



**KEY SKILLS TRAINING**

# **Behaviour and Awards Policy**

Management Team

Updated: December 2018

Ratified by Management Team: December 2018

## **1. Aims**

**This policy aims to:**

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions to be applied

## **2. Legislation and statutory requirements**

**This policy is based on advice from the Department for Education (DfE) on:**

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Timpson Review May 2019

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

## **3. Our Ethos, Rationale Values - link to our curriculum intention**

**The policy seeks to put into practice the shared values of the community. The school community consists of learners, school staff, governors, parents, visitors and the wider community.**

Our values are based on RESPECT.

### **Respect**

Respect is the foundation on which our schools values are based. We promote care, trust and honesty with our learners, their families/carers, schools, academies and all other partners and stakeholders.

### **Effort**

We recognise that our work has a positive impact on our learners and their families/carers, improving outcomes for all. We work tirelessly to improve the lives of our learners.

## **Achieve**

We have the highest of expectations of both ourselves and our learners. We believe that all of our learners can make progress and achieve academically, socially and emotionally.

## **Communication**

In order to realise shared goals and achieve the very best for learners we work collaboratively with parents/carers, schools, academies and other stakeholders. We will communicate the highest standards and expectations at all times.

## **Happy and Healthy**

We have created a safe, secure and happy learning environment in which all learners can thrive. We equip learners with the knowledge and skills they need to achieve well in life. We acknowledge and celebrate their success widely.

# **Roles and responsibilities**

## **4.1 The Management Committee**

The Management Committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Management Committee will also review this behaviour policy in conjunction with the Head of Education and monitor the policy's effectiveness, holding the Head of Education to account for its implementation.

## **4.2 The Head of Education**

The Head of Education is responsible for reviewing this behaviour policy in conjunction with the Management Committee, giving due consideration to the school's statement of behaviour principles (appendix 1). The Head of Education will also approve this policy.

The Head of Education will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Headteacher will ensure that Key Skills Training complies with its statutory obligations with regards to behaviour.

## **4.3 Management Team**

**Management Team are responsible for:**

- Conduct regular impact assessments.
- Develop strategies and set targets for achieving effective behaviour practices.
- Listen to and address matters brought through learner voice.
- Ensure that learners have equal access to rewards and sanctions.
- Ensure that staff have equal access to behaviour training and development opportunities
- Ensure that staff are appropriately trained on behaviour issues.
- Ensure that all learners are made aware of Key Skills Training 's behaviour policy.
- Monitor data collected on behaviour at regular intervals.

- Commit to providing feedback to all professionals on issues brought to their attention as soon as practically possible
- Endeavour to be constructive and professional in feedback to all professionals
- Support all colleagues in implementing the standards and expectations of the School, through the consequence and rewards system.
- Through line management hold themselves and their colleagues to account around their professional responsibilities.

#### **4.4 Staff**

##### **Staff are responsible for:**

- Implementing the behaviour policy consistently and fairly
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Ensuring their lesson planning is differentiated to meet the needs of all students in their classes
- Being present to greet all students at the start of the lesson
- Maintaining a positive learning environment throughout the lesson
- Ensuring students are not left un-supervised
- Using the rewards and consequences system consistently and fairly in each key stage
- Dismissing students in a calm and orderly manner at the end of the lesson
- Stepping out of the classroom to supervise behaviour in the corridors The senior leadership team will support staff in responding to behaviour incidents where necessary.

#### **4.5 Parents/Carers**

##### **Parents are expected to:**

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Class Teaching Assistant, Teacher or Behaviour Lead promptly
- Support their child via progress reviews, multi agency support meetings
- Be aware of and Support Key Skills Training Behaviour Policy and Positive Handling Policy
- Support Key Skills Training policy on attendance and punctuality by notifying the school of any absences or lateness including return to school meetings
- Dress in correct school uniform, if not giving an explanation to the school as soon as possible

### **5. Pupil code of conduct**

#### **Pupils are expected to:**

- To respect, support and care for each other both in school and the wider community

- In class, make it possible for all pupils to learn
- Behave in an orderly and self-controlled way
- Move in an orderly manner around the school during transitions
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Refrain from behaving in a way that brings the school into disrepute, including when outside includes travel to and from school plus any behaviour that take place when wearing a Link School uniform.
- Take responsibility for their own actions and behaviour and fully understand the consequences of poor behaviour on their own and others learning experiences
- Listen to others and respect their opinions showing empathy and understanding
- To be tolerant of others, irrespective of race, gender, sexual orientation, religion or age

### **Behaviour to and from school.**

Behaviour when travelling to and from school should be sensible and considerate. Any complaints of misbehaviour will be investigated and parental involvement sought. Key Skills Training has the authority to deal with anything involving our learners in the community. The full set of school sanctions up to and including exclusion can be used to deal with learner behaviour which poses a threat to another learner or member of the public, or adversely affects the reputation of the school. The school always seeks to work cooperatively and in partnership with all agencies, businesses, residents and individuals within the local community to solve problems and to ensure the good reputation of our school community; however, any complainant will be asked to involve the Police in the case of violence, vandalism or breaches of the peace.

## **6. Rewards and sanctions**

### **6.1 List of rewards and sanctions**

**Positive behaviour will be rewarded with:**

- Verbal Praise
- Points
- Letters or phone calls home to parents
- Special privileges such as outings and bespoke activities
- Celebration of Achievement events/Assemblies
- Display pupils good work

The use of sanctions at Key Skills Training are characterised by certain features:

- It must be made clear why the sanction has been applied
- It must be made clear what changes in behaviour are required to avoid further sanctions.
- There is a clear, well understood, distinction between minor and major offences
- It is the behaviour rather than the person that is sanctioned

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Expecting work to be completed at break, lunchtime or at a chosen point
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Withdrawal from lesson to another location in school
- Letters, phone calls, meetings with parents/carers
- Agreeing a behaviour contract-
- Nonparticipation in enrichment activities
- Fixed term exclusion
- Introduction of a positive re-engagement plan
- Alternative provision in extreme circumstances

## **6.2 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site on activities, when representing the school, on a school trip or on the bus on the way to or from the event.

## **6.3 Malicious allegations**

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

# **7. Behaviour management**

## **7.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons o
  - Establishing clear routines o Communicating expectations of behaviour in ways other than verbally o Highlighting and promoting good behaviour o
  - Concluding the day positively and starting the next day afresh o
  - Having a plan for dealing with low-level disruption o
  - Using positive reinforcement

## **7.2 Physical restraint In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:**

- Causing disorder
- Hurting themselves or others
- Damaging property

### **Incidents of physical restraint must:**

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on sleuth and reported to parents
- MANAGEMENT TEAM should quality assure all incidents of physical restraint
- For pupils that have exhibited the above behaviour it is likely a risk assessment will be in place to support the pupil and be shared with all parties on completion.
- Following a serious incident a Debrief/follow up will be carried out to try and a) find better ways for next time b) restore and improve relationships

## **7.3 Exclusion**

The vast majority of behaviour is managed in school however; on occasion, a learner might be required to leave school premises. Parents will be informed immediately. In cases where s/he refuses to leave an appropriate staff member will contact parents and, if necessary, the police.

There are a number of more serious behaviours that stop learners doing well and could result in exclusion whether this be a fixed or permanent depending on the severity of the incident. These include:

### **Serious misbehaviour is defined as:**

- Repeated breaches of the school rules eg physical or verbal abuse towards staff member
- Any form of bullying (see further info below)
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking on site
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Energy drinks
  - Knives or weapons
  - Alcohol
  - Illegal drugs or paraphernalia
  - Stolen items

- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 7.4 Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

### Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- Involves an imbalance of power

### Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our antibullying policy.

## 7.5 Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation and Key Skills Training Substance Misuse policy.

Any pupil who is suspected of having prohibited items may have their property confiscated, retained or disposed of. Senior leaders can search learners without their consent if there are reasonable grounds for suspecting that a learner is in possession of a prohibited or banned item. The search may be of the learner's clothing, footwear or bags. Wherever possible, the search should take place in private, witnessed by another member of staff and in the learner's presence. The member of staff carrying out the search should be the same sex as the learner being searched. On an out of school activity, the group leader is authorised to search learners at that location. The extent of the search includes a 'personal search' which requires the learner to remove any outer clothing (hats, gloves, coats, sweatshirts, boots, shoes, hooded tops but not clothes worn next to the skin). Force should not be used. The police must always be called if an 'intimate search' is required as they have legal powers. They should also be called if there are concerns that the learner may become aggressive.

Any prohibited items should be dealt with as appropriate to the circumstances. Knives, weapons, illegal drugs and stolen items will be locked away by the Head of Education or Heads of School and handed to the Police. Although there is no legal requirement to inform the parent /carer of a search, the school will inform parents/carers when a prohibited item has been found. A banned item that has not been disposed of or handed to Police, such as an inappropriately used mobile phone, will need to be collected by the parent/carers. Other banned food items will be confiscated and disposed of.

## **8.1 Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil, in addition the school employs two dedicated HLTAs to support pupil behaviours and interventions across the school. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. (For example, Early Help, Social Care CAMHS, Education Psychology etc We will work with parents to create the plan and review it on a regular basis. For pupils that demonstrate positive behaviour over a period of time the school may manage move a pupil to another mainstream school with support from Key Skills Training Behaviour Support Service. In all instances the pupil and parent will be at the heart and centre of the process.

### **Pupils on alternative timetables**

Pupils may be placed on alternative or one to one timetable for a number of reasons: to help support a pupil who is at risk of becoming 'hard to reach' or to support vulnerable learners who have a legitimate reason to warrant an alternative timetable. If an alternative timetable is required pastoral will contact home and negotiate a pupil reintegration plan (PRP) with parents/carers consent. A letter will be signed

explaining that the responsibility for the time not in school is that of the parent/carer who signs the letter. In addition, a risk assessment may be carried out. A copy of this letter and the risk assessment will remain within the school.

## **8.2 Pupil transition**

To ensure a smooth transition to the next year and school sites, pupils have transition sessions with the new staff. In addition, staff members will hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools. For leavers such as Year 6 this will be pastoral leads and SENCo in consultation with the Behaviour Support Service.

## **9. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint (Team Teach), as part of their induction process and staff are refreshed in accordance with national guidelines. Behaviour management will also form part of continuing professional development. A staff training log is maintained in school.

## **10. Monitoring arrangements**

This behaviour policy will be reviewed by the Head of Education and the Management Committee annually. At each review, the policy will be approved by the Head of Education.

The written statement of behaviour principles will be reviewed and approved by the Management Committee annually