

Behaviour Policy

Policy for promoting good behaviour amongst pupils and setting out the sanctions to be adopted in the event of pupils' misbehaviour

Context

Most pupils that attend TLG Centres have been referred as a result of their challenging behaviour in school. Many are at risk of, or have already received fixed term exclusions. Some have already been permanently excluded from mainstream schools. In addition, for some pupils, placements in other alternative provision or pupil referral units have broken down. Pupils come to TLG with a range of complex issues that have been a barrier to them engaging with learning. Some of the main aims of the TLG Centre focus on this – we seek to: *address the individual social, emotional and learning needs of young people, developing self-esteem; challenge and help modify bad behaviour, teaching young people to make appropriate choices; and facilitate reintegration back into school or onto further education or employment.* Because of this, our approach with behaviour is a key component of our programme.

Trauma-informed approach

All TLG staff are introduced to a 'trauma informed' approach during induction and receive follow-up training each year. TLG recognises that many of the negative 'behaviours' we see in our students have underlying causes – Adverse Childhood Experiences - and that addressing the behaviours alone will not help. At TLG there is a strong focus on developing relationships with our students, using empathy, active listening and acceptance to help develop secure attachments, setting a foundation on which students can begin to learn to regulate themselves. Staff are trained to be able to recognise attachment styles and how to differentiate their approach according for students with different styles. Sanctions include a restorative element wherever possible and staff may also need to walk through or model a sanction or action with a student who is not able to carry it out on their own. Staff use specific tools within the curriculum and in one-to-one work with students that are therapeutic, reflective and restorative.

'Behaviours for Learning' framework

Along with a trauma-informed approach, TLG implements an overarching framework, called Behaviours for Learning. This recognises that everything that happens within the context of the TLG Centre has an impact on each student in one or more of three key areas: relationship with self; relationship with others; and/or relationship with the curriculum. This impact can be either positive or negative and the consequences are likely to elicit a behavioural response. TLG assesses all aspects of our practice in the light of this, aiming to be more deliberate in promoting actions and activities have a positive impact in the key areas, and reducing those that have a negative impact, thus providing more opportunities for students to develop behaviours for learning. TLG uses a bespoke assessment tool that enables us to measure and track progress each student's behaviours for learning.

Referral Process and Student Conduct Agreement

During the referral process, questions will be asked to identify the types of behaviour that have been a cause for concern in the past and a behaviour record should be provided by the referrer. Questions are asked of the pupil and parent/carer to help ascertain where the pupil is in their 'behaviours for learning'. This information will help staff plan an individual approach and set priorities and targets for each pupil. It will also inform the content and focus of individual risk assessments.

Staff will set out TLG's expectations for behaviour with the pupil, parent/carer and referrer during the

referral interview using the Student Conduct Agreement (Appendix A). This sets out conditions of acceptance that pupils are required to sign up to before they will be admitted on a TLG placement. Attending parents/carers/referrers can help identify which conditions expected by the TLG Centre are likely to cause issues for the pupil and an agreement is reached to help the pupil comply and to help them see the need for the rules.

Addressing behaviour within the curriculum (RESET themes)

TLG has developed a programme that can be embedded into the curriculum, creating opportunities to explore and learn around key behaviour themes. The themes cover the three areas within the Behaviours for Learning framework, allowing pupils progress in their relationship with self, others and the curriculum to be developed and measured.

MAPA (management of actual and potential aggression) and de-escalation strategies

All TLG staff receive initial and annual training through the Crisis Prevention Institute (CPI) in the management of actual and potential aggression (MAPA). This includes strategies for de-escalation which staff should apply when dealing with pupils.

Physical Intervention including restraint and the use of force

Physical restraint should ONLY be used by staff trained under the MAPA programme. Any physical intervention is to be used only as a last resort when an individual is presenting an immediate physical danger to themselves or others. Even in those moments, an assessment is necessary to determine the best course of action to maintain the care, welfare, safety and security of all involved in the crisis situation. There are many times where other strategies, such as continued verbal intervention, removing dangerous objects, or calling for further assistance would precede any physical interventions and may, in fact, reduce the need for physical intervention.

Where possible, staff will be trained in the use of nonviolent *physical* crisis intervention and these staff should be called upon in any potential critical situation. The following principles apply:

SAFE

- no element of pain is involved;
- the intent is to calm down the individual who may be out-of-control;
- the techniques aim to keep the individual off the floor by using physiological principles that do not rely on matching strength;
- the importance of team interventions is emphasised.

THERAPEUTIC

- the techniques are to be used as a last resort, when someone is presenting a danger to themselves or others;
- they are used to protect, not to punish;
- they are not 'competitive' i.e. they do not fight the individual;
- the goal is to continually assess signs of tension reduction and use opportunities to begin to re-establish a therapeutic rapport.

Undesirable and Unacceptable behaviour and sanctions applied

TLG makes a distinction between 'undesirable' behaviour types and 'unacceptable' behaviour types and will apply a different approach and range of sanctions or consequences for each.

Undesirable behaviour (including rudeness, work avoidance, low-level disruption, swearing) will always be challenged but may not always carry a sanction. When challenge does not result in an improvement, first and second level sanctions may include escalating warnings, moving student within the class, working away from the group, time out from the class, losing points for that lesson and contacting parents. Staff use ClassDojo to log and monitor occurrences of undesirable behaviour. If this shows that there is no improvement over time, a summative entry may be made on the Lighthouse Behaviour record so that interventions can be escalated and monitored more closely.

Unacceptable behaviour (including any kind of abuse, (including peer on peer abuse) – fighting, assault (hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm), aggression towards others, bullying; sexual violence and/or harassment; sexting; initiation/hazing violence; deliberate damage to property; persistent and deliberate refusal to follow instructions, smoking) will not be tolerated and will always have serious first and if necessary, second level sanctions applied. These sanctions may include escalating warnings, isolation, contacting parents, fixed term exclusion, withdrawal of place, repairing or covering cost of damage and/or police involvement. All incidents of unacceptable behaviour must be logged using the Lighthouse behaviour record along with details of sanctions and interventions applied.

Appendix B sets out the types of unacceptable and undesirable behaviours along with appropriate first and second level sanctions for each behaviour type. Staff should use this behaviour and sanctions table as a guide, when dealing with unacceptable and undesirable behaviour to ensure consistency and appropriateness in the sanctions used.

Additional interventions

As well as applying sanctions for unacceptable and undesirable behaviour, staff should consider what further interventions may help the student reduce occurrences of this type of behaviour in future. These may include: re-establishing expectations, creating or adapting individual risk assessments, extra pastoral support, professional counselling, involvement with specialist external agencies, target setting, and/or an additional focus within curriculum on particular issue. Further interventions should also be logged on the Lighthouse behaviour record along with details and the outcome of anything requiring follow-up.

Serious behaviour incidents

Any behaviour incidents where students or staff are harmed (e.g. fighting, assault, physical aggression), or there is a serious safeguarding implication (e.g. sexting) or where there is physical contact (including restraint), or where there is damage to property, or where a crime has taken place (e.g. sexual violence and/or harassment, theft, supplying drugs) are classed as *serious behaviour incidents*. When incidents of this type are recorded using the Lighthouse Behaviour form, this will automatically trigger oversight by a senior leader within TLG and details will be collated separately for analysis and response. The sanctions and interventions applied must be recorded using this form. Reports may be required to agencies such as the police, children's social care as appropriate. Parents/carers and referrers should be informed of all serious behaviour incidents.

Confiscation of prohibited items

If there is a need to confiscate inappropriate/prohibited items and carry out a search of a young person then the policy and procedures as set out in the Weapons Policy will be referred to for guidance and legislation.

Bullying (see 'Anti -Bullying Policy' for more information)

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual of group either physically or emotionally and that is difficult for victims to defend themselves against.

All staff should be engaged in encouraging good behaviour and respect for others on the part of pupils, and in particular, preventing all forms of bullying among pupils. Bullying in any form – including cyberbullying, prejudice-based and discriminatory bullying - will not be tolerated. Nor will remarks made towards another person that could be early signs of bullying behaviour. Both will be dealt with as unacceptable behaviour, with the type of bullying and sanctions applied logged on the Lighthouse Behaviour Record.

Staff will actively encourage young people to talk about bullies and bullying. Young people are encouraged at all times to talk to staff about bullying issues affecting them.

Behaviour resulting in fixed-term exclusion

When behaviour results in exclusion and is logged on the Lighthouse Behaviour Record, the system will collate information relating to this, and any prior exclusions for analysis. Only the Head Teacher, Deputy Head Teacher or School Development Manager are authorised to exclude a pupil and the procedure for notifying parents/carers and the referrer outlined in the Admissions, Attendance and Exclusions Policy must be followed.

Recognising and rewarding desirable behaviour

It is also important to recognise and respond to good behaviour and improvements in the behaviour presented by young people, particularly when it demonstrates progress in areas that have typically been a problem. Rewards systems at TLG are based on a points system that always acknowledges and encourages desirable behaviour and progress towards achieving behaviour targets. Staff record desirable behaviour on ClassDojo as it happens throughout the day. The Dojo reports will be used to help set targets and in conversations with pupils, parents and referrers. These points will also be linked to rewards where students have demonstrated behaviour that is above and beyond expectations.

Partnership with parents/carers and referrers

Pupils' behaviour – both positive and negative – is discussed with parents/carers and referring agencies on a regular (sometimes daily) basis. It is also discussed as part of the on-going 'review' process that takes place at least twice a term with pupils and staff. Information from ClassDojo and Lighthouse should provide the basis for this.

Appendix A: **Student Conduct Agreement**

Introduction

When you are accepted to join the TLG education centre you should understand that you are becoming part of a Christian-run school. Belonging to such a place means we make commitments to each other as follows:

- We commit ourselves to you. We offer you our support as you become a valued and important part of this school. We expect you to participate in the life of the school to gain full value from it.
- We expect you to behave responsibly and with consideration to all members of TLG, both fellow students and staff.
- It is anticipated that you will maintain harmony by sorting out personal differences that may occur from time to time.

Conditions of Acceptance

In any placement, there needs to be conditions governing the way members are expected to behave, and TLG is no exception. These conditions are there to give us all freedom and security and to help you move forward in your life.

For the above reasons, we ask that you commit yourself to the following conditions:

- **Access to other areas around the building**
As you will be aware, there are people working in other parts of the building. You must not interrupt them, or visit any area other than your classroom, even if invited, except when accompanied by a member of staff.
- **Leaving the premises**
Under no circumstances are you to leave the premises during the school day without permission. You must bring in a letter from your parents/carers beforehand if you will need to leave early or arrive late for a genuine reason.
- **Violence, threats of violence, offensive or abusive behaviour**
These will not be tolerated at all. Anyone acting in such a way will be asked to leave the centre and will face a fixed term exclusion.
- **Damage in the centre**
Any damage in the centre caused intentionally or through inappropriate behaviour will result in a repair bill to parents or carers and may result in a fixed term exclusion.
- **Drugs and alcohol**
You must not take or be in possession of any drugs, solvents, other mood altering chemicals or alcoholic substances at any time whilst at TLG. Anyone found to be under the influence of drugs or alcohol may be asked to leave immediately and parents/guardians will be informed.
- **Smoking**
Due to smoking legislation, smoking is not permitted in any part of the building at any time.
- **Swearing**
Out of respect for other members of TLG, we ask you not to use offensive language.
- **Mobile Phones**
We do understand that some young people travel a long distance, with this in mind we are prepared to allow phones to be brought in. However all mobiles must be totally switched off (not just put on silent) and handed in before the start of the first lesson. You may use your mobile phone during

lunch breaks, with the permission of staff and in line with the E-Safety agreement. Please note we do not accept any liability for mobiles brought onto our premises. Parents are requested to contact TLG directly if they need to speak to you for any emergency situation.

- **Literature**

No offensive magazines, books, leaflets etc. will be allowed within TLG. If any is found in your possession, it will be confiscated, and parents or carers will be informed. This includes having offensive images or videos on mobile phones.

- **Personal Hygiene**

It is expected that all students will take care of their appearance and will be reasonably and appropriately dressed for school.

- **Medication**

If you are taking any medication prescribed by your doctor, you must tell staff straight away. They will keep the medicine for you and allow access to it at the appropriate times. A parents or carer must complete a form for us giving details of the medication. This is also the case for any E-cigs, tablets or patches you may use.

- **Safety**

It is important to be familiar with and obey all the fire safety instructions given by the staff. If there should be a fire, follow the instruction of staff without question. All accidents must be reported to staff immediately.

- **Attendance & Timetable**

You will be expected to attend TLG on the days agreed. A registers will be kept and attendance carefully monitored. Any absences not accounted for shall be classed as unauthorised. Long term absenteeism and irregular attendance could jeopardise your place. Please do not arrive earlier than 10 minutes before the start of the day. Please leave the premises promptly at the end of the day or when requested.

- **Conduct**

In class you should make it as easy as possible for everyone to learn and the teachers to teach. This means arriving on time, behaving in a courteous and orderly way, listening carefully, following instructions and not eating or chewing. You are responsible for playing your part in keeping all areas you use clean and tidy. Privileges are all dependent on your behaviour.

- **Appraisals**

In order to monitor progress and sort out problems, student will have review meetings with members of staff. It is expected that, on occasions, parents or carers will be involved in such meetings.

- **Breaking of Conditions**

If you fail to keep to the terms of this agreement, staff will discuss this with you, and if no agreement is reached, it will be assumed that you no longer wish to be part of TLG. Action will then be taken to terminate your involvement.

Student Conduct Agreement

I have read the above Conduct Agreement and agree to abide by its conditions.

Name:..... Date:/...../.....

Signed:.....

Parents Signature:.....

Appendix B - Behaviour and Sanctions Table

Unacceptable behaviours		
Behaviour	First level sanctions	Second level sanctions
<p>Abuse, including peer on peer abuse – Fighting, assault, causing physical harm, aggression towards others, including staff. Bullying in any form (physical, verbal, emotional, online), or malicious derogatory or discriminatory remarks made to another person that could be early signs of bullying behaviour – making the school an unsafe place to be where others feel frightened.</p>	<p>Isolation, contact parents Think about some restorative Justice sessions.</p>	<p>Police involvement, (must be willing to prosecute) exclusion fixed term 1-5 days. If this is persistent on more than 3 occasions think about permanent exclusion.</p>
<p>Damage – deliberate. Either to school property or someone else's including graffiti, firefighting equipment, deliberately causing fires</p>	<p>Repair damage either cleaning off graffiti if possible or pay for cost of cleaning or repair or replacement.</p>	<p>Cost of replacement/repair is taken out of rewards pot if no-one has been seen doing the damage and if no-one owns up. Involvement with the external services ie: community police fire brigades educating on consequences.</p>
<p>Refusal to Follow Instructions (RFI) – This is <u>not</u> just someone not doing as they're told this is a persistent and deliberate refusal to follow an instruction from a member of staff.</p>	<p>Follow the 3 is the magic number principle. Ask for cooperation, second time ask firmly reminding them that they need to make the right choice and what will happen if they don't (Not threats just a reminder of the consequence of making a wrong choice) third time of asking is stated as a question to the student, 'Are you refusing to follow my instruction?' wait and repeat question until you get compliance or until they say yes.</p>	<p>Removal from the rest of the group, contact parents and continued RFI throughout the day leads to fixed term exclusion. Continued RFI throughout a term could lead to place being withdrawn.</p>
<p>Smoking</p>	<p>Expectation that cigarettes and lighters are handed in at the start of the day. Make it clear that if they are not handed in that staff will assume you are planning to smoke and will</p>	<p>Removal from the rest of the group, contact parents over a break in contract, risk of place being withdrawn if consistent abuse of trust and breaking of centre rules.</p>

	be keeping a watch out and may request you stay inside at breaks.	If the student is a year 11 young person come to an agreement that they leave site at lunch time to facilitate the need and maintain the relationship and placement. Have you had lessons on smoking cessation?
Undesirable behaviours		
Behaviour	First level sanctions	Second level sanctions
Rude – Deliberate ignoring of staff, lying, talking over the teacher	3 is the magic number 1 st time- verbal warning and reminder of expected behaviour and what will happen if they choose to continue. 2 nd time – Name on the board or flip chart as a visual reminder they have been spoken to twice. You can use this in the lesson to point to if they continue reminding them that they are just one more warning away from being removed from the lesson. 3 rd time – moved in the class away from others with a member of staff to work on their own, taken outside the room and spoken to by a member of staff.	Separated from the group, No points awarded for lesson. Look at the history of the child is this normal for the pupil. Look for patterns. Do you need to do some lessons on communication? Contact parents
Work Avoidance – trying to take teacher off task by going off the subject, Being distracted by stuff in the room pool table etc, out of seat, trying to get out of the classroom.	3 is the magic number 1 st time- verbal warning and reminder of expected behaviour and what will happen if they choose to continue. 2 nd time name on the board and warning that time wasted will be taken out of breaks and work will be done in that time. 3 rd time name circled on board to indicate that work will need to be completed at break time.	Refusal to work during break needs to be followed up in the same way as RFI, give 3 chances to comply then ask the question are you refusing to follow instructions. Then follow through sanctions outlined above for RFI. Working away from the group . No points awarded for lesson Contact parents
Low level disruption (chatting and off task behaviour)	3 is the magic number 1 st time- verbal warning and reminder of	Given time out from the group. After 5 mins ask the question are you ready to learn.

	<p>expected behaviour and what will happen if they choose to continue.</p> <p>2nd time – Name on the board or flip chart as a visual reminder they have been spoken to twice. You can use this in the lesson to point to if they continue reminding them that they are just one more warning away from being removed from the lesson.</p> <p>3rd time – moved in the class away from others with a member of staff to work on their own, taken outside the room and spoken to by a member of staff.</p>	<p>No points awarded for lesson</p> <p>Contact parents</p>
Swearing	<p>This is always to be picked up on and students to be reminded about appropriate language but no need for sanctions to be applied unless it turns into abuse or rudeness.</p>	<p>Could make it a target for some students that they can gain points for if they manage to avoid swearing during the lesson.</p>