



There are a wealth of DfE publications which should be considered alongside this policy these include;

- Behaviour and Discipline in schools, guidance for headteachers and staff, 2014
- Searching, screening and confiscation advice for schools, 2014.
- Preventing and Tackling bullying: advice for head teachers, staff and governing bodies, May 2012.
- Ensuring good behaviour in schools – A summary for head teachers, governing bodies, teachers, parents and pupils, March 2012.
- Behaviour and discipline – a guide for head teachers and school staff, March 2012.
- Preventing and tackling bullying – Advice for school leaders, staff and governing bodies, July 2011.
- Use of reasonable force in schools, July 2013
- The SEND code of practice May 2015 (updated)
- The Equality Act 2010
- Supporting Pupils with medical conditions in school August 2017 (updated)

INTRODUCTION

This behaviour policy is a statement that promotes and supports appropriate behaviour in school. Through good behaviour we can build a positive ethos in a learning environment where all have respect for each other and are courteous and polite. This policy aims to support the development of a school where the structure allows for everyone to know the expectations in relation to behaviour and where learners and staff feel happy and secure at all times.

It is accepted that our learners will have varying needs affecting access to the curriculum, usually as a result of behaviour difficulties, poorly developed personal and social skills and associated difficulties. Learners with particularly challenging behaviour may receive additional support outlined in an Individual Behaviour Plan (IBP). The IBP will be written by the head teacher, SENCo or tutor in liaison with the student and supported by staff, tutor, care staff and other professionals. The IBP will highlight particular behaviours, triggers and ways to change negative behaviour. The IBP will be distributed to the learner's Social Worker etc. The IBP will be reviewed as often as is necessary to support the student.

This policy and its implementation are the responsibility of the Headteacher, with responsibility delegated to all staff.

Ensuring Good Behaviour – what the Government expects:

- all pupils to show respect and courtesy towards teachers and other staff and towards each other.
- parents/carers to encourage their children to show that respect and support the school's authority to discipline its pupils.
- head teachers to help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school.
- Proprietors and head teachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation.
- That every teacher will be good at managing and improving children's behaviour.

Ensuring good behaviour in schools – A summary for head teachers, governing bodies, teachers, parents and pupils, March 2012.

We believe that high-quality teaching promotes and supports learning and good behaviour. The efforts of learners and their ensuing success will be recognised and celebrated so that all learners feel valued and motivated, creating in turn self esteem and increased morale. We will support learners to take responsibility for their own actions and to accept the consequences of their choices. We will not accept bullying presented in any form from adults or learners and such incidents will be dealt with in a prompt, consistent and firm manner.

Successful behaviour management can only operate where teachers and care staff create a partnership to consistently support the individual learner. Ongoing communication is the key to this relationship. It is important for all parties to realise that progress towards good behaviour for some of our learners may be small and we must co-operate in helping them to learn from both their successes and their mistakes. We accept that no-one is infallible and that making mistakes and wrong decisions is part of the learning process. The important thing is how we make amends for our actions and how we use our mistakes to support understanding and ongoing development.

Code of Conduct

This Code of Conduct defines the behaviours we expect our learners to aspire to. It is acknowledged that for some of our learner's the acquisition of positive behaviours

may be a slow process, which will require regular revisiting to support sustained development.

The code is regularly updated by the students in tutor time and through school council and tutorial sessions:

- Have a positive attitude
- Listen to learn
- Try not to swear
- No bullying
- Be a good role model
- Have fun

Have a positive attitude. This means:

- Show consideration for others by moving around the buildings appropriately.
- Arrive at school in the correct uniform.
- Leave valuables such as money or mobile phones at home, or leave with the school office for safe-keeping.

Be a good role model. This means:

- Behave in a courteous and orderly manner: always try to understand other people's point of view, speak politely to everyone.
- Respect other people's property
- Respect the school and its property
- Apologise if you accidentally hurt or upset anyone or their feelings.
- Show consideration for each other by keeping the school clean and tidy.
- Tidy away properly in class
- Put all rubbish in the bins provided and leave all areas tidy

Listen to learn. This means:

- Attend school every day.
- Working sensibly in lessons
- Follow instructions the first time
- When the teacher talks to the whole class, be quiet and pay attention
- Wait for an appropriate gap in which to ask questions, don't interrupt others.
- Work without distracting or annoying others in the lesson
- Look after your own property ensuring that you do not interfere with the property of others
- Always seek permission from your teacher before leaving the room
- Keep all four legs of your chair on the floor
- Arriving punctually for each lesson.

Learning and Teaching

We consider the promotion of good behaviour as outlined in this Code of Conduct to be an essential part of fulfilling our school vision and aims. To this end we work extensively with learners through both the formal and informal curriculum to develop appropriate patterns of behaviour, self-esteem and personal and social skills. We aim to encourage mature attitudes, independence and a sense of responsibility in all our learners, whatever their academic ability, personal circumstances or past experiences.

All learners are formally taught about personal and social relationships during PSHE sessions and the emotional literacy programme, and informally through day to day conduct, meetings and tutorials.

Learners are given the opportunity to consider their own contribution to good conduct around the school through the Student Council.

Extended social, leisure and recreational activities provided through the school and homes also offer the opportunity for positive reinforcement of our behaviour policy in a less formal context.

We accept the principle that many aspects of behaviour stem from habit and so we work very hard to develop good habits in learners when they arrive at The Evolution and/or Vocational Centre and this is reinforced on a regular basis throughout the school year. It is important to intervene early to ensure that even the smallest rules are kept, preventing poor behaviour becoming common place, leading to greater difficulties.

All adults in the school are expected to model the highest standards of good behaviour in their own conduct around the school as our learners learn best by concrete tangible examples.

A Consistent Approach

The Evolution and Vocational Centre will display its basic behaviour expectations around the learning environment in order that these are shared and clear. The approach taken to respond to individuals who choose not to adhere to these basic expectations will depend on the rewards and sanctions that best suit that individual student and the situation. The school has a legal right to use detentions and sanctions that are proportionate, but when dealing with students with emotional and behavioural difficulties these decisions should be made in liaison with other adults supporting the young person and with great care.

Affirmation, Praise and Rewards:

We consider it important that praise and rewards should have considerable emphasis within The Evolution and Vocational Centre and learners will thus achieve recognition for a positive contribution to school life. Such contribution includes sound academic work and effort, good behaviour and adherence to the Code of Conduct.

Rewards should not be limited to those whose academic work is outstanding or to those whose behaviour is always good: small improvements and effort need to be celebrated. It is acknowledged that rewards need to be appropriate to the individual, their needs and any current difficulties and issues that they are facing. Reward and celebration of achievements is meant to support self esteem and provide an impetus for further motivation and development. It is expected that good standards of behaviour will be encouraged through the consistent application of our Code of Conduct supported by a balanced combination of rewards and sanctions within a constructive school ethos.

Rewards may be informal or formal: members of staff are encouraged to use a wide range of methods of acknowledging good behaviour.

To see fuller details of our Rewards System, turn to Appendix A.

In addition to various levels of rewards for good behaviour and a positive contribution to school life, we also encourage learners to take on roles of responsibility within the school. This helps to promote a sense of community, self-esteem and personal responsibility. Some learners may take on responsibilities within their own class, helping with the basic routines of classroom life.

Inappropriate Behaviour and Sanctions

This section of the policy needs to be read in conjunction with New Reflexion's Policy on the use of Physical Interventions (Reflective Therapeutic Intervention). This policy is based on the British Institute of Learning Disabilities (BILD) guidelines on restrictive physical interventions.

Learners have a right to expect fair and consistently applied sanctions for poor behaviour: which make a clear distinction between serious and minor infringements of the Code of conduct. An appropriate sanction is one which is designed to put matters right and encourage better behaviour in future. Thus it is inappropriate to punish whole groups for the misdemeanours of a few or to impose a sanction which is designed to humiliate a learner.

All adults and learners within The Evolution and Vocational Centre have a responsibility to ensure that our Code of Conduct is adhered to and that everyone in

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the learning environment is able to be happy and safe. To this end all adults and learners are expected to discourage unacceptable behaviour. Learners are advised about how to behave and who to speak to if they observe such behaviour or if they themselves behave wrongly. Learners are encouraged to tell the truth and to seek adult help if they find themselves in a difficult situation.

All adults in the school are expected to be familiar with our Code of Conduct and should be aware of the best ways of dealing with situations. Regular training is offered to ensure a consistency of approach.

A range of Sanctions is available to staff, depending on the severity of the behaviour that has been exhibited and the persistence of the offence. The likely consequences of failure to abide by the Code of Conduct are discussed regularly with learners and are published in the form of a system of Behaviour Management Levels (see Appendix B). These sanctions include:

- reprimands and warnings;
- request for apologies;
- movement within or outside the class;
- withdrawal of privileges;
- community service
- internal exclusion;
- external exclusion (fixed-term).
- Consequences put in place at the home

Whilst the need for consistency is recognised as a key element of any Behaviour Management system, this is balanced by an awareness of the special needs of our learners and the need for a specialised approach as appropriate and identified in the IBP.

Learners who deliberately and persistently ignore or break school rules despite the use of the range of sanctions available may need to be offered support in order to help them to change their behaviour in the form of an IBP or additional therapeutic work.

Training and support for staff

Regular training relating to this policy, methods of behaviour management, and the monitoring of IBPs are offered to staff, both as training in staff meetings and through regular RTI training.

Teaching Assistants and other Support staff are expected to take part in training relating to behaviour and its management.



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The promotion of good behaviour is discussed regularly in staff meetings. Similarly, individual learners who are struggling with their behaviour are regularly monitored and discussed to ensure a consistency of approach and an awareness of progress.

Effective teaching supported by a structured approach and an understanding of the individual needs and difficulties of the learner is a good basis for positive behaviour in the classroom. To this end we seek to provide stimulating, creative and engaging lessons at The Evolution and Vocational Centre, allowing learners to experience relevant meaningful education as outlined in our curriculum policy.

The use of Exclusion

The young people we work with have often had many negative experiences of exclusion whether this is in within their family, in social settings or at school. It is with this in mind that the school will always minimise the use of this sanction, since our role is to be an inclusive setting.

Fixed term exclusion will be used where it provides a very clear demarcation of unacceptable behaviour to the individual and the student population as a whole. This is most likely to be in response to the use of physical aggression. Such incidents also need careful follow up and re-consideration of risk management; exclusion can provide the time and space for people to consider the best and safest way forward. The school does not use permanent exclusion since it has a wealth of alternative options for delivery of education programmes and seeks to continue to work with young people rather than re-affirm their life experience of exclusion.

Where education programmes are altered in the short or long term, in a planned way this will not be considered as a fixed term exclusion because it is a pre-planned action taken in support of the young person, particularly where a record of exclusion may be unhelpful to their future opportunities. In this instance the young person may have a change of venue for their education in the short or medium term, but this will have been considered and planned in advance. Their education programme will remain a 25 hour provision but it's delivery may involve a range of people who can best support the young person during the period of crises.

Bullying and Harassment

Bullying and harassment are never considered acceptable behaviour and are taken very seriously within The Evolution and Vocational Centre. As an education provider we have a specific duty to tackle any form of negative discrimination. Bullying is not tolerated in any guise, including racial, religious or homophobic taunts. Learners are encouraged to report such incidents should they occur. Staff members are expected to report any incident immediately to the Head teacher and to record incidents in the behaviour log on the school's Information Management System. Sanctions will be used to indicate to the bully that their behaviour is unacceptable and further work should be carried out to educate all involved about the causes, harm and effects of bullying.

Links with the Children's Homes

The partnership between the school and the home is crucial for effective promotion of good behaviour. As a school we endeavour to communicate daily with parents/care staff concerning each child's progress, including their attitude and behaviour.

Likewise we encourage parents/care staff to contact the school immediately if there is a problem so that we can work together to resolve it. Where an individual learner has specific behaviour problems, carers will be involved in the development of the IBP and be asked to sign to agree to its contents before it is implemented. Any amendments requested by carers will be carefully considered.

Each student has an Individual Management Plan which guides those working with them in relation to background issues, triggers, responses that have been previously successful and the permitted restraint of that individual.

Searching Pupils: *(please also refer to the drugs policy)*

Head teachers and staff authorised by the head teacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has a "prohibited item". Prohibited items at the Evolution and Vocational Centre are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Searching pupils with emotional and behavioural difficulties needs to be done with great care and a respect for that students past experiences, the decision to carry out a search should not be taken lightly and alternative responses should initially be considered, such as asking the student to take some time out with a trusted adult to try and resolve the issue. Students should however be made aware that they can be searched and for what items. If a search is carried out the adults present must follow the guidance set out in the *Searching, screening and confiscating, advice for head teachers, staff and governing bodies, February 2014 Department for Education* and *"Use of reasonable force July, advice for head teachers, staff and governing bodies, 2013 Department for Education"*

Schools' obligations under the European Convention on Human Rights (ECHR)

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise the searching powers in a lawful way.

You can search a student if you are the head teacher or a member of school staff and authorised by the head teacher. You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched. There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

You can search if you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Use of reasonable force

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. At The Evolution and Vocational Centre our behaviour approach is based on "Therapeutic Crises Intervention" and teachers should follow the guidance and approaches for which they have been trained.

Monitoring, Evaluation and Review

Behaviour within the school is regularly monitored and details relating to individuals and their behaviours are logged. Access to the behaviour log is limited to staff members with appropriate levels of responsibility.

Should there be the necessity for fixed-term exclusions these are carried out in line with DFE guidance. (See Exclusions Policy)

Any incidents of Bullying or Racial harassment are reported to the Head teacher, who will maintain a written record.

Appendix 2: Reward System

All adults in the school should make a point of praising good behaviour, successful academic performance and positive social interaction when it is observed.

Students will receive a numbered effort mark and a lettered understanding mark within each lesson. These are to be recorded in the teachers mark book and transferred to the office at the end of each day. These marks are then to be sent via fax or email to each of the houses in order that parents/care staff can follow up positive performance with rewards and deal with poor performance with sanctions. The points directly link to the activity money that students can earn for evening and weekend excursions. Each point is worth 20p. Students receiving a 5 for effort must have been successful within punctuality, behaviour, uniform and academic performance. For each 5 awarded students will receive a merit. Merits are worth 25p each towards high street vouchers which will be awarded each term by the school.

Where students have done something exceptional within their academic work, in supporting others or in behavioural improvement they should be sent to the Head teacher with information detailing their success. The Head teacher can discuss and celebrate the success with the students and decide whether the action was outstanding enough to receive a head teacher's certificate.

The awards above are common to all students. Additional rewards will be used as detailed below according to what motivates each individual:

- Request for student to be entered into praise book at the home
- Recognition in assembly
- Verbal praise shared with third party and reported back to student
- Request letter to be sent by director
- Choice of music/games for tutor time
- Asked to take on extra responsibility within school
- Invited to select from the lucky dip box for a commendation
- Subject based merits
- Subject postcards
- Phone calls to individual pupil's care home from teacher

School Team System

In addition to the systems detailed above the school runs a team/house system. Students are allocated to either Alpha or Omega. Weekly themes identify how points can be earned through the week, with on-going themes around for example homework being handed in on time. A house captain is chosen weekly who gains double points for the week. Prizes, social trips and recognition will be provided to individuals and the winning team termly.

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Behaviour Management Framework

| Level 1 Behaviour - event | Level 1 Response Options | Where to record information |
|---|--|--|
| <ul style="list-style-type: none"> • Lateness to lesson • Refusal to wear school uniform • Calling/shouting out • Occasional disruption of other's learning • Low level rudeness • One off swearing outburst • Minor damage to school stationary/items • Handling other's property without permission | <ul style="list-style-type: none"> • Staff to use verbal RTI techniques; provide reminders of appropriate behaviour and reasons why current behaviour is not acceptable • Discuss loss of points – activity money • Student returned home to get correct uniform • Suggest time away for short period with support of a carer (no more than 5 minutes' time out) • Ask for an apology • Raise general issues in Rant and Rave | <p>Record behaviour issues on daily report in comments box if it is felt appropriate.</p> |
| Level 2 Behaviour – event (behaviour concern form) | Level 2 Response Options | |
| <ul style="list-style-type: none"> • Persistent or uncorrected Level 1 behaviour • Verbal abuse/bullying/intimidation towards learners/staff • Persistent defiance towards teacher • Absenting from lessons (remaining on site). • Failing repeatedly to follow teacher's instructions • Setting off the fire alarm • Destruction of equipment/property • Threatening behaviour • Action causing accidental physical harm to learner, peers and/or staff | <ul style="list-style-type: none"> • Any of responses for level 1 shown above • Staff to use RTI techniques around required behaviour and set targets to make expectations clear • Request head teacher intervention • Report back/discuss with carer or manager • Record damage to property and follow up if reparation needed • Remove privileges/clubs etc • Teacher to seek peer support for managing behaviour/share good practice in staff meetings/therapy reviews • Provide work to go home for and ensure this is followed up • Organise a peer meeting to resolve bullying issues, include further education around issues. • Consider writing a BSP | <p>Bullying incident, even if it appears one off to be logged: In ELVIS, click behaviour log tab, click "complete behaviour log" bottom right. Fill in details and check "bullying" box.</p> <p>Level 2 behaviour issues to be recorded by checking "Event" on daily report and then completing the generated form in behaviour log, checking the "Event" box.</p> |

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| Level 3 Behaviour – Significant event | Level 3 Response Options | |
|---|--|--|
| <ul style="list-style-type: none"> • Persistent failure to comply at levels 1 and 2. • Bullying • Deliberate damage to the structure of the building or furniture • Leaving the school site without permission. • Throwing items without intent to harm • Persistent poor behaviour at all previous levels which causes severe, ongoing disruption to others' learning. • Throwing items with intent to harm • Directed threat made to a member of staff/ peer • Letting off fire extinguisher | <ul style="list-style-type: none"> • Any of the responses from Level 1 or 2 shown above • Staff to use RTI techniques, ensure safety of student and others. • Provide learner with time away from lesson and conduct RI when appropriate (head, carer or senior to support this action). • Set up or review student's BSP, invite appropriate involved parties. • Request support from house manager possibly in school support later in the week. • Consider alternative or reduced curriculum which better engages student • Enforce time away for learner to ensure the safety of others • Fixed term exclusion • Follow IMP guidance for notifying others. • Discuss with therapists to gain further insight/guidance. | <p>Bullying incident, to be logged: In ELVIS, click behaviour log tab, click "complete behaviour log" bottom right. Fill in details and check "bullying" box.</p> <p>Level 3 behaviour issues to be recorded by checking "Sig Event (SI)" on daily report and then go to the generated form in behaviour log, checking the "SI" box.</p> |
| Level 4 Behaviour – Notifiable incident | Level 5 Response Options | |
| <ul style="list-style-type: none"> • Persistent serious behaviour at all previous levels which causes severe, ongoing disruption. • Action causing intended physical harm to learner, peers, self and/or staff • Carrying a weapon or implement likely to be used as such. • Incident ending in the need for staff to physically intervene to maintain the safety of staff and students or to prevent significant damage to property. | <ul style="list-style-type: none"> • Any of the responses from levels 1, 2 and 3 as appropriate. • Staff to use RTI techniques. • Arrange urgent meeting with significant others. • Possible fixed term exclusion to provide planning time. • Consider calling early Annual review of EHCP. • Alternative programme of activities, consider response home options | <p>Bullying incident, to be logged: In ELVIS, click behaviour log tab, click "complete behaviour log" bottom right. Fill in details and check "bullying" box.</p> <p>Level 4 behaviour issues to be recorded by checking "Notifiable Incident (NI)" on daily report and then go to the generated form in in Notifiable Incidents tab and complete a full write up. Also open the generated behaviour log and write "see NI" checking the NI box.</p> |