



Produced By:	Headteacher
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## The Key Education Centre

### Our Behaviour Policy

*“Our vision is to provide a safe and caring environment which effectively removes barriers to learning and engagement through **respect** and **resilience**. Our aim is to **raise aspirations** and achievement for every child.”*

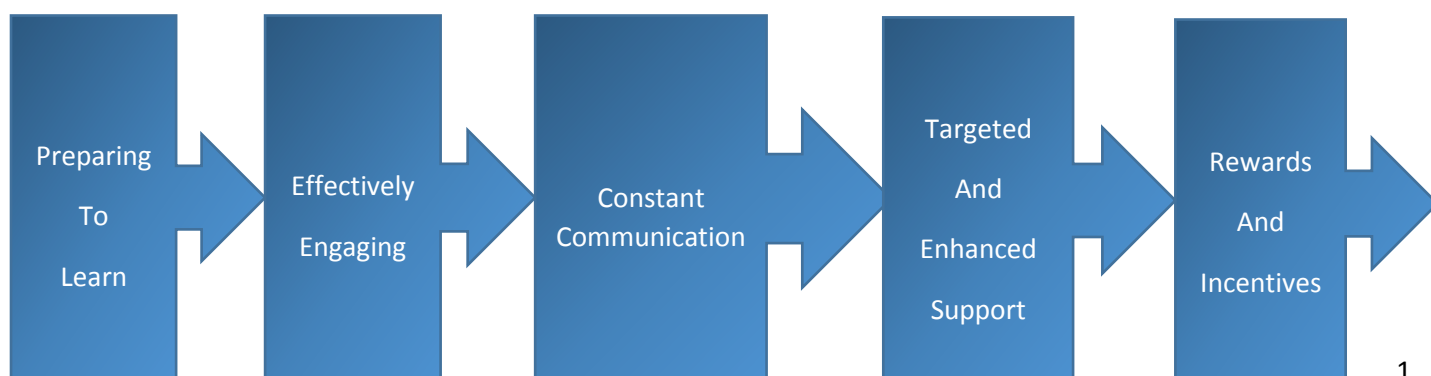
#### Aims and expectations of this policy

We are committed to promoting and nurturing a positive learning environment. Part of this commitment requires us to adhere to a clear and consistent policy to ensure safe behaviour is demonstrated by the pupils within the classrooms and other areas. This policy is to support staff in the effective implementation of strategies to ensure safe behaviour. It is also to show our pupils the behaviours that we expect from them and will support them to develop. The Rewards and Incentive scheme is central to this policy as it allows us to promote positive rewards and motivate our pupils to achieve. We want all our pupils to be able to access every opportunity available to them during their time with us.

To ensure inclusivity and equity of access there is a clear and robust staged approach which allows our pupils to modify their own behaviour prior to receiving any sanction. Our aim is to avoid the sanction process. It is important that all staff follow our behaviour policy consistently so that the process is fair for all our pupils and colleagues. This will also help us to promote our core values of, ‘Respect, Resilience and Aspiration.’ Our behaviour expectations are also provided and reasonable adjustments where appropriate will be made for all pupils in order to support them to meet the expectations.

To support the implementation and application of this policy there are additional documents including all interventions for support available to staff and pupils and a non-exhaustive list of the behaviours we would consider ‘low-level’ and those that would require potential sanctions if not modified.

#### Our staged approach model



## **Our staged approach model**

### **1. Preparing to learn**

All staff will ensure pupils are clear about the expectations at The Key. Our expectations are displayed in all classrooms for staff and pupils to refer to. During the induction process the pupils will have all signed our behaviour expectations. Staff members will use authentic enquiry regarding pupils' individual aspirations to prepare relevant resources and lesson themes when they are able to.

### **2. Effectively engaging**

We will work with pupils to make choices regarding their education including a suitable pathway or timetable for subjects if they are struggling to engage. We will ensure that lesson planning has included differentiated approaches for all pupils. When a pupil is refusing to engage in the planned lesson, alternative learning activities will be provided where appropriate. Simplified tasks and extension tasks will also be available to support, stretch and challenge according to individual needs. SEN(D) needs will be taken into account when planning for lessons and where required the SENDCO will advise teachers and LSAs of best practice.

### **3. Constant communication**

Daily briefings allow us to talk openly about managing individual pupils or particular strategies that can be applied to certain groups allowing us to share best practice across the team. A weekly 'behaviour' centred briefing also gives all staff the opportunity to discuss issues, concerns or improvements in individuals or groups. This will also include a focus on the Rewards and Incentive Scheme and any learners that have received specific sanctions. Consistent and transparent communication within the team and with other partner agencies and parent(s) / carer(s) allows us to have a holistic approach to ensure we are supporting the pupils to achieve or exceed expectations in terms of access and engagement. Communication with the pupils is also paramount to ensuring consistency of approach and understanding every pupil as an individual. All staff members are expected to take time and make the effort to know their pupils and work with them to understand how they prefer to learn. We have a tutor system so that every pupil has a key adult that they are encouraged to form a positive attachment with.

### **4. Targeted and enhanced support**

By communicating constantly with one another and our other partner colleagues, it allows us to implement targeted and enhanced support prior to having to apply the sanction process. Interventions available within The Key can be applied to support access for pupils including those that are vulnerable, re-engagement for those that are refusing and to enhance the experience for those pupils that require higher level provision. We also have referral processes for a range of additional support mechanisms which can be accessed for any pupil presenting with a need.

### **5. Rewards and incentives**

We recognise that rewarding positive behaviour is paramount. We believe that pupils must feel recognised for any aspect of achievement during their time with us. This could be in the form of an accreditation or for a personal or social development that they have made during their stay. In order to recognise these achievements we have developed a rewards and incentives scheme. Rewarding good behaviour can also include phone calls home to parent(s) / carer(s). The Rewards and Incentives Scheme is attached to this policy.

## APPLICATION OF BEHAVIOUR POLICY WHEN INTERVENTIONS HAVE NOT BEEN SUCCESSFUL

*Where the above staged approach has not been successful, the below is to be applied:*



3 x warnings that are given verbally and displayed visually for the learner (this can be on the board, on an individual sheet / post it-note). The warnings are given to allow the learners to modify their actions and to empower them to take control of their own behaviour.



Following the 3 x warnings if a pupil continues to display inappropriate or disruptive behaviour they will receive a Formal Behaviour Incident report (FBI). This is recorded visually for the pupil and is placed on SIMS. Any pupil that receives an FBI must 'work it off' through a restorative approach with their tutor. Any pupil that has an FBI on record is not able to access their rewards points in that half term. This record is cleared on a half termly basis.



If the pupil continues to be unable to meet the behaviour expectations then the teacher / LSA will request the assistance of our 'on-call' support service. The pupil will be removed from the lesson so as not to continue disrupting the learning of others. Actions taken following removal will be completely individualised dependant on the needs of each specific learner.

## EXCLUSIONS

Our aim is to avoid removing children from education where possible. As a school we believe strongly that exclusion should be the last resort and only applied when there is no other alternative.

However; where behaviour is severe enough that the pupil has made themselves or others unsafe or impacted on the good order of the school then they will be excluded for the remainder of the day. This will be decided by the Head teacher or the member of the Senior Leadership Team that is responsible for the operational running of the school in the Head teacher's absence.

## SUPPORT AND INTERVENTION OPTIONS

### 1. Time-out / Cool down period

Any member of staff can call another member of the team to temporarily remove a learner in order to offer them the space and time to modify their behaviour. This will depend on the needs of the individual learner and whether or not the teacher assesses this to be a suitable support intervention.

## 2. Referral for specific internal intervention

We are able to refer to the SENDCO and Learning Support Lead for additional interventions in emotional literacy, English, maths, behaviour mentoring and also aspects of improving memory. We can also refer to our Pastoral Support Worker for ELSA and FEIPS support and to our Family Support Link Worker for support with attendance and other related issues. We also have an outreach and transition team that includes outreach support for those pupils that are returning to mainstream or are transitioning into our school from mainstream. We also host an evening group for anxious mothers. We work closely with an Educational Psychologist within school as well.

## 3. Referral to external partner agencies

We have a number of external partners that we can refer to for additional support such as:

Motiv8	Catch 22	Children's Services	Early Help Hub
LGBTQ police support	Gosport Borough Council	The Willow Team	NHS
School nurse	Fire Service	Wessex Dance Academy	Treetops
Youth Offending Team (YOT)	EMTAS	SDAS (Domestic Abuse)	Youth Crime Prevention (YCP)
Y Services	Housing Associations	Fareham Borough Council	CAMHS

## 4. Staff training and support

CPD options for all staff are available in addition to the programmed training. If a member of staff feels that they require additional support with the behaviour they are dealing with in the classrooms or on outreach they should speak with their Line Manager to access this training. Peer mentoring is also available through your Line Manager and observing the practice of other colleagues is also recommended to share good practice. If a member of staff has issues with a particular pupil, then we can offer mediation which can support with inclusion and reintegration.

## RESTRICTIVE INTERVENTIONS

We do all we can within our school to manage behaviour positively. However, there are times when we may need to use force to keep a child or children safe, or to maintain good order within the school. In such cases, we would always act within the principle of reasonable force.

We define restrictive physical intervention as follows:

*Restrictive physical intervention is when a member of staff uses force intentionally to restrict a child's movement against his or her will.*

Section 93 of the Education and Inspection Act (2006) sets out three conditions under which reasonable force might be used in schools. It can be used to prevent a student from doing, or continuing to do any of the following:

1. Committing an offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
2. Causing personal injury to, or damage to the property of, any person (including the pupil themselves)
3. Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

## SEARCHING, SCREENING AND CONFISCATION

The law states that staff can search a pupil for anything with consent. Staff can search a pupil or possessions without consent if they believe they may have:

Knives/weapons	Alcohol
Illegal drugs	Stolen items
Tobacco	Fireworks
Pornography	Mobile phones/other technology

Staff may also have the right to confiscate any item. Any member of staff authorised by the Head teacher can carry out the search. The search should preferably be undertaken by a same sex member of staff with a witness. In an emergency this need not apply. Reasonable force can be used. There is no requirement to make or keep a record of the search or inform parents. We will be guided by National and Hampshire County Directives on how we then store or return items.

## MANAGEMENT COMMITTEE STATEMENT OF BEHAVIOUR PRINCIPLES

As stated in the March 2018 Ofsted document, ***‘Positive Environments where children can flourish,’*** the Management Committee start from the premise that staff should work positively and confidently with children and the foundation of good practice should be:

- Building relationships of trust and understanding
- Understanding triggers and finding solutions
- If incidents do occur, defusing the situation wherever possible

The Management Committee support the staged approach to managing behaviour at The Key and share the expectations that are defined in the policy.

## DISCIPLINING BEYOND THE SCHOOL GATES

Any behaviour management strategies may be applied by staff where a pupil's behaviour is inappropriate when off-site when representing the school, such as on a school trip or on the way to or from school. Our outreach workers and staff that work in partner schools will ensure they are aware of the behaviour policies on other sites

## BULLYING

Firm action will be taken against all forms of bullying. The responsibility to ensure that pupils feel safe is taken very seriously. We believe that every pupil has the right to be successful at The Key, and to feel secure and valued as a member of our school community. The following actions will be viewed as bullying behaviours:

- Being deliberately hurtful
- Repeated over a period of time
- Difficult for victims to defend themselves against

An awareness of bullying is raised with our pupils through our PSHE curriculum and tutor times. Any incident or suspicion of bullying to include racist, sexist, homophobic, transphobic or any other protected characteristic will be reported to Senior Leaders and tracked on our Management Information System. Appropriate action will be taken in each individual occurrence with our main aim to be restorative practice and education. We work closely with the policy and other agencies to support pupils where required.

## **REWARDS AND INCENTIVES**

We have a rewards system which has been created in consultation with pupils, parents and staff. The rewards system is also reviewed termly by staff and pupils so that any aspects which require improvement can be implemented quickly. The rewards and incentives scheme is available as an annexe to support this behaviour policy.

## **BREAK TIME ARRANGEMENTS**

Key Stage 4 pupils who have written parental permission can go off-site, unsupervised for break times as long as they respect our neighbours and our environment. There is a rule that they must return by the end of break and failure to comply with these conditions may result in the withdrawal of this privilege. Pupils in Key Stage 3 are not allowed to go offsite at any time unsupervised.

## **SMOKING AND E-CIGARETTES**

The Key has a zero tolerance policy for smoking and the use of e-cigarettes on school grounds in accordance with Hampshire County Council regulations. We strongly advise cessation and are able to support and refer pupils that wish to undertake this service.

## **PERSONAL PROPERTY**

We cannot accept responsibility for personal property brought onto the premises. In the event of a pupil bringing personal property onto the premises for the purpose of sale / exchange, the property will be confiscated and returned to parents / carers or the police.

## **MOBILE PHONES AND OTHER TECHNOLOGY**

Pupils are required to hand in their mobile phones / technology to reception at the start of the day. Any pupils found in possession of their technology will be asked to hand the object in. Refusal could result in a call to parents/carers to collect the object or alternatively pupils will be searched before entering the building.

## **TIME-OUT (WILDCARD)**

All Key Stage 4 pupils are entitled to use a 'Wildcard' on one occasion each week. This was an initiative created by the Student Council to allow the pupil to temporarily remove themselves in order to have space and time to modify their behaviour.

## **DRUGS AND ALCOHOL**

If drugs or alcohol are brought onto the school site or pupils are suspected of involvement then action will be taken in line with the Hampshire County Council Policy on drugs. In all cases, pupils who bring drugs on site will be referred to the police. If a pupil arrives under the influence of drugs or alcohol, parents/carers will be contacted and arrangements made for them to return home safely.

## **WEAPONS**

Bringing weapons into The Key will be viewed as a serious incident and could result in exclusion. In dealing with each incident, The Key will be guided by Government directives.

## **STAFF ACCUSED OF MISCONDUCT**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the head teacher will take actions in accordance with this policy. Please refer to our safeguarding policy for more information on responding to allegations of abuse. The head teacher will also consider the pastoral needs of staff accused of misconduct.

## **MANAGING PUPIL TRANSITIONS**

We have a Transition and Outreach team that work closely with all pupils come into and out of The Key. They will ensure that all new pupils are aware of our expectations and our rewards and incentive scheme. This team will also work with pupils that are transitioning to mainstream provision and will ensure the behaviour policy of the new school is also discussed to aid a seamless and supported transition for our pupils.

## **COMMUNICATION**

Communication with staff and parent/carers is required for us to support all our pupils to succeed. There are weekly full staff briefings where the behaviour data for all pupils is discussed and any pupils that require additional support and interventions are decided. We hold half termly review meetings held with parents where rewards, behaviour and attainment are all discussed.

## **ANNEXES ASSOCIATED WITH THIS POLICY**

- Rewards and Incentives Scheme
- Our Behaviour Expectations
- Guidance on behaviours
- Anti-Bullying Policy
- Safeguarding Policy



## OUR BEHAVIOUR EXPECTATIONS

### What we expect from our pupils:

- ✓ To complete the learning activities set for them by their teacher or LSA
- ✓ To communicate with their teacher or LSA about their targets
- ✓ To use respectful and appropriate language and discussion content
- ✓ To listen and follow instructions from all staff
- ✓ To keep all chair legs on the floor and sit appropriately
- ✓ To regard The Key as a productive and safe learning environment

### What the pupils can expect from the staff:

- To plan your lessons and meet individual needs
- To communicate your targets with you
- To assess your work and provide feedback
- To praise and reward positive behaviour via the Incentive Scheme
- To warn you if your behaviour is not meeting expectations and support you to modify it
- To treat you with respect, communicate correctly and keep everyone safe



## STAFF GUIDANCE FOR BEHAVIOUR DIFFERENTIATION

### \* LOW LEVEL BEHAVIOURS

The below list is not exhaustive. It is an example of the types of behaviour that we believe will require constant reminders rather than sanctions. A low level behaviour issue may be a result of lack of education or support and in this instance it is our responsibility to empower the learner to behave accordingly. To support these reminders a soft skill target can be set.

*Examples of low level behaviour that might be presented in the classroom:*

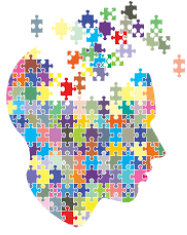
- Swinging on chairs
- Tapping the table
- Calling out with questions / answers
- Swearing in conversation
- Late for the start of the day
- Throwing items in class
- Talking over another person or the teacher
- Putting feet on the table

### \* BEHAVIOUR THAT MAY REQUIRE A WARNING

Again, the below list is not exhaustive. It is an example of the types of behaviour that we believe will require a recorded warning and an opportunity to modify the behaviour prior to a formal sanction.

*Examples of behaviour that may require a warning which could lead to an FBI:*

- Distracting others from working
- Leaving the classroom
- Inciting others to behave disruptively
- Throwing objects out of the classroom
- Using inappropriate remarks
- Refusal to engage in any work even if alternatives have been offered
- Play fighting / fighting
- Running around in the corridors
- Refusal to follow reasonable instructions
- Destruction of property or resources including graffiti
- To refuse to complete any learning activity, even if alternatives have been offered



The Key Education Centre

## Our Behaviour Policy



### STAFF COMMITMENT SHEET

As a member of staff in this team, you are required to sign this sheet stating your commitment to the school behaviour policy. In signing this sheet you are committing to abide by the processes and procedures as detailed in the policy to support other colleagues in consistent application of the policy.

**PRINT NAME:** \_\_\_\_\_

**SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_