



# Behaviour Policy

Last Review Date: January 2024

Next Review Date: January 2025

## **Policy Statement**

TBAC is committed to providing a learning environment, which maintains high standards of behaviour. We believe that students respond more positively and develop their own social skills when all staff actively foster positive relationships based on trust and mutual respect. TBAC recognises that the best way of achieving positive behaviour is by keeping students busy, engaged and interested. We aim to promote a happy, positive atmosphere, where learners benefit from positive relationships with other students and staff. TBAC's positive discipline approach is central to our aim of creating a purposeful working atmosphere for staff and students.

Standards of behaviour within the organisation are governed by our collective actions; we depend on each other. All staff have a professional responsibility to follow the guidelines set out in this policy. It is the responsibility of all staff, not just teaching staff, to promote good behaviour. All staff are role models in this process, and we demonstrate the behaviour we expect from students by the way we behave towards them and colleagues. High expectations must be at the heart of everything we do. We influence the actions of students both by our direct communication with them and through our observed actions. The pride we show in our appearance, the way we move around the Centre, our positive verbal and body language, including our facial expressions, are all crucial in fostering the desired responses from students. In promoting good behaviour, we aim to develop the following values in our students:

### **Pride**

- Positive Purpose
- Respectful Relationships
- Ideas and Innovation
- Discipline (Positive)
- Employability and Enterprise

### **Principles**

- Positive behaviour is fundamental to successful learning, but it extends further than the classroom. We see positive behaviour as a key skill that is as important as reading or writing.
- If we want our students to behave well, we need to create a positive, caring and fair environment to teach, model and manage the behaviours we want. Behaviour is therefore the responsibility of all teaching and non-teaching staff.
- Positive reinforcement – recognising and rewarding student's good behaviours is more effective than sanctions and punishments. Our behaviour approach is therefore a positive, rewards-based system, with regular opportunities to recognise and celebrate success.
- Positive discipline – addressing the causes of poor behaviour and not the outcomes and creating a consistent and cooperative climate for learning.

*Links with other Centre Policies: Anti-bullying Policy and Child Protection Policy; Exclusion policy; Code of Conduct Policy*

### **Participation and Consultation Process**

- Awareness raising programmes (curriculum & parent information evenings)
- Survey/questionnaires distributed to students, parents and all Centre staff.
- Seeking the views of parents at information evenings.
- Monitoring evaluation and review.

### **Responsibilities of Staff**

The organisation's "Positive Discipline" approach uses a variety of preventative strategies to create a consistent and cooperative climate for learning. Positive Discipline focuses on 3 main themes: prevention, esteem, cooperation. A variety of strategies underpin each theme and adopt a positive spin on behaviour. The overall outcome of positive discipline is to stop negative behaviours and celebrate and recognise appropriate behaviour and thereby create and establish positive habits for learning and life.

#### **Positive Discipline Themes:**

##### **Prevention – Staff will:**

- Be consistent.
- Be prepared and organised.
- Know that 80% of classroom management is based on prevention.
- Welcome students as partners in learning.
- Create clear routines and procedures and teach and model them.
- Assess self and receiving feedback.
- Implement rewards and consequences.
- Make teaching and learning varied and interesting.
- Be learner centred and deliver vocationally relevant content.
- Use meaningful and useful assessments.

##### **Esteem – Staff will:**

- Secure a caring environment by knowing every student's name and unique personality.
- Listen to and include all students.
- Constantly survey student interests and accommodate learning styles and needs.
- Support and enrich.
- Respect a student while correcting poor behaviour.
- Create the opportunity for students to reflect on their learning.

##### **Cooperation – Staff will:**

- Build a supportive learning community by working together in an atmosphere of respect, trust and empathy.

- Help each other to be the best we can possibly be.
- Share responsibilities.
- Involve parents/carers in students' learning.
- Share good news and celebrate success frequently.
- Develop an achievement culture through regular praise/rewards.
- Actively listen to the views of students
- Behave in a calm, dignified yet assertive manner.
- Focus on the behaviour not the person.
- Rehearse strategies for dealing with low level disruption so that we become skilled in de-escalating conflict.
- Differentiate and tailor approaches to ensure all students have access to learning.
- Constantly analyse and develop one's own skills and attitudes when interacting with young people, observing and sharing good practice
- Avoid stereotyped or pre-conceived judgements about students.
- Celebrate cultural diversity within our student body and the Centre.

### **Responsibilities of Students**

- To arrive on time and to be as mentally, emotionally and physically prepared for the day.
- That they will inform their parents/carer or a member of staff of any problem that may hinder them from making the necessary progress towards their learning targets.
- That they will accept the consequences of their actions.
- That they understand that the promotion of positive discipline forms the basis of our cooperative and consistent Centre climate.

### **Responsibilities of Parents**

- That they contact TBAC quickly whenever any problem occurs.
- Fully support the organisation with all areas of positive discipline, including interventions and sanctions
- To attend the organisation when requested for all interviews with regards to behaviour and progress.
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- To support us with our unwavering commitment to promote positive behaviour to facilitate learning and social and emotional development
- To work cooperatively with TBAC to foster a belief of respect and dignity for all individuals

### **Responsibilities of mainstream schools:**

- That they contact TBAC quickly whenever any problem occurs.
- To fully support TBAC with all areas of positive discipline, including interventions and sanctions

- To attend the centre when requested for all interviews with regards to behaviour and progress
- To support TBAC with our unwavering commitment to promote positive behaviour to facilitate learning and social and emotional development.
- To work cooperatively with TBAC to foster a belief of respect and dignity for all individuals and continue the work of the organisation on return to mainstream school.

### **Responsibilities of All**

Preventative measures creating a positive and sociable environment and climate for learning will require both staff and students to focus on what is and can be good about themselves, especially their learning potential and attainment. The document policy will clearly state an agreed code of expectations for all staff and students and will help identify behaviours and interactions which sit outside of this code and will consequently be deemed unacceptable.

### **Our rewards system recognises progress and celebrates success. Our rewards will help achieve 4 main goals:**

1. To motivate the students to succeed and improve their behaviour.
2. To validate students newly formed positive habits and educational gains
3. Build self-confidence, self-esteem and reinforce positive behaviour.
4. To show respect for the TBAC community

### **Rewards will consist of:**

- Positive phone calls to parents/carers and commissioners
- Student "shout out" certificate.
- 'Caught doing the right thing' ticket.
- "Green Card" that offers a reward at the end of each day for good/positive behaviour; effort and good work.
- Pink cards for exceptional work/effort
- Model Citizen award and certificate
- Tweets and good news stories on the centre for peers and stakeholders to see.

### ***For consequences, we run a "yellow card" system where:***

- 1 yellow card – any student receiving a yellow card is recorded onto the chart. The parent/carer is made aware so that the issue can be discussed with their child. The commissioning school or body is also made aware.
- 2 yellow cards – if a second yellow card given to that same student at another time during that term, then the parent/carer and a member of the commissioning school/body will be called to a meeting at the Centre to discuss the situation and to set targets with a clear strategy going forward.
  - 2 yellow cards may also result in a fixed term exclusion after consultation

- with the commissioning school/body.
- Alternatively, isolation within the Centre may be applied where we feel that a fixed term exclusion is not the best solution or is not in the student best interest.
- Red Card – this is generally produced to a student when a serious safeguarding breach has occurred. This may result in a fixed term or permanent exclusion depending on the severity of the breach. Again, with consultation from the commissioning school/body.

A removal will culminate in a restorative justice session with the student, a student representative (as chosen by the student removed), the member of staff concerned, mentor and the principal (if felt appropriate). The session will be guided by the mentor and will take place as soon as possible following the incident. This will provide the opportunity for all concerned to calmly express how the incident impacted learning, themselves and others and agree a clear strategy of how to move forward and modify behaviour.

There will be no shouting by any staff member in the organisation. All interventions will be carried out in a calm and dignified manner. Shouting comes from anger and anger is a negative emotion that causes young people to react rather than think. TBAC approach is to modify behaviour and model and form good habits.

In exceptional circumstances, although very rare, exclusion from the organisation will be considered. All incidents involving situations where a student, teacher or visitor has been put at risk of serious harm will be formally recorded and dealt with at the discretion of the Head of Provision or Deputy Head of Provision.

Physical Intervention\* and restraint are taken very seriously and will only be used if all else has failed as a last resort. TBAC staff will use all of the behaviour management strategies (i.e. conflict resolution, de-escalation, solution focus etc.) in place to diffuse escalating behaviours. However, when a learner's behaviour escalates to a level of violence that causes a safeguarding risk to the safety of themselves, others or equipment, this may result in positive handling and restraint being used. It is considered that positive handling of students of any age will only normally be necessary in a very small number of incidents. The most appropriate form of positive handling will be used with the minimum physical contact.

For students entering the organisation with a history of requiring positive handling/restraint, a plan will be drawn up on transition that is agreed with us, the parent/carer, student and commissioning school.

\* TBAC's policy is to ensure that all staff are offered CRB (Coping with Risky Behaviour) or MAPA (**M**anagement of **A**ctual or **P**otential **A**ggression) training and is recorded on staff CPD log.



**Coping with Risky Behaviour (CRB)** Nottinghamshire County Council, through Education, Standards and Inclusion Services, has developed a training programme designed to help staff in schools and associated services manage the risks associated with the challenging behaviours of young people.

**Management of Actual or Potential Aggression or MAPA** for short is an accredited training programme that teaches management and intervention techniques to cope with escalating behaviour in a professional and safe manner.

*Additional Reading/Advice*

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

<https://www.gov.uk/school-behaviour-exclusions/exclusions>