

THE ALTERNATIVE SCHOOL GROUP LTD

Behaviour and Relationship Policy



Learn
Progress
Achieve
Success

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INTRODUCTION

This policy is to support TAS pupils, staff and the whole school community.

TAS ETHOS

At TAS we are inspired by a belief that we can make a difference to every young person we work with. Listening, raising aspirations and tailoring what we do to meet the needs of the individual. We believe that everyone has the potential to succeed in the right environment and with our holistic approach of nurture, independence, academic achievement and vocational/entrepreneurial opportunities, we aim to ensure that time spent with TAS is both enjoyable and successful, with 100% of our pupils moving into further education / employment. We never give up on our pupils, we never permanently exclude either and we will offer continuous support for as long as a young person requires it. Every day with TAS is a fresh start.

PURPOSE

This policy has been written with reference to the latest guidance from the Department for Education including, *Behaviour and discipline in schools: Advice for Headteachers and school staff (January 2016)*.

This policy aims to enable pupils and staff to function safely and successfully within their educational setting.

Communication of this policy is crucial in order for a consistent approach to rewards and behaviour across the whole of TAS. This policy will be shared with the whole TAS community including pupils, staff, parents, board members, referring schools, dual schools and any other relevant external agencies.

WHAT MAKES US DIFFERENT?

At TAS we pride ourselves on building excellent relationships between teachers and pupils. This is achieved by a consistent and positive approach to how we manage pupil behaviour. At TAS all of our pupils have personalised timetables ensuring structure and routine in lessons which will reduce incidents of challenging behaviour. We hold pupil and staff wellbeing at the heart of everything we do. We are rigid and robust in how we safeguard our pupils including ensuring that instances of challenging behaviour are managed positively and **strictly without any form of physical intervention**. We have an open admissions policy where we work with any pupil regardless of their behaviour or individual needs. Our ethos is one where we do not exclude pupils but look more deeply into reasons for behaviour and how this can be improved and prevented in future. We feel very strongly that excellent attendance is crucial to educational success and exclusions only reduce attendance rather than resolve challenging behaviour. We believe in a fresh start everyday where pupils have the opportunity to change their behaviour for the better.

Entitlement

1.3. We aim to ensure that:

- o We provide a safe, caring and stimulating environment where children can develop a positive set of attitudes towards everyone in the Academy community;
- o The furniture is comfortable to work at;
- o There is easy access to water and fresh air;
- o The temperature is kept at a comfortable level;
- o There is space in the learning environment to celebrate success;
- o There are good quality and interesting resources to work with;
- o There is a friendly and supportive atmosphere to enable children to acquire moral values such as honesty, sincerity, trust, mutual respect and tolerance;
- o Each child is valued as an individual;
- o We encourage each child to develop his/her self-esteem, confidence and feeling of self-worth to lead to the development of independence in work and decision making;
- o There is an understanding that we all have rights, rules and responsibilities.

Rights, Rules and Responsibilities

1.4. Rights

1.4.1. At Trevithick Learning Academy, we believe that children have the right:

- o To learn;
- o To feel safe;
- o To be happy;
- o To be an individual;
- o To be listened to;
- o To be treated kindly, fairly and equally;
- o To have access to the school at appropriate times;
- o To communicate and express themselves;
- o To be left alone;
- o To share ideas and ask questions;

Rules

1.5.1. The Academy has a set of 3 rules or expectations of behaviour; which apply to every situation:

- o Show good manners at all times
- o Follow instructions with thought and care
- o Care for everyone and everything

1.5.2. These rules are displayed around the Academy and in classrooms. These rules are then adapted within class to create age appropriate behaviour contracts.

1.6. Responsibilities

1.6.1. Governors are responsible for following the legal guidelines on the Academy's Positive Behaviour Policy and monitoring and reviewing the Behaviour Policy.

1.6.2. The legal responsibilities for the discipline of the school lie with the Governors who have delegated the day-to-day management to the Principal.

Parents/carers of an excluded child have a right to make a written representation to the Governing Body. The Governing Body will take steps to consider any such representation.

1.6.3. The staff are responsible for:

- o Recognising that good behaviour needs to be taught;
- o Having high expectations of all people in the Academy;
- o Applying the Behaviour Policy in all situations and to all children in the Academy;
- o Communicating behaviour clearly and effectively with others;
- o Having a good knowledge of the Academy's Behaviour Policy;
- o Following its procedures for positive and negative consequences;
- o Being consistent and fair;
- o Providing a learning experience when dealing with children's behaviour;
- o Clearly rewarding positive behaviour;
- o Following behaviour management procedures to ensure that children are ready to learn;
- o Separating the child from the behaviour so they understand it is the behaviour choices that need changing;
- o Actively seeking positive relationships with parent/carers;
- o Providing an inclusive curriculum which promotes a high self-esteem;
- o Using the clear agreed language of positive behaviour management.

1.6.4. The Senior Leaders are responsible for:3

The senior leads are responsible for –

Monitoring the implementation of the Positive Behaviour Policy and its procedures to ensure that it is consistent across the Academy;

- o Supporting staff with the implementation of positive behaviour management strategies;
- o Being available to support teachers communicating with parent/carers;
- o Being available over lunchtimes to support midday supervisors.

1.6.5. Parent/carers are responsible for:

- o Supporting the Academy's Positive Behaviour Policy;
- o Attending the presentations of rewards;
- o Sharing information about what is happening outside of the Academy which may affect their child's behaviour;
- o Being available to discuss their child's behaviour with the Academy.

1.6.6. Children are responsible for:

- o Doing their best to contribute to a positive learning environment and allowing others to do the same;
- o Taking responsibility for their own behaviour;
- o Helping to create a secure environment where children can be safe, happy

staff (teachers and teaching assistants) to share work, information and behaviour.

1.20. Communication with parents/carers

1.20.1. Parents/carers are kept informed about all aspects of a child's behaviour.

This is achieved by:

- o Meeting informally with parents/carers at the beginning or end of the day;
- o If a child's behaviour is causing concern, parents/carers will be invited to

meet with the teacher and/or senior staff to discuss how the child can be helped to change his/her behaviour.

o Children’s achievements and consequences are published to parents phone via the SchoolComms app.

1.21. Dazzle Assembly

1.21.1. Weekly Dazzle Assemblies are used to celebrate good work, effort and behaviour. Dazzle certificates are awarded to celebrate success in line with the weekly focus (Dream, Drive Duty, Dazzle). Individual work is celebrated on the ‘Dazzling Work’ board in the main hall. Children’s names are published in our weekly newsletter.

1.22. Lunch Time

1.22.1. Midday Supervisors are given guidance on their role in implementing this policy. In addition, they are given ‘Dojo tickets’ for children who display positive behaviour and follow the school rules on the playground and in the dining hall. They are responsible for liaising with the Senior Leadership Team during lunchtime and teachers at the end of lunch about children’s positive and negative behaviour.

1.23. Dealing with Inappropriate Behaviour

1.23.1. When dealing with inappropriate behaviour the main considerations are:

- o That a learning experience is gained;
- o That the behaviour is separated from the child so they understand it is the behaviour choices that need changing;
- o Care for the individual or group of pupils involved;
- o Prompt, fair and consistent responses by the adults concerned;
- o Consultation with parents/carers if the child’s behaviour is a cause for concern.

1.23.2. In some circumstances it may be necessary for the senior member of staff or the Principal to deal with inappropriate behaviour by talk

EXPECTATIONS

STAFF	PUPILS
<ul style="list-style-type: none"> • Always have a positive attitude • Always show respect • Dress professionally • Never hold a grudge • Have a fresh start everyday • Demonstrate excellent organisation skills • Have high expectations of pupils • Be happy • Never use sarcasm • Enjoy each day • Support each other • Display pupil’s work 	<ul style="list-style-type: none"> • To respect themselves • To respect each other • To take responsibility for own actions • To respect the building • To follow instructions • To be on time • To be prepared to learn • To wear slippers • To wear uniform

<ul style="list-style-type: none"> • Display trackers and progress • Develop staff/pupil contracts • Treat pupils as individuals • Use correct language and terminology • Never use physical intervention • Always model good behaviour 	
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REWARDS

Pupils will have the opportunity to earn many rewards as a result of positive behaviour during their time at TAS. These will include daily, weekly and termly rewards.

TAS has a House Points system where pupils can earn a maximum of five points per day linking to the praised behaviours list.

BEHAVIOURS AND CONSEQUENCES

TAS has a system and approach to behaviour where pupils are given chances and choices in relation to their behaviour. It is a systematic and hierarchical approach as follows:

LEVEL	BEHAVIOUR	CONSEQUENCES
	Low level behaviours	Pupils are given an informal warning at this stage. They are given the option to stop and change the behaviour. This is not documented.
	Medium level behaviours	This should be documented on the white board as a blip or somewhere the pupil can see. At this stage pupils are given the option to stop and move back down. This is documented on Behaviour Watch.
	Medium/High level behaviours	At this stage pupil's will receive a phone call home in relation to their behaviour. The behaviour will be formally recorded on Behaviour Watch. If a pupil is recorded for the same behaviour on three consecutive occasions, a

		meeting with parents/carers will be organised.
	Gross Misconduct	At this stage the pupil will be required to come in for a Restorative Workshop which will be held on or off site according to campus. Pupils will work with a member of staff on how their behaviour has affected others. They will be encouraged to reflect on their behaviour and suggest how they can make things right. If there is more than one incident of gross misconduct for the same thing, parents will be asked to come into school to take part in a Restorative Workshop with their child and put a plan together with school as to how similar incidents can be avoided in future.

TYPES OF BEHAVIOURS

Low	Refusing to work Using inappropriate language Mobile phone use in class Not wearing slippers or uniform Swearing at people
Medium	Leaving the classroom without permission Refusing to leave the building
Medium/High	Barricading someone in a rooms Energy drinks in school Walking out of the school building without permission Walking out for a cigarette Smoking outside of school, smoking inside of school Electronic cigarette outside school and inside school Cigarette paraphernalia Threatening violence to any member of staff, pupil, volunteer or visitor
Gross Misconduct	Setting off fire alarm Setting off fire extinguisher

	Smoking in school building Inappropriate behaviour on social media, e.g. sexting and up skirting Drug paraphernalia Climbing in/out of windows Playing with lighters Bullying Peer on peer abuse Weapons including pepper spray Stealing Damage to property Play fighting Under the influence of alcohol or other drugs Electronic cigarette in building Fighting Inappropriate behaviour towards members of the public Opening door to visitors Blocking the door or blocking a member of staff Physical violence Refusing to leave the building when the fire alarm sounds
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STRATEGIES FOR TEACHERS

- Use neuro linguistic programming (see KP for training sessions)
- Use distraction techniques
- Remain calm with calm body language
- Negotiating
- **Use humour**
- Know pupils and their individual needs
- Re Read referral info, 10 point assessment
- Provide stimulating and engaging lessons
- Use differentiation when planning lessons and pupil work
- Provide appropriate levels of challenge, i.e. not too easy and not too hard
- Never raise voice or shout at pupils
- Never say NO, Don't
- Follow Rewards and Behaviour Policy consistently
- Display behaviour expectations
- Display class rewards system
- Have a clean, tidy and well organised and inviting classroom
- Maintain excellent communication with pupil and their parents/carers at all times

PRAISED BEHAVIOURS

<p>PRAISED BEHAVIOURS</p>	<p>Completing all set work Being kind, polite and courteous to everyone in and outside of TAS Listening to others Respecting everyone (in and out of school) Supporting peers in class Completing champion roles Filing work and tidying up after yourself Being on time 100% attendance Being a positive role model Following instructions Positive behaviour on school trips and activities</p>
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