

# Behaviour Policy 2020



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## Introduction:

The key role of Peak Education is to support young people who are displaying significant behavioural, emotional and social difficulties to manage their behaviour in order to successfully move on to their next steps.

Peak Education tolerates a wide variety of behaviours but does not accept them as inevitable and unchangeable. An individual's behaviours will be prioritised and through planned intervention and adherence to the rewards and sanctions in this policy, ensure that the consequences for behaviour are specific and limited. The high expectation for behaviour in all aspects of the school day are shared with all, by all and adhered to by all staff.

## Aims:

The objectives of the Behaviour Policy are to encourage students:

- To begin to work through their difficulties.
- To become increasingly aware of how to manage their own behaviour.
- To become responsible for the choices they make.
- To increase young people's understanding of the relationship between actions and consequences.
- To make positive changes in their behaviour thus enabling them to operate effectively within educational, family and the wider community settings.
- To strengthen their emotional literacy and increase their feelings of self worth.
- To provide a high quality teaching and learning that develops individual academic skills alongside the development of social emotional and behavioural skills.

The Behaviour Policy reflects and underpins the ethos, principles and philosophy of Peak Education. The staff and pupils regularly discuss the standard of behaviour expected of all who attend Peak Education. Rules within Peak Education are few in number and are based on the ethos of promoting mutual respect for all those using Peak Education. A clear and consistent system of rewards and sanctions are in place and made clear to all staff and students and parents.

## The Promotion of Positive Behaviour:

Staff work as a team to promote and model the desired behaviours expected of pupils. They use a positive approach reinforcing appropriate behaviours. They ensure that students are aware of and have a clear understanding of the expectations of behaviour. Staff provide situations where social activities enable students to further learn and practice appropriate behaviour e.g. breaks and lunch times. <sup>[1]</sup><sub>[SEP]</sub>

Staff act as mediators by encouraging young people to reflect on their actions and words to learn to resolve conflicts amicably and look for shared solutions.

### **Staff work as a team to support each other and students by:**

- Recognising achievements.
- Using specific praise for success.
- Help with problem solving.
- Addressing unacceptable behaviour swiftly and consistently.

Regular formal and informal staff meetings ensure all staff are regularly informed about issues general to all students or specific to individual students, thus enabling a consistent and shared approach to behaviour management from all staff.

Staff work hard to build positive relationships with all students. This is essential in order that students feel secure in the knowledge that relationships with staff will remain positive and respectful following incidents of inappropriate behaviour thus enabling the student to “get back on track” and move on. To this end it is also important that staff foster the belief in students that it is “ok” to make mistakes and that they can be part of a learning process and not the end of the world. Staff are proactive. Students are taught and regularly reminded that they are responsible for managing their behaviour through the choices they make. Conversely, they are encouraged to understand that they are responsible for the consequences of the choices they make.

### Curriculum:

The curriculum is differentiated for individual students according to need and may be through content, delivery, support or expected outcome. All teaching and learning takes place within and supports the ethos of Peak Education.

Staff expectations of student behaviour and quality of work are high and realistic and reflect understanding of individual emotional needs especially relating to self-esteem/self confidence. Classroom management reflects this and all undesirable behaviour is dealt with quickly and consistently by staff who remind students of the choices they have and the consequences these bring.

### Code of Conduct:

Peak Education has a code of conduct that is introduced during the home visit of new students and again during a student’s induction. The code of conduct is displayed around the school and is also used by staff to support the setting of expectations.

#### **Produce the best work you can:**

- Be on time
- Listen and ask appropriate questions
- Communicate positively
- Ask for help
- Engage with the support offered
- Stay on task
- Accept praise and constructive criticism
- Try new things – prepare to be challenged

#### **We want to provide a safe, clean and happy place to be so we will:**

- Support you to stay safe
- Provide access to well taught accredited subjects
- Provide advice and guidance
- Respect you as an individual
- Ensure everyone has a voice and is listened to

- Apply the code of conduct consistently
- Celebrate and reward your achievements

**And you will be expected to:**

- Move carefully around the school
- Stay on session
- Only bring with you what you need for the school day
- Follow instructions, listen carefully
- Look after and use your environment and equipment appropriately
- Show respect for your surroundings

**Be a good citizen:**

- Consider the feelings of others
- Support and encourage each other to make good choices
- Accept people for who they are
- Learn to manage your own behaviour, accept and reflect on consequences
- Contribute and be active in your education
- Attend every day
- Respect others and their property

## Rewards & Sanctions:

The staff at Peak Education use the strategies of positive behaviour management to promote appropriate behaviour. Students receive verbal and written praise from all staff for academic achievement and with social emotional and behavioural achievements, recognising progress and effort as well as outcome.

Each student has individual behaviour targets agreed with the student, and shared with referrers and parents, related to the needs they display within Peak Education. These are reviewed on a regular basis with students and achievements recorded on sessional recordings and reflected through BEST points. Success is rewarded through verbal recognition, certificates and activities chosen by the student. Emphasis should be on rewards to reinforce good behaviour, rather than on failures. Rewards have a motivational role, helping students to see that good behaviour is valued. The commonest reward is praise, both formal and informal, public and private, to individuals and groups. Praise can be earned by the maintenance of good standards as well as by particularly noteworthy achievements.

**Students can be rewarded in the following ways:**

- Verbal praise in a variety of contexts
- Collective or individual praise
- Use of the school's BEST rewards system
- Written or verbal communication with home, praising high standards of behaviour
- Rewards trips at the end of the term/year, which reward high standards of behavior, attainment and attendance

All members of staff are able to give BEST points to students for good behaviour.

## BEST Reward Points – General Guidelines:

All young people are awarded BEST points at the end of every session. Each day is split into 5 sessions and students can be awarded up to a maximum of 5 BEST points under the BEST headings of Behaviour, Effort, Success and Time.

The maximum number of points that can be earned per session is 20 therefore the maximum for the day is 100.

**Behaviour** - When staff observe excellent behaviour/improvements in behaviour, 5 BEST Points can be awarded.

When staff observe unacceptable behaviour (Level 2 and 3 - behaviour for learning guidance) 0 BEST Points will be awarded.

Staff will make a judgment of what points to award students where behaviour falls between 0 and 5 (where they have observed Level 1 - behaviour for learning guidance).

**Effort** – When staff observe high standards of work/participation or positive contributions to discussions/sessions, 5 BEST points can be awarded.

When there is no effort/participation from the student 0 BEST points will be awarded.

Staff will make a judgment of what points to award students when effort falls between 0 and 5.

**Success** – When students meet all of their learning objectives 5 BEST points can be awarded.

When students are completely off task and do not complete any work 0 BEST points will be awarded.

Staff will make a judgment of what points to award students when success falls between 0 and 5.

**Time** – When students arrive on time and are in their sessions on time 5 BEST points can be awarded.

When students are absent or significantly late 0 BEST points will be awarded.

Staff will make a judgment of what points to award students when time falls between 0 and 5 (marginally late or leaves the session before the end).

Staff who are working with the students are responsible for recording BEST points on the individual students sessional recording at the end of the day. They are also responsible for recording them on the wall display so that students can see their achievements.

## Sanctions – Responding to Inappropriate Behaviour:

Staff should take all appropriate measures to ensure Peak Education's discipline is administered in a manner consistent with the child's human dignity. (Article 28.2)

The majority of sanctions are aimed to encourage and support students. All students need a clear understanding of the order of sanctions and their significance. This can be achieved through a consistent approach and all staff should effectively challenge and resolve any incident of poor behaviour observed.

**In the first instance:**

- Students are to be given a verbal reprimand by a member of staff with an explanation and strategies to avoid further reoccurrence.
- Withdrawal of BEST points, rewards and use of free time equipment (Computers, Table Tennis, Pool Table, Games, Footballs etc)
- After school detention in consultation with parent/carer
- One to one meeting with the Education Manager
- Inform parent/carer

**If poor behaviour persists:**

- A meeting with Education Manager parent/carer and student to discuss a way forward
- Behavioural strategies and targets to be set and agreed between parent/carer, Education Manager and student with a review date set.
- Daily meeting between Education Manager and student
- Formal letter written to parent/carer

In extreme or very difficult situations and where all strategies tried by Peak Education staff have failed to impact positively on the behaviour of a young person, a fixed term exclusion may be given. Parents/carers will be informed of this decision through a telephone call. A letter outlining the incident and the length of the exclusion will follow this. This will also enable staff to consult with other professional agencies where appropriate e.g. Educational Psychologists, Educational Welfare Officers etc and parents in order to formulate the best way to support the child and address his needs.

Peak Education uses a 'behaviour for learning' framework that places inappropriate behaviour in levels according to its severity. Whilst the use of sanctions, and the order of support given above will resolve most situations, they may not be appropriate to resolve problems of violent/abusive behaviour.

The Education Manager will manage immediate serious incidents whereby the continued presence of a student will significantly disrupt the session from progressing, or the student involved is refusing to or causing risk of harm to themselves or others

**In the main:**

- Repeated refusal to comply with Peak Education rules
- Offensive language/behaviour towards staff
- Issues related to potential/actual violence
- Substance misuse concerns
- Students removing themselves from lessons

Any of these incidents may result in the student being withdrawn from session for a period of time. In some circumstances it may be necessary for the student to be sent home. A senior member of staff is available to deal with an issue at all times.

Staff requesting support from the Education Manager are expected to deal with the original incident and to document it.

Staff will use physical restraint of a pupil if their behaviour is placing themselves or others' safety at risk. An Individual Risk Assessment will be drawn up if required. Significant physical interventions will be recorded on the appropriate forms and information passed to all parties as soon as possible after the event.

Non-significant physical interventions will be recorded on the pupil's own behaviour for learning log.

The school maintains a record of the incidents and sanctions imposed upon students for serious misbehaviour on Integris.

However the emphasis for addressing inappropriate behaviour is one of support and prevention rather than punishment. It is the behaviour being rejected not the young person. Students are encouraged to accept responsibility for their actions and the choices they make. Staff remind students of the expectations of behaviour and of the consequences for actions including the sanctions that will apply.

Sanctions applied depend on the severity of the behaviour the young person is displaying as outlined in the 'behaviour for learning' framework.

The ultimate sanction of permanently excluding a pupil would only be used in the most extreme circumstances when every other strategy had failed or when the safety of others in at Peak Education were at risk. This is outlined in Peak Education's Exclusion Policy.

## Violence & Bullying:

Physical and verbal aggression is totally unacceptable. Everyone at Peak Education has the right to feel safe and secure and all incidents of violence will be dealt with bearing this in mind.

Bullying in any form is totally unacceptable and all reported incidents whether they are observed by staff or reported by a student or parent will be dealt with rapidly and from the premise that bullying is unacceptable.

Parents/carers will always be informed if their child has been physically aggressive towards other students or staff or if they have been the perpetrator or victim of bullying behaviour. (see Anti-Bullying Policy)

## Parents & Carers:

Parental support for the behaviour policy at Peak Education and their encouragement of their child to adhere to it, is an important part of making positive changes in their child's attitudes and behaviour allowing for a successful transition onto their next steps.

Parents/carers attend a meeting/home visit with their child prior to placement at Peak Education where the aims and objectives of the placement are discussed. At this interview all parties are made aware of the behaviour policy at Peak Education including the range of rewards and sanctions used and expectations. Parents/carers are encouraged to contact Peak Education, whenever they need or want to, with any concerns they may have. Parents/cares are involved as early as possible to share in solving problems as they arise.

Staff work together as a team to ensure that the Peak Education buildings feel welcoming to students and all visitors. Students' work is displayed promoting a sense of value and pride. Students are encouraged to take care of the building by keeping rooms tidy and looking after equipment.

Staff work hard towards ensuring our students want to attend Peak Education and participate in the teaching, learning and social activities offered to them.

**Peak Education Behaviour Policy to be read in conjunction with:**

- Anti-Bullying Policy
- Exclusions Policy
- Behaviour for Learning Framework
- Restrictive Physical Intervention Policy

Reviewed: August 2018

Next Review: August 2019