

# BEHAVIOUR POLICY

including

## BEHAVIOUR AGREEMENT TEMPLATE

Policy adopted by RISE Learning Zone: 01.09.2015

Last reviewed: April 2018

Next review: September 2019

*Policy Document SP-03*

---

## RISE LEARNING ZONE

### BEHAVIOUR POLICY

---

The promotion of acceptable behaviour is the corner stone of the work we offer to young people, not just an add-on to our provision and the curriculum. We believe that instilling in learners a sense of responsibility for their own behaviour has a positive impact on their ability and desire to learn, and has wider positive consequences in their behaviour with others, including staff, parents, peers and the wider community.

We try to keep our behaviour policy simple from the learner's perspectives, concentrating on the idea of respect and positive relationships being the keys to good behaviour, i.e. respect for ourselves, each other, staff, the learning environment and (in a wider context) our families and communities, leads to positive relationships and a positive experience at school.

We accept that most learners referred to us will have experienced difficulties in meeting the demands of their mainstream education provision. They will have often faced sanctions and the feeling of rejection. Combined with similar experiences in the home lives of many learners, this often compounds the situation and makes behaviour worse. We believe that one of the best ways to counteract this is to provide a consistent setting for learners, and to recognise and encourage even the smallest positive steps in a learner's behaviour.

#### **Learner Agreements**

All learners referred to us will be expected to read and sign the learner agreement, which states the expectations around their levels of behaviour and the consequences that could be implemented should their behaviour not meet expectations. This will also include a section of behaviour targets, which can be quite small, but are actually quite important milestones for each learner.

## **The Behaviour Policy Principles**

We believe that in order to enable teaching and learning to take place, desired behaviour in all aspects of our provision is necessary. We seek to create an inclusive caring, learning environment in the provision by:

- promoting desired behaviour and discipline
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect and kindness
- ensuring equality and fairness of treatment for all
- encouraging consistency of response to both positive and negative behaviour
- promoting early intervention
- providing a safe environment free from disruption, violence, bullying and any form of harassment
- encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of our policy and associated procedures
- promoting a culture of praise and encouragement in which all students can achieve

## **Roles and Responsibilities for Behaviour Policy**

The trustees, head of provision and staff will establish, a policy for the promotion of desired behaviour and keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear.

The head of provision will be responsible for the implementation and day-to-day management of the policy and procedures, supported by all staff.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the head of provision on the effectiveness of the policy and procedures. They also have responsibility, with the support of the head of provision, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The directors, head of provision and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the provision. We will encourage parents to work in partnership with us to assist in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

### **Rewards**

An ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping students to realise that desirable behaviour, self awareness and responsibility to self and others is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. Alongside this is informing parents regularly on their child's desired behaviour.

### **Behaviour Sanctions**

No matter how well planned a curriculum, lesson or school set-up, disruptive behaviour is bound to occur at some point. Controls and sanctions are necessary in order to maintain reasonable order throughout the provision. The aims of the sanctions are to create an environment, which gives a firm and commonly understood structure and sense of order. Discipline should not be viewed as an end, but it is essential for effective individual and collective learning. Sanctions will be

given in a way that informs pupils their behaviour is unacceptable, and are most effective when given as soon as possible after the inappropriate behaviour has occurred.

Sanctions are limited but for lesser offences could include:

- Request for written letters of apology
- Phone calls to parents / carers
- Internal isolation
- Restriction from enrichment activities

Should more serious inappropriate behaviour take place, (such as violence, bullying, vandalism, substance misuse, persistent defiance) and the need for more serious sanctions occur, this should be done with following discussions with the referring school, but can result in:

- Immediate isolation
- A fixed term exclusion
- Involvement of the police
- Permanent removal from provision back to the referring school

Parents should always be kept aware of the situation, and asked to take part in a behaviour meeting before a final sanction is placed.

### **Extreme Situations**

It should be noted that from time to time behaviour can escalate, and can no longer be managed using regular strategies. Extra physical presence can be sought, either from within the provision, from the referring school, or from the police (if the situation warrants this course of action)

Physical intervention from staff should be a final course of action in the following circumstances:

- When a learner attacks a member of staff
- When a learner attacks another pupil

- When learners are fighting
- When a learner is, or is perceived to be in danger of hurting themselves

Physical intervention may include:

- Physically interposing between two learners
- Blocking a learners path
- Leading a learner by the arm
- Shepherding away by guiding with an arm, placing a hand in the centre of a learner's back or (if at least 2 members of staff have been trained) by the use of Positive Handling Techniques

## **Smoking**

- RISE Learning Zone has adopted a no-smoking policy for learners, and will not permit smoking on site or taking breaks to go off-site for smoking. This includes vaporising devices. Smoking paraphernalia must be handed in at the gate at the start of the school day and will remain in school care until the end of the day.
- Staff may take a reasonable number of cigarette breaks during the course of the day. When young people are present, cigarette breaks should not leave colleagues in a poor staff to worker ratio.
- Staff should not smoke with or in front of young people.
- Smoking is not permitted in any part of the building, fire escapes or car parks. Staff should walk away from the building and it's surrounds.

## **Alcohol and Illegal Substances**

- Under no circumstances should staff bring alcohol to work, be at work under the influence of alcohol, or condone the drinking of alcohol with young people.
- Young people found with alcohol should be asked to leave the project with the alcohol, or if they are not under its influence to tip it away.
- Similarly under no circumstances should staff come to work under the influence of illegal substances, and any personal use in private time must not be disclosed to young people.

- Young people who bring, use or deal illegal substances onto the premises should be requested to stop or leave, as appropriate, with an explanation as to why their behaviour is unacceptable and an invitation to return another time.
- Workers are reminded that dealing taking place on the premises can lead to the prosecution of workers, as well as dealers.
- Project workers should make clear to young people the nature and legal requirements of their roles and Project policy regarding illegal activities.
- Project workers are encouraged to deal with such situations sensitively and to be aware of the underlying need to balance the benefit or damage to both the lives of young people in their care and to the worker's own long term working relationship with them. Workers are to be mindful of the obligation to be seen to act within the law regardless of personal feelings and to respond accordingly.
- In circumstances where workers are given, find or confiscate illegal substances there are no legal obligations to contact the police or to hand over substances to them. However attention is drawn to the possible implication of possession offences under the Misuse of Drugs Act 1971. In such circumstances the situation should be brought immediately to the attention of the Drug Prevention Worker or the Co-ordinator. After consultation there are two courses of action open to workers:
  - a) destroy the substance in the presence of senior worker or team leader ie. by flushing it down the toilet
  - b) a senior worker to hand the substance over to the police. In such cases while worker may be asked to do so he/she is under no legal obligation to reveal names or details of how the substance was received.
- Within the context of possible possession offences workers should also be aware of the fact that the confiscation of illegal substances in order to prevent a young person committing an offence is a statutory defence under the Misuse of Drugs Act 1971. Under such circumstances a worker should:
  - a) be seen to be in the process of acting promptly in following the chosen course of action ie. within 2 hours of the incident ending
  - b) make a written record in the "Incident Book" noting all action taken but excluding the young person's name.

### **Dealing with violent or aggressive behaviour:**

- Workers should be sensitive to the potential risk of violent or aggressive behaviour and be careful to avoid the risk of personal harm. In these situations personal safety is the priority.
- Young people who bring weapons or stolen goods onto the premises should be asked to leave immediately, with an explanation why their behaviour is unacceptable and an invitation to return another time. This will be recorded as an official exclusion.
- In open access sessions team members must remain aware of their colleagues and their needs for support in situations and should be quick to respond to difficulties, which may occur at any time.
- Workers should be careful to avoid confrontational situations whenever possible and be aware of their personal responses which may fuel an aggressive situation. Faced with conflict, workers should attempt to defuse the situation by asking other people to leave the area and by being non-threatening with appropriate use of body language, tone of voice, eye contact and use of reflective listening skills.
- If necessary workers should leave the situation and seek support from colleagues. If young people or staff are in immediate danger the police should be informed by telephoning 999 requesting immediate response.

### **Young Person Rules and Regulations**

All staff should be committed to challenge behaviour that is in contrary to the following. This should be done sensitively.

- Keep hands and feet to yourself
- No fighting or play-fighting
- No smoking / drugs / alcohol
- Respect others and their opinions
- Show kindness to others
- Share equipment and refreshments
- Listen and learn

- No Bullying
- No racist / sexist / homophobic behaviour
- Take responsibility for your actions

## BEHAVIOUR AGREEMENT

---

I agree to:

- Attend regularly and on time
- Raise any concerns or worries I have with my mentor, teacher or RISE staff so that they can be resolved.
- Treat other learners, all staff, rooms and equipment with respect
- Be responsible for my own actions and I understand that if my behaviour makes me a risk to myself or others then this will be challenged and dealt with appropriately by staff.

I understand that:

- Wilful damage to RISE property is unacceptable, will result in exclusion and may result in a charge of criminal damage.
- Physical violence toward RISE staff or other learners is totally unacceptable and will result in exclusion with criminal charges being brought.
- I do not need to wear school uniform but my clothing needs to be suitable for the environment in which I am learning or working.
- Jewellery must be restricted to what is appropriate for a realistic and safe working environment.
- I must hand my phone and any smoking paraphernalia in at the beginning of each day and this will be handed back to me at the end of each day.
- I must not smoke at RISE or outside the building.
- Taking, possessing or dealing of drugs will not be tolerated. I will not be allowed into the building if this is apparent, and incidents will be reported to the police. A referral to support agencies like CGL LifeLine will also be made.
- I must use all equipment with respect and the internet is only to be used as a learning resource. Any misuse will result in sanctions being applied.
- Energy drinks must not be consumed before or during school.
- When travelling to or from school on public transport the behaviour agreement still stands, I will show respect, follow transport rules and behave well at all times.

Anything I discuss will be treated confidentially, unless it is deemed to be a safeguarding or child protection issue, in which case RISE Learning Zone must pass on the information to an appropriate agency.

---