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| **BEHAVIOUR POLICY –**  **Evolve Youth Academy**  Lewis Clarke – Director Of Academy |  |
|  | Review Date:  September 2021 |

# PURPOSE

The Behaviour Policy aims to determine the boundaries of acceptable and unacceptable behaviour to fulfil the duty of care placed on us. The Policy will also outline the hierarchy of rewards and sanctions.

Teachers have a responsibility to deal with behaviour in their group and can seek advice from their Operational Director, those with management responsibilities and other teachers as and when appropriate. Staff are advised to follow the Academy Behaviour Strategy and to work with others as part of a team.

# SCOPE

The ethos of Evolve Youth Academy is one of anticipating and diffusing potentially challenging behaviour. Evolve Youth Academy commits to:

* Setting clear expectations and firm boundaries agreed by pupils, parents/carers and staff. These are set out in the Home/Academy Agreement and Code of Conduct displayed in the Academy. We firmly believe that the most effective policy is one where all concerned with the pupil's welfare work together.
* Support the provision of an effective learning environment in which everyone feels safe, valued and able to learn.
* Encouraging good behaviour and respect for others and prevent all forms of bullying.
* Providing and maintaining adequate staffing levels that do not leave individuals in a vulnerable position.
* Ensuring staff model the behaviour we are expecting of our pupils
* Developing and maintaining staff competence and expertise which corresponds to the needs of the pupils.
* Avoiding situations which are known to trigger aggressive episodes and creating opportunities to engage in meaningful activities which include opportunity for choice and a sense of achievement.
* Establishing positive handling plans including current information on risk assessment.
* Involve families, advocates and pupils to produce an individual, comprehensive plan of action and support when they pose a significant risk to themselves or others
* Recognising early stages of behavioural episodes and the deployment of diffusion techniques to avoid escalation.
* Endorsing the principles of effective risk assessment.

Our Academy aims to enable individual pupils to develop their academic and social skills, for them to reintegrate successfully into appropriate full-time educational provision or employment. Pupils will be treated fairly, but appropriately, regardless of race, gender, social background, ability and beliefs.

# IMPLEMENTATION AND REVIEW

Evolve Youth Academy will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

# Key principles

**1.1 Working with parents**:

Parents are encouraged to support good attendance and behaviour through the Home/Academy Agreement and regular progress review meetings.

**1.2 Encouraging high expectations and establishing an ethos of achievement:**

Work requires just the right level of challenge and should generate a feeling of success and increased self-esteem. It requires sensitivity and flexibility to avoid presenting work that is both too easy and demeaning or too difficult thereby inducing failure.

**1.3 Identifying underlying causes**:

Poor behaviour may be linked to a pupil's problems in understanding lessons, and therefore may require work on expressive and receptive language skills or additional literacy or numeracy support to address them effectively. Social and emotional issues and circumstances also affect behaviour.

**1.4 Rewarding achievement**:

Positive recognition of individual pupils or groups is a valuable and effective strategy in ensuring that pupils are rewarded for doing the right thing.

# Proactive Approach

In many instances’, behaviour problems can be avoided or prevented by using appropriate behaviour strategies.

* Listen: listening is important. Being listened to can have a positive effect on behaviour and motivation.
* Stay calm: calming strategies often work. The teacher remaining seated and talking softly may avoid the escalation of confrontation.
* Give clear directions: check for understanding and pay attention to signals and body language.
* Positive reinforcement: focus on those who are carrying out instructions.
* Keep pupil on task: give consistent praise, which is specific and genuine. Use positive repetition.
* Manage anger: keep it brief. Blame the behaviour, not the pupil. Use 'I' statements. Reestablish the relationship as soon as possible.
* Avert confrontation: ignore the behaviour. Do not create an audience. Use a hierarchy of sanctions.

Positive behaviour needs acknowledgement. Reinforcement for good behaviour could be given in comments to parent/carer by telephone call or letter or by using the reward system in operation.

# Rewards and Sanctions

**3.1 Rewards**

A variety of social rewards can be given. These include praise for good work or behaviour. Another teacher or the Operational Director can be asked to supply positive recognition of effort and behaviour and most pupils celebrating their achievements. Parents or carers may be contacted by telephone or letter. Written comments can be put on a piece of work. Token rewards vary from Centre to Centre and include stickers, leisure activities and vouchers for local shops.

**3.2 Sanctions**

A hierarchy of sanctions is in operation at the Academy premises. They are detailed in the

Academy Behaviour Strategy. They include withdrawing attention, discussion with pupil,

warnings, resetting of targets to address behavioural issues where appropriate, changing tuition arrangements or venue, contacting parent/carer and fixed period exclusion. Please see appendix 1 (Behaviour Management Guidance)

# Exclusions

Evolve Youth Academy does not permanently exclude pupils. It is the policy of the Academy to make appropriate alternative provision for those pupils whose behaviour would have warranted permanent exclusion should they have been in mainstream Academy. This will be subject to a satisfactory risk assessment having been carried out.

**Fixed period Exclusion -**

* For exclusions of less than sixteen days, parents have the right to make representations to the Management Committee. The Operational Director will consider these representations.

* Where the exclusion is for sixteen days or more, a sub group of the Management Committee will meet to consider the exclusion. At the review meeting, parents have the right to make representations. This also applies when cumulative exclusions in the same term are sixteen days or more.

* The decision to exclude will be made by the Operational Director or those deputising for them. The Operational Director must be informed before exclusion.

During any exclusion period work will continue to be set and marked by the Academy. Parents have the right to see a copy of their child's record. The Academy will supply a copy of the record following a written request by the parent. The Operational Director will send exclusion letters to parents/carers with copies to the Information Officer at Shire Hall and the Head Teacher. A copy will be kept in the Academy exclusion file and pupil file.

# Monitoring and Recording Behaviour

Pupil behaviour is discussed and scored for each teaching session. These scores are recorded on the Weekly Record Sheet; these sheets provide the basis for future target setting.

# Police Contact

If police arrive at a centre to formally interview and possibly arrest a pupil the following procedure should be followed

* Police have a right to interview a pupil and Academy staff cannot refuse to allow the interview to take place.
* A member of staff must be present at the interview.
* Notes of the interview should be made by the member of staff and kept in the pupil file.
* Parents/carers should be contacted after the interview and informed that it had taken place unless there are Child Protection issues in which case the police will advise regarding parental contact.

Staff should not accompany pupils to the police station if they are asked to do so. The police will contact Social Care who will provide a responsible adult to be present at interviews off-site.

If Actual bodily Harm occurs as the result of a deliberate act towards a member of staff or pupil, the Operational Director must be informed, and a decision will be made as to who the incident should be referred to.



**This document is for guidance to gain consistency of response; however adults must make a professional judgement in each situation, and the suggested responses are not exhaustive, it is essential for adults to know which strategies suit each child**

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| Unacceptable behaviours | Suggested responses |
| Level 1   * Not on task * Disrupting other children, chatting in class * Not listening * Interrupting * Swinging on chairs * Ignoring instructions * Unnecessary movement around the classroom * Running in Academy * Playtime incident (1st incident) such as name calling, snatching, pushing, excluding others from a game, | **Non - verbal**  **For all suggested strategies it is important to know what works for the child, some strategies may lead to further escalation for some children May Include:**  ‘The look’/shake head/shake head to signal ‘No’ or ‘Stop’ – nonverbal forms of communicating Use your good role models who are demonstrating the behaviour you wish to see - stating clearly what they have done that pleases you e.g. ‘Thank you, Kyle, for sitting quietly and showing that you are ready to listen to my instructions.’  Use proximity control for some behaviours such as restlessness and chattering. These behaviours may be calmed by the physical proximity of an adult, . Moving towards a child, seemingly for another purpose can help to refocus the child on their work.  Tactically ignoring – notice but appear to ignore low level disruptions while reinforcing on task behaviour. While appearing to ignore, decide: Which behaviours you can appropriately ignore; how long you are prepared to ignore for. |
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|  | **Verbal**  Distract and divert stage 1 – e.g. ‘Mark, can I see your work please?’ or ‘Mark, I can see you are finding this difficult. Can I give you a hand now?’ – this is an attempt to break the cycle of low-level behaviour and gives the child a chance to start again  Use ‘When … then …’ requests – ‘When you are in your seat, then I will come and help you’, ‘When you are calm, then I will listen to your side of the story.’      Redirect the child by emphasising the behaviour you want to see rather than reinforcing the negatives by saying ‘Don’t swing on your chair.’, ‘Stop calling out.’ Instead you could say e.g. ‘I need you to place all 4 legs on the floor.’, ‘I expect to see you put your hand up if you need to speak’, - be assertive and sound like you expect compliance. For some children avoid using “Can you.....please”, rather give the instruction and say “Thank You” again this shows you expect compliance |

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| **Level 2**    **Persistence** of Level 1 behaviours and   * Intentionally damaging own or another pupil’s work * Minor vandalism – scribbling on tables, * Misuse of Academy property or resources * Mild inappropriate language * Threatening behaviour * Answering back * Telling lies/getting others into trouble * Leaving the classroom without permission or being in an unsupervised area without permission | **May Include:**    **Loss of break**    Reposition within the class – Go to a designated ‘work station’/area that is in the class as an informal form of time out to take a break/break the cycle of spiralling negative behaviour.    Discussion with child - STOP, THINK, GO, SO formula  Point out **choices** and linked **positive/negative** consequences e.g. ‘If you choose to continue with… then … will happen (loss of privilege). If you choose to stop … and make the right choice, then … will happen. I’m going to give you 1 minute to make your choice, but I know you will do the right thing/make the right choice.’ (Giving a child time to make the right choice is called ‘Take Up Time’).    Distract and divert stage 2 – child’s behaviour is escalating so divert by giving legitimate responsibility e.g. a job (for 5/10 minutes) –This should help the child to break the spiralling negative behaviour so that when they return to class they can start again.    Time out of class. |



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| **Level 3**    **Persistence** of Level 2 behaviours and   * Defiance * Dangerous refusal to obey instructions * Major disruption to class activity * Direct verbal/racial abuse abuse/intentional swearing, gestures, bad language (aggressive with intent) * Bullying * Violence (hit, kick, punch, bite) * Throwing objects * Stealing * Damaging property, vandalism, graffiti * Leaving Academy premises without consent | **Will include:**     * Time out with a staff member. * Member of staff will contact parents to notify them of incident/s * Written record on incident report will be sent to parents and a copy put in child’s personal   file   * If trend in L3 continues the child’s parents will be asked to meet with a member of Staff     During meeting the next steps will agreed:   * Set up a behaviour contract that has SMART behaviour targets – include the child in discussion of strategies – set a date to review * Child may be placed on part time timetable * Child may be removed from group and have to work in isolation for a period of time • Child’s risk assessment will be updated     For some Level 3 behaviours fixed-term exclusion will be considered, in this event there must be a re-admission meeting. This meeting will:   * Focus on why the exclusion occurred * Look at appropriate measures to prevent further incidents |

**In any situation that a member of the leadership team is called to assist a member of staff during an incident, it is the responsibility of the member of staff to complete an incident form.**

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