

# Behaviour Policy

2018-19



**Policy dates:** September 2018 – August 2019  
**Staff Lead:** Everol Halliburton  
**Trustee Lead:** Paul Dix  
**Policy approved:** Board meeting March 2018  
**Next review date:** March 2019

TBAP AP AND SPECIAL ACADEMIES

 WEST	 COURTYARD	 LATIMER	 BEACHCROFT	 BRIDGE	 16-19	 OCTAGON	 CAMBRIDGE	 UNITY	 OCTAVIA	 ASPIRE	 EAST
 NORTH WEST	 NEW HORIZONS	 CSS Commissioning & School Support		 TBAP Teaching School Alliance		 tbapfoundation EVERY CHILD A CHANCE		 SUPPORT			

The TBAP Trust is committed to the creation of teaching and learning environments where the learning, social and personal needs of young people are adequately addressed. We aim to empower children to achieve in an atmosphere of safety and mutual respect. By removing barriers to learning that have been entrenched in former educational settings we work to support transfers back to mainstream school, further education or the world of work. Everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour and to encourage others to do the same.

## Purpose

The purpose of the policy is to provide a simple, practical code-of-conduct for staff, learners and parent/ carers which:

- Recognises behavioural norms
- Positively reinforces behavioural norms
- Promotes self esteem and self discipline
- Teaches appropriate behaviour through positive interventions

## Expectations

At the TBAP Trust we believe all of our learners can do well. We encourage success by supporting them to meet the following expectations:



## Positive Behaviour

One of the most effective behaviour management strategies in schools has been shown to be careful planning that prevents difficulties from arising. Preventative strategies create a context where acceptable behaviour is positively encouraged and misbehaviour is reduced. An ethos is developed which emphasises co-operation, responsibility, concern for others and self-respect.

Learners know what kind of atmosphere they prefer in school and what they expect of a 'good teacher'. Our experience has shown that over a range of ages children produce a very similar list of characteristics that they look for in adults who work with them. Children want adults to:

- treat them as a person
- help them learn and feel confident
- make the day a pleasant one
- be just and fair
- have a sense of humour

and not to:

- get upset or angry in the face of misbehaviour

Although they want this for themselves, they also want it for other children because it makes the learning situation more comfortable. It is evident that children prefer to learn in a relaxed yet purposeful atmosphere and where the adults are safely in control; where they can progress their learning with success and be acknowledged as 'people who matter'. We believe that where learners feel they are valued they respect adults and accept their authority. Similarly, we recognise the implicit need for young people to develop the skills that make positive relationship with adults possible.

It is critically important that staff working in TBAP AP Academies build strong **Relationships**, develop high levels of personal **Resilience** and have high expectations where the **Quality** of learning behaviours are concerned. Staff should never ignore or attempt to excuse poor behaviour. Rather, they should attempt to understand it's communicative intent. We aim to ensure that learners have clear boundaries reflected in a behaviour expectation framework that is underpinned by a clear system of rewards, sanctions and individual support. A common language is used across our school communities, providing consistent responses where behaviour is unreasonable. Restorative justice and informal mediation approaches are adopted to enable children to repair and maintain any relationships that they have damaged.

Positive behaviour expectations form the basis of our reward system. We select a desired behaviour from the list each week and reward learners with *Vivo* points when they demonstrate that behaviour. Learners also have personal targets set for them by their learning guides. These are usually negotiated with learners and encourage them to deal with specific issues that impact negatively on their school experience. Learners are able to 'spend' *Vivo* points using the online *Vivo* shop: <https://www.vivomiles.com/#!home>

## **Learner Support**

A skilled team of onsite therapists, individually expert in music, art and cranial massage, deliver counselling sessions and provide space for learners to deal with ambivalent feelings or personal crises. Similarly, our outstanding learning support professionals provide pastoral and academic interventions that are underpinned by positive relationships and the careful management of anger or frustration in a safe setting. Structured "Time Out" spaces are available to allow learners to articulate concerns whilst simultaneously giving staff the opportunity to 're-set' boundaries. Where possible it is always our aim to put children back into their classes where we know our personalised curriculum pathways give them the greatest chance of success.

## **The TBAP Trust expects parents/carers to:**

- Support the TBAP Trust policy on attendance and punctuality by notifying the school of any absences or lateness.
- Notify the TBAP Trust of any factors which may effect the behaviour of their child
- Support their child by attending regular reviews, open days and other meetings
- Be aware of and support the TBAP Trust Behaviour Policy

## **Exclusion**

The vast majority of behaviour is managed in school however, on occasion a learner might be required to leave school premises. 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 or a review of placement. These include:

- Verbal or physical abuse of staff
- Bullying – physical, verbal, emotional
- Sexual harassment of any kind
- Prejudice on grounds of race, age, gender, sexuality, disability and others
- Carrying an offensive weapon
- Use or sale of alcohol or other mood-changing drugs
- Deliberate damage or theft of property
- Smoking in or around the building
- Refusing to leave the premises when asked
- Gambling

## **The Alternative To Exclusion (TATE)**

TBAP is an inclusive trust that strives to support learners as they work through issues in school. However, there are occasions when learners breach the behaviour policy and need to be separated from their peer group. To this end, TATE has been established at various sites to provide a sanction that isolates learners whilst maintaining the learning opportunities ordinarily removed by fixed term exclusions.

### **Timeout Procedure**

At The TBAP Trust, a learner's behaviour makes it necessary to remove them from a lesson in order that others exercise their right to learn. Timeout is a formal method of achieving this whilst ensuring that the learner concerned remains in the care of an adult at all times.

- 1) Timeout will begin at 9:30.
- 2) A named adult will supervise the room as part of their weekly duties.
- 3) An "on call" Learning Support Professional will continue to 'patrol' corridors and take children to the timeout room. Timeout will last until the end of the lesson.
- 4) An 'on-call' timetable at reception will name the Learning Support Professionals 'on call' and the member of staff on timeout duty.
- 5) Learning Support Professionals 'on call' carry walkie-talkies and staff should telephone reception to arrange for a learner to be escorted to the time-out room. Learners should never be sent unattended.
- 6) Timeout is to be instigated by staff in situations where other behaviour management strategies have been exhausted and a learner:

***"Persistently exhibits low-level, disruptive behaviour that prevents teaching and learning"***

- 7) During Timeout learners will be given "cool off" time.
- 8) Learners are to be kept apart during time out sessions. It is imperative that the supervising adult follows this instruction.

- 9) If possible a *life space* interview will take place. The supervising adult will use the time to work through the incident with the learner and record their responses in the life space proforma. Completing the form encourages the learner to think about the events leading up to the problem; what actions they took or might have taken; what others did and how the situation might satisfactorily be resolved. This will help to restore the 'broken' relationship whilst

### **Timeout Procedure**

providing an opportunity to support the young learner as they take responsibility for their actions. Timeout should be viewed as a learning opportunity not as a punishment or a way of overlooking poor behaviour.

- 10) Completed *life space* interview proforma should be passed to the Lead Learning
- 11) Support Professional who is responsible for creating an electronic copy that can be shared with the adult involved in the incident. It is then the responsibility of that member of staff to attach the file to the appropriate behaviour report.
- 12) Learners should be given time, where possible to speak to the subject teacher in line with the 'Follow-up of Incidents' statement.

When behaviour breaks the Code of Conduct, they can expect:

1. First verbal warning
2. Second verbal warning
3. An "On Call" response – get taken out of lessons
4. Time Out
5. 15 or 30 minute Detention. Detention can be determined by the number of "time outs" a learner is referred for or dependant on the severity of the incident they are involved in. This will be determined by the SPOC on the day, Student Services Manager (SSM) or the Head of School (HoS).

### **(SPOC) Senior Point of Contact**

SPOC is a staff member who is deployed on the floor supporting teachers and support staff in engaging learners in lessons and acting as first port of call for any incidents. The aim is to manage situations where pupils are having difficulty staying focused or displaying behaviours which prevent teaching and learning. In consultation with the class teacher the SPOC should make a judgement about the course of action to be taken. This could involve a brief cooling off session outside the

classroom or escorting the pupil to the time-out room, where they will be supervised by another member of staff until they are ready to return to their learning.

### Staff Guidelines

Timely and clear communication between staff and families supports the management of good behaviour and promotes good discipline. Routine attendance at briefings and meetings allows the staff team to make expert use of the information management system to record and analyse behaviour. Informal conversations during the school day are also critical. Without the timely sharing of information, detailing personal events outside of school for example, staff members are forced to react to behaviour that might otherwise prevented or prepared for.

We believe that it is not always possible to respond to negative behaviour in the same way for every child but it is useful to have a guiding framework of responses to good and poor behaviour. This ensures that learners at TBAP AP Academies can be *certain* that every behaviour, positive or negative, will elicit some form of adult intervention. The tables that follow are intended to provide such a framework.

Responses to Positive Behaviour	
Meeting Behaviour Expectations	<ul style="list-style-type: none"> <li>Verbal praise</li> <li>Vivo points leading to rewards</li> <li>Extra-curricular activity</li> <li>Parents informed for consistent good behaviour</li> <li>Referral to reintegration group</li> </ul>
<ul style="list-style-type: none"> <li>Helping other learners or staff</li> <li>Responding appropriately to requests to change behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Verbal praise</li> <li>Vivo points leading to rewards</li> <li>Extra Curricular Activity</li> <li>Parents informed for consistent good behaviour</li> </ul>
<ul style="list-style-type: none"> <li>Excellent work</li> <li>Meeting personal targets</li> <li>Working as an ambassador for the AP Academy</li> </ul>	<ul style="list-style-type: none"> <li>Verbal praise</li> <li>Merits leading to rewards</li> <li>Head Teacher Award</li> <li>Jack Petchey Award nomination</li> <li>Parents informed about excellent work</li> <li>Display of work around school and online</li> <li>Residential experiences</li> </ul>

## Responses to Negative Behaviour

Failing to observe TBAP Behaviour Expectations	Classroom management by the teacher as stated in the behaviour expectations Merits not earned Emailed note to learning guide
Persistent failure to observe TBAP Behaviour Expectations	Verbal warning from staff Phone call to parents by learning guide/ Learner Support Professional (LSP) Intervention by a Year Team Lead (YTL)
Persistent lateness Unauthorised absence from lessons Smoking Learners deemed to have used mood altering substances Vandalism Bullying, Racism, Sexism, Homophobia, Ageism	Automatic home text or call Referral to Education ESW and Youth Offending Team (YOT) Letter home Possible fixed term exclusion Parental meeting At this level incidents are dealt with by the YTL or a Senior Leader
Refusal to leave a class or a building Physical or verbal abuse of staff Theft Possession of an offensive weapon Selling or using illegal substances	Verbal warning (SLT, police, YOT) where appropriate Internal, fixed term or permanent exclusion Parents invited in by SLT to meet appropriate parties

**The TBAP Trust has a policy of 'Safe Touch' and 'Restraint' where learners present a danger to the building, themselves or other members of the school community. We will not hesitate to physically control learners who refuse to meet school expectations.**

### Prevent

Inappropriate behaviour is more likely to occur when learners lack a sense of purpose and/or structure, are presented with opportunities to misbehave or are struggling to deal with external factors unrelated to school. It is preferable to prevent unwanted behaviour from occurring as dealing with unacceptable behaviour wastes time, can lead to confrontation and is stressful for everyone involved.



This principle is relevant to all aspects of our behavioral work, both academic and social. Measures can and should be employed to prevent potentially damaging situations from arising. The TBAP Learning Entitlement makes explicit those things that children at our AP Academies can expect staff to do to maintain a calm and productive atmosphere that is conducive to learning.

## **Record & Respond**

At TBAP Trust AP Academies any behaviour deemed by staff to warrant an official response is recorded using the SIMS database. The database records the following information.

A – Antecedents (what happened immediately beforehand)

B – Behaviour (or description of incident or event)

C – Consequence (for all concerned, both long and short term if applicable)

The purpose of the SIMS behaviour record is twofold: it is a tool with which to de-brief people after any sort of incident so that we can learn from mistakes or oversights *and* it can be used to identify patterns of behaviour over a period of time. All content is dispassionately recorded and focuses only on the behaviour at hand. Staff feelings about incidents can be discussed with colleagues in other forums. The SIMS behaviour record is not intended to replace the PIN form, which is a statutory requirement when incidents or accidents occur. It is a useful tool that enables us to carry out routine analysis of behaviour across subject teams and year groups. When completing the SIMS record staff members are expected to:

- Record the information in full, including date and time of day for example as this can reveal patterns of 'Monday morningitis' or similar!
- Ensure that information that cannot be typed into the comments box are completed in another application (e.g. MS Word) and attached to the report in the space allocated for comments or notes.
- Avoid personal or emotional responses and sarcasm; *stick to the facts!*
- Ensure that all those present during an incident are listed - this can be useful as it is not always those most closely involved who trigger or exacerbate an event.
- Make decisions (where possible) about outcomes (e.g. discussed with learner or telephoned home) and mark the incident as resolved. Where members of staff feel unable to resolve an incident they should first refer to the appropriate Learning Guide or Year Team Lead.

## **Consistencies**

Consistency from learners lies in the behaviour of adults and not simply in the application of procedure.

A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost.

The key is to develop a consistency that ripples through every interaction on behaviour. Where students feel treated as valued individuals that respect adults and accept their authority.

## **Dangerous items**

The following items are not allowed in to any TBAP School:

1. Illegal drugs and “legal highs” and any drug related paraphernalia e.g. weed crushers, small bong
2. Guns, included toys/imitations
3. Knives and other bladed articles or offensive weapons
4. Pornographic imagery
5. Alcohol
6. Fireworks or any other explosive or flammable items.
7. Stolen items
8. Tobacco, cigarette papers and Lighters
9. Laser Pens
10. Any article that the member of staff 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 learner).

## **Remove & Detain**

When a learner’s behaviour makes it necessary to remove them so that others children can exercise their right to learn, staff members are expected to contact the ‘On-Call’ team to have the learner collected and escorted to a ‘Time Out’ space. Learners can complete work or engage in a ‘life space’ interview in preparation for a return to learning. If learners do not complete set work or fully engage in time out procedures staff members can arrange a 15/30-minute detention at lunchtime or after school with the Senior Point of Contact (SPOC).

## **Mediate**

Occasionally, following an incident where a learner has presented particularly challenging behaviour, the relationship with the adult concerned may suffer. Mediation should take place at the earliest convenient time (e.g. break or lunchtime), after the learner has had sufficient time to 'cool off' and is able to talk about what happened. If appropriate an 'On Call' Learning Support Professional may provide temporary cover.

If the member of staff has completed the SIMS database the learner may wish to record their version of events before both records are reviewed to establish learner & staff perspectives. Completing & reviewing the SIMS record will enable those involved to consider any rule(s) broken and the consequences of the behaviour. Adults should encourage learners to consider what they could do to manage their behaviour differently in future (learner view) whilst suggesting ways in which the learner might be helped to manage their behaviour (staff view). The 'Action Taken' & 'Status' sections of the SIMS record may need to be amended following this discussion.

In cases where the learner refuses to take part in the process, the member of staff should inform the leadership team in order that a more official response might be made. Adults and young learners have the right to defer mediation to a later time to give the process a greater chance of success. However in cases like this, the learner must be made aware that the mediation process is compulsory and cannot be delayed indefinitely.

This policy was agreed June 2018 and will be reviewed annually by the TBAP Trust Board

Date of next review: March 2019

