occasional physical intervention, then an Individual Handling Plan will be developed and is attached to the pupils IBP. The purpose of such a plan will be twofold:

- For the Hub to be proactive in planning for such an eventuality.
- To demonstrate our commitment to pupil welfare by planning for them as individuals with individual needs.
- The safeguarding of the pupil and the members of staff

In determining whether a sanction is reasonable, section 91 of the Education Act 2006 says a penalty must be reasonable in all circumstances and that account must be taken of the pupil’s age, special educational need, any disability they may have or religious requirement affecting them. It must not breach any equalities or human rights.

Progression2Work have rooms/areas which can be used to support pupils reflect on behaviour, calm or rest after an incident.

Once control is regained and staff feel that a pupil can move forward, they will either return to the classroom, work in a separate area for the remainder of the lesson. A pupil with a sustain behavioural issue or a very high-level incident can be moved to outreach for a period.

There may be times, following a serious incident, when a period of exclusion from the Hub is felt to be appropriate.

Such a decision to exclude a young person from the Hub will never be taken lightly and will always be the result of an internal discussion with the Head Teacher, commissioning school and Directors which will review the circumstances of the incident, including the incident's antecedents, and will only be used in circumstances where serious issues have arisen as a result of the young person's inappropriate behaviour.

An internal exclusion will always be discussed as an alternative to an external exclusion, but each serious incident will be discussed on its own circumstances.

### **Absconding**

Progression2Work Hub has preventative measures in place to try and prevent pupils from absconding.

Pupils that abscond from the classroom are to be observed and encouraged back into the classroom, if a student chooses to abscond out off site we will inform parents , commissioning schools and the police that they have absconded straight away. If they are in sight of school staff, monitor and try to verbally encourage them back into school, if after 5 minutes this has failed in form office staff to contact parents. The Safeguarding Director in the Hub will always need to be informed if a pupil has absconded from the Hub. If the pupil decides to climb wall/fence it is Hub decision not to use physical intervention to try and prevent them from doing this ensuring the health and safety of all parties.

Pupils that abscond from school will be required to complete the work missed in a detention after school that day or the following day, or complete at home in the first instance

### **Recording and Monitoring Behaviour Data**

The Headteacher is responsible for co-ordinating information regarding pupil's behaviour. Through robust recording by all staff members, detailed information regarding pupil's behaviour can be analysed and frequency of behaviour issues, lessons, and times of day or any loss to learning can be identified and addressed. The analysed data will be matched against any concerns raised following lesson observations or Learning Walks.

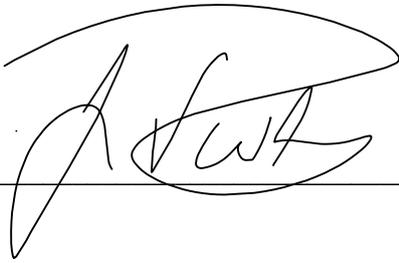
Progression2Work Hub use behaviour points system to monitor pupil's behaviour. The behaviour points enable a quick reference to individual pupil's performance regarding behaviour incidents in school.

The Headteacher is responsible for reporting to the Directors on behaviour management and physical intervention.

### **Legislation and Statutory requirements**

#### **This policy is based on advice from the Department of Education**

- Use of Reasonable Force – advice for Head teachers, staff and governing bodies July 2013
- Screening, Searching and Confiscation– advice for Head teachers, staff and governing bodies February 2014
- Safeguarding Keeping Children Safe in Education most recent advice
- Behaviour and Discipline in Schools- Advice for Head teachers and school staff January 2016
- Equality Act 2010
- Education Act 2002
- Education and Inspections Act 2006

Signed  Director Date August 2021



Progression 2work is a Limited company registered in England and Wales |  
Registration Number 10975313  
Registered office: Progression 2work | 110 High Street | Alfreton | Derbyshire | DE55  
7HH