

ADDRESSING NEGATIVE BEHAVIOUR (Phase 2)

*'Learn from yesterday, live for today, hope for tomorrow.
The important thing is not to stop questioning'*

Albert Einstein

Introduction

We understand the huge importance of students being motivated (and able) to think and learn for themselves. Encouraging and enabling a child or young person to take responsibility for their own learning 'future proofs' them for life beyond school; the aim is for all of our students to be excited *and* equipped to discover and share in what life has to offer.

Working to develop this 'intrinsic responsibility' for learning is part of what makes our school distinctive. And a significant aspect of learning to take responsibility *for* myself is understanding the responsibility I have *to* others, including the way that my behaviour impacts both my own - and others' - learning.

*As a part of this, we **recognise** that:*

- Every student has the right to learn without distraction

*As part of this, we **require** that:*

- All students must arrive for school prepared, willing and ready to learn
- All students will treat our school with respect, and will work to build our school's positive contribution to our local community

Creating Individuals, Making Futures

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Context

As a school, we record examples of positive, helpful learning behaviour (that evidences an intrinsic responsibility for learning), and unhelpful learning behaviours (that evidence where this responsibility has yet to be developed).

The vast majority of unhelpful learning behaviour recorded in school relates to low-level disruptive behaviour. The amount of time taken by some staff in discussing low-level disruptive behaviour with students has previously been observed and questioned by visiting education professionals. Certainly, for both students and parents/carers, knowing that school is a safe, happy place where everyone can feel relaxed and able to learn, is fundamental. We take a good deal of pride in the variety of ways that so many of our students already demonstrate and model so many of the skills and behaviours necessary to learn effectively. However, it's also clear that in some cases this needs to improve. The purpose of this development in our behaviour policy and practice is to reduce unnecessary conversations around unhelpful behaviour, to raise expectations around behaviour generally and to deal with negative behaviour more efficiently and effectively.

Policy & Practice Development

To support this, we're developing our behaviour policy and practice for Phases 2, 3 & 4; some of these developments are Phase and age-specific. The purpose of these developments (across the school) is to:

- provide clarity for staff, students and parents about acceptable behaviour and the consequences for misbehaviour
- encourage students to take responsibility for their own actions
- eliminate disruptive behaviour, so that there's a culture of achievement, ambition and learning everywhere within the school at all times, and no learning time is wasted

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- enable staff to engage students in creative and purposeful learning, without the concern of poor behaviour as a distraction and disruption
- work in partnership with parents and carers to support and develop their child's positive attitude and approach to learning

This is intended to cover all aspects of school life, both within and outside of the Studio. It involves consequences that are decided and put in place by Studio staff, co-ordinated through the Behaviour and Phase Leads and carefully monitored by the Additional Needs team and the Strategic Leadership Team. The aim is to identify as early as possible any students who may need support, and to ensure sanctions are applied fairly and consistently across the school.

This will involve all students in Phase 2 operating under a five-stage warning system. Students will be informed about the consequence and what they are required to do. Home will be contacted at a very early stage to support. Consequences will increase immediately in the event of any argument, refusal or non-compliance.

This revised policy will **not** impact the vast majority of students who demonstrate the willingness and capacity to self-regulate their behaviour and self-direct their learning. We do appreciate that some students have additional needs which make it more difficult for them to regulate some aspects of their behaviour. These students require support that balances an understanding and appreciation of their additional needs with the student's need to learn to self-regulate and self-direct their own learning. This policy will be personalised and differentiated for individual students in line with our understanding of 'individual and different' learning.

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We also recognise the significant support we receive from parents. The development of our behaviour policy for Phase 2 recognises this support, and encourages helpful conversations between school, home and the student at an early stage.

The intended outcome of these conversations is that underlying needs and difficulties are identified as soon as possible, enabling relevant support to be developed and put into place. An early conversation may include staff working with parents/carers to complete an 'Underlying Individual Needs' (UIN) form. This allows us to understand a bit more about the student's earlier years, their life outside of school and other relevant factors (such as family relationships). The information helps us to decide where best to seek additional information, advice and support, and how best to use this. The form does *not* mean that there will be an automatic referral to our educational psychology provision, although other professionals we work with regularly (including our educational psychologist, educational psychology assistant, members of the Communication & Interaction Team, Education Welfare Officer etc.) can be involved in conversations about the student once this UIN form has been completed. This information (and these conversations) are then considered as part of an assessment and planning process for how support can be developed in school, and where support from outside of school may be appropriate. This can result in the school holding a Team Around Me (TAM) meeting, which brings together parents/carers and relevant professionals to discuss, plan and agree 'next steps' in support, formalised through an action plan that's reviewed regularly.

This planning and support process may include working regularly outside of usual school hours (e.g. working in school on a Saturday morning, where poor attendance has been an issue and we recognise the need for additional schooling to make sure the student doesn't fall behind in their learning). It may also include a decision for the student to be supported through our Additional Assessment Provision (AAP). This can include working within a space run by our school (and school staff) but *away* from the main school building, or (in exceptional circumstances) working in a school space that's run by other education providers (e.g. another approved School Improvement Service).

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The purpose in making sure parents/carers are involved in conversations at an early stage in this process is to make sure we are able to do things differently. The behaviour policy is not about enforcing a rigid set of rules, regardless of a student's needs and vulnerabilities; it's about making sure we're raising these difficulties and vulnerabilities at the earliest possible opportunity, and then working together to develop the additional and different support that may be required. The policy does require that parents/carers work together with school, alongside the student; it also requires the student to be willing to take their part in that process, and take responsibility for accepting and working with the support that's put in place.

At every stage in the process, there should be conversations between home, school and the student to look at what's working, what's still missing, and what's required next. Typically, in the very few cases where a fifth level of intervention (and fixed term exclusion) is required more than once, it's where the relationship between school and home isn't fully aligned, and/or where the student is unwilling to take responsibility for their part in the process, and/or where the school is genuinely unable to meet the particular needs of that student. Where the school is unable to meet individual needs, full support is given to identifying and accessing more suitable provision.

Once again, the aim of this policy is to make sure that we're all working as effectively as possible to identify any difficulties as soon as possible, and working together to develop and provide the support necessary to resolve these difficulties.

In parallel, and of equal importance, we will continue to work hard to recognise all of our students for their fantastic work, attitude and effort.

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'As a Student': Expectations for learning in the Studio

As a student, you are expected to:

- arrive in good time, and to be **ready to learn*** at the start of every lesson
- sit where you are asked, and remain where you are required to be; this includes moving when asked
- work in silence when an adult asks you to
- listen and behave respectfully when others are talking
- keep any 'off task' conversations for social time
- make sure your behaviour allows and supports other students to learn

** As a student, you can show you are ready to learn by:*

- *having any learning equipment out and ready to use ready for the beginning of the lesson*
- *having anything personal and not necessary for learning packed away ready for the beginning of the lesson*
- *sitting silently and listening to staff*

The purpose of these expectations is to make sure you develop the skills you need to be successful in your learning, and in life beyond school.

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Unhelpful Learning Behaviours & Consequences

To help everyone be clear about what is helpful and required (and what isn't), we've described the behaviours that demonstrate you're ready and willing to learn. What we've described below are *additional* behaviours which are unhelpful and which do not support learning. These behaviours are described in two groups, or 'levels', i.e. behaviours we're describing as **Unacceptable Behaviours**, and the more serious behaviours we're describing as examples of **Serious Misconduct**.

I. Unacceptable Behaviour

The following behaviours do not support successful learning in the Studio; they are not acceptable anywhere in the school (or, where appropriate, when travelling to and from school at the beginning/end of the day):

- Arriving late to school and/or lessons
- Running in school
- Shouting in school
- Pushing/shoving
- Inappropriate language or attitude
- Dropping litter/throwing food
- Not clearing away after lesson/break/lunch time
- Damaging property
- Inappropriate dress code

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You will receive an initial verbal warning if you are involved in any of these unacceptable behaviours. The member of staff giving you the warning may also require you to move somewhere else. If the unhelpful behaviour continues (and/or you refuse to follow staff instruction), you will receive a second verbal warning. A second warning will result in:

- an immediate telephone call/text message home, advising that
- you are required to work for 10 minutes in break-time detention at the next available opportunity i.e. the same day (if the poor behaviour occurs before a break-time), or the following day if later in the day (after break-times have finished). Break-time detention can mean you are required to complete school work, help with cleaning or undertake any other task decided by staff
- your parents/carers may come in to school to help support you. We will also be speaking with your parents/carers to help us understand any further support you may need
- details of these behaviours will be recorded on your *Progresso* school record

If your behaviour continues to be unhelpful, uncooperative and disruptive (e.g. you refuse to follow staff instructions an/or continue to behave in any way that's unacceptable), and/or you fail to attend and satisfactorily complete the break-time detention, you will be given a third warning. This will result in:

- another immediate telephone call/text message home, **telling & informing your** parents/carers that you will receive;
- a lunchtime detention of 15 minutes. This will take place on the same day if the poor behaviour happened before lunch-time, or the next day if the poor behaviour happens in the afternoon. Break-time detention can mean you are required to complete school work, help with cleaning or undertake any other task decided by staff
- your parents/carers may come in to school to help support you. We may speak with other adults to make sure we're doing all that we can to support any difficulties you may be experiencing
- details of these behaviours will be recorded on your *Progresso* school record

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If your behaviour continues to be unhelpful, uncooperative and disruptive (e.g. you refuse to follow staff instructions an/or continue to behave in any way that's unacceptable), and/or you fail to attend and satisfactorily complete the lunchtime detention, you will be given a fourth warning. A fourth warning will result in:

- an immediate period of working in Seclusion* (which may include break and lunchtime)
- an immediate telephone call home, requiring parents/carers to come into school to meet with your basecamp teacher and/or your Phase Leader
- conversations and meetings with other professionals to help us support the difficulties you're having

(rules for working in Seclusion are listed below)*

You will be expected to go to the Seclusion space (as directed by a member of staff) immediately, and to attend break-time or lunchtime detention within five minutes of the last lesson ending. **If you refuse to follow any staff instruction, do not attend Seclusion immediately and/or fail to turn up for detention, you will be excluded from school for a fixed period of time.**

You and your family will then be required to meet with a member of the Strategic Leadership Team when you return to school after your fixed term exclusion. This reintegration meeting will include decisions being made on how (and in some cases if) you return to working in the school. It may include a **requirement** for you to work regularly outside of usual school hours (e.g. to work in school on a Saturday morning). It may also include a decision for you to be supported through our Additional Assessment Provision (AAP). This may include working within a space run either by our school but *away* from the main school building, or working in a school space that's run by other education providers (e.g. another approved School Improvement Service).

If you receive three fixed term exclusions within any half-term period, the likely outcome is that you will be permanently excluded from the school.

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II. Serious Misconduct

The following behaviours do not support successful learning in the Studio **AND are considered as examples of serious misconduct**; they are not acceptable anywhere in the school (or, where appropriate, when travelling to and from school at the beginning/end of the day):

- Repeated refusal
- Verbal/physical abuse towards staff/students or any parents/carers of students in the school
- Truancy and/or wandering around the school (i.e. being anywhere **other** than where the student is required to be)
- Violent or dangerous behaviour towards staff/students or any parents/carers of students in the school
- Possession or use of alcohol or drugs
- Possession of/bringing a weapon or dangerous item to school
- Malicious setting off of the fire alarm
- Deliberate damage to/theft of property
- Smoking
- Bullying or prejudicial language towards another

Any of these behaviours can result in any of the consequences described previously. The difference is that these consequences may be put in place **immediately** (for example, it might be that you're required to attend Saturday school before attending break-time or lunchtime or detention; or in the case of very serious misconduct, you may be permanently excluded from school before you've received a fixed term exclusion).

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Rules for working in Seclusion and Detention:

- *The Seclusion/Detention space will be decided by staff, and will ordinarily be a room adjacent to the Studio area. Seclusion and/or detention will not take place in the Supported Learning Space*
- *The member of staff authorising Seclusion and/or detention will be responsible for signing the student into Seclusion/detention, and for providing, monitoring and assessing work to be completed working in Seclusion/detention (and signing to confirm this has been done)*
- *Students will not be allowed to have a mobile 'phone or other personal device with them in Seclusion or detention. This will be taken from the student and stored securely at the Reception desk. It can be collected from the Reception desk team by the student at the end of the school day or when detention has been completed*
- *Students must work in silence at all times, except when asking for help with learning*
- *No food or drink (other than water) may be consumed while working in Seclusion/detention*
- *Break and lunch time will be spent in Seclusion; students with a packed lunch will have that brought to them, students who receive a school lunch will have this brought to the Seclusion space. Students may read a book or magazine, or do other silent and individual activities while on break/lunch time in Seclusion; use of personal or school electronic devices will not be permitted*
- *The only time a student will be permitted to leave the Seclusion/detention space will be to use the toilet (unless access to other facilities has been previously planned/agreed as part of a revised timetable or curriculum)*
- *If a student shows they are not 'ready to learn' in the Seclusion space, they will immediately receive a warning. If they continue to choose not to engage in learning, they will receive a second warning; at this point, staff will alert the parent or carer (either by a telephone call or text message) that their child is on their last warning and that they risk a fixed term exclusion. If the student continues to choose not to engage in learning, a member of the Strategic Leadership Team will be informed and once it's confirmed the process has been followed and recorded, the student will be excluded from school for a fixed period.*

EXPECTATIONS for effective Studio learning:

- Arrive in good time, be **ready to learn*** at the start of every lesson
- Sit where you are asked, remain where you are required to be (& move when you're asked)
- Work in silence when asked by an adult
- Listen and behave respectfully when others' are talking
- Keep 'off task' conversations for social time
- Make sure your behaviour supports everybody else to learn

* As a student, you can show you are **ready to learn** by:

- *having any learning equipment out and ready to use ready for the beginning of the lesson*
- *having anything personal and not necessary for learning packed away ready for the beginning of the lesson*
- *sitting silently and listening to staff*

Develop the skills you need to be successful in learning and in life

BEHAVIOUR: EXPECTATIONS & CONSEQUENCES

I. UNACCEPTABLE BEHAVIOUR:

- Arriving late to school and/or lessons
- Running in school
- Shouting in school
- Pushing/shoving
- Inappropriate language or attitude
- Dropping litter/throwing food
- Not clearing away after lesson/break/lunch time
- Damaging property
- Inappropriate dress code

II. SERIOUS MISCONDUCT:

- Repeated refusal
- Verbal/physical abuse towards staff/students
- Truancy or wandering around the school
- Violent or dangerous behaviour
- Possession or use of alcohol or drugs
- Possession of/bringing a weapon or dangerous item to school
- Malicious setting off of the fire alarm
- Deliberate damage to/theft of property
- Smoking
- Bullying or prejudicial language towards another

First unhelpful behaviour:

- Initial verbal warning; student may be required to move

Second unhelpful behaviour/warning:

- Immediate telephone call/text message home (*we can ask for the parent to come into school to support*)
- Break-time detention (10 minutes)

Third unhelpful behaviour/warning:

- Immediate telephone call/text message home (*we can again request parental support in school*)
- Lunchtime detention (15 minutes)
- UIN completed

Continued unhelpful behaviour and/or refusal to attend or complete break/lunchtime detention (fourth warning):

Immediate telephone call/text message home, to advise that:

- Student will work in a Seclusion space within the Phase, for a period specified by Studio staff
- Parents/Carers are required to attend a 'same day' meeting with basecamp tutor and/or Phase Leader

Continued unhelpful behaviour and/or to refusal to attend and/or complete work in Seclusion (FIFTH warning):

- Fixed term exclusion
- Meeting with Phase/Behaviour Lead &/or SLT

Three periods of fixed term exclusion within any half-term period:

Likely permanent exclusion

Can involve: parent/carer meeting; meeting with Phase/Behaviour Lead &/or SLT; Seclusion; fixed term exclusion and/or permanent exclusion (includes decision on how/if the student returns to working in school)

Dealing with negative behaviour: STUDIO STAFF ACTION CHECKLIST

Unhelpful
behaviour (**first
warning**)

- Give a clear verbal warning; be clear that this is the **first** and ONLY verbal warning they will receive without further consequences
- Describe clearly to the student what needs to STOP, and what needs to happen INSTEAD (this can include requiring the student to move/work elsewhere/be quiet etc.).
(record on Progresso only if a second warning is then required)

Continued
unhelpful
behaviour/refusal
(**second warning**)

- State clearly this is a **second** warning (and why). Describe clearly what needs to STOP, and what needs to happen INSTEAD
- Allow a MAXIMUM of five minutes for this to be complied with
- If refusal continues, make an **immediate** telephone call/text message home to advise parent/carer that the student has received a second warning and will be required to complete a break-time detention (10 minutes). We can request (*not insist*) that the parent/carer comes in to support their child in school; this should be encouraged
- Log details onto Progresso

Continued
unhelpful
behaviour/refusal
(**third warning**)

- State clearly this is a **third** warning (and why)
- Describe clearly what needs to STOP, and what needs to happen INSTEAD
- Make an immediate telephone call/text message home to advise parent/carer the student has received a third warning and will be required to complete a lunchtime detention (15 minutes). We can again request parental support
- Meet separately with parents/carers to complete an Understanding Individual Needs (UIN) form
- Log details onto Progresso

Continued
unhelpful
behaviour/refusal
(**fourth warning**)

- State clearly this is a **fourth** warning (and why)
- Describe clearly what needs to STOP, and what needs to happen INSTEAD
- Make an immediate telephone call/text message home to advise parent/carer the student has received a fourth warning and that the student will now be required to work in a Seclusion space
- Advise the parents/carers they are now *required* to come into school for a 'same day' meeting with the basecamp tutor and/or Phase Leader (where 'next steps' and options for further support will be discussed); ensure arrangements for this meeting are made
- Log details onto Progresso

Continued unhelpful
behaviour and/or failure
to attend (and complete
work in) Seclusion,
and/or to attend (and
complete work in) after-
school detention:
(**FIFTH warning**)

- State clearly this is a **FIFTH** warning (and why)
- Describe clearly what needs to STOP, and what needs to happen INSTEAD
- Advise student they have not responded to the fourth warning and that the Phase/Behaviour Lead and/or SLT will now be involved
- Advise Phase/Behaviour Lead immediately
- Log behaviour details onto Progresso
- Gather work as directed by Behaviour/Phase Lead
- **Details of any exclusion will be formalised by Behaviour Lead/SLT**