Cross Keys Learning

Behaviour management Policy

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This policy will be reviewed <u>at least </u>annually and/or following any updates to national and local guidance and procedures.

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1. Introduction

Cross Keys Learning promote the right of all stakeholders to a safe environment. Cross Keys Learning expects behaviour to be of a high standard throughout the school day, when travelling to and from school, whilst participating in school trips and visits, and whilst out in the community.

Cross Keys Learning recognises that good behaviour needs to be taught, modelled, and rewarded. Poor or inacceptable behaviour needs to be challenged, which may lead to a sanction or intervention providing support, guidance, or signposting to a wider network.

Cross Keys Learning believes that positive relationships between and with students, are integral to the demonstration of good behaviour. Students work best in an ordered environment. Cross Keys Learning set expectations which are high, and if an individual does not respond, the consequences are made explicit and applied consistently, specifically considering individual and bespoke strategies for each student. The self-esteem of all students is enhanced by praise, reward and celebration of their success. At Cross Keys Learning we believe in positive re-enforcement and therefore use every opportunity to recognise success, and progress, while "catching them (students), when they do something good".

Inappropriate behaviours are recognised and challenged by all staff, ensuring that it is the appropriateness of the behaviour which is challenged and not the individual. Students are encouraged to reflect on why behaviour is inappropriate and the consequences for themselves and the school community.

Acceptable and Unacceptable Behaviour

Cross Keys Learning defines acceptable behaviour as that which promotes courtesy, co-operation, respect and consideration towards others by all members of the school community, within the school premises or outside.

Cross Keys Learning identifies name calling, verbal abuse, anti-social behaviour, vandalism, threatening language or behaviour, extremism, intimidation, physical abuse, bullying and harassment (including racist, sexist, and homophobic abuse) as examples of unacceptable behaviour. The school also includes any behaviour that disrupts or hinders learning taking place in the classroom or beyond, as unacceptable.

The school communicates the standards of acceptable and unacceptable behaviour for students, parents and carers through induction, individual letters and/or e-mails, risk assessment reviews, tutor group activities, the PSHE and SMSC curriculum, as well as individual intervention programmes.

The school communicates the standards of acceptable and unacceptable behaviour for staff through the induction, through staff training opportunities as well as at staff performance reviews.

2. Aims and principles for the behaviour management policy

Cross Keys Learning aims to:
- ✓ Promote good behaviour, self-discipline and respect.
- ✓ prevent bullying.
- ✓ ensure that students complete assigned work.
- ✓ regulate the conduct of students (Section 89 (1) of the Education and Inspections Act 2006.)

Cross Keys Learning offers a broad and balanced curriculum, with differentiated pathways designed and implemented to meet the needs of our students, to impact engagement, self-efficacy, and confidence as well as preparation for adulthood.

Although we recognise our students have specific barriers to learning, which may impact their engagement and learning behaviours, social behaviours, and ability to communicate effectively, we have implemented a range of strategies and processes to enable our students to learn in a positive learning environment.

The ten key aspects of school practice that when effective, contribute to improving the quality of behaviour, (Learning behaviour- "The Report of the Practitioners'' Group on School behaviour and Discipline" (2005)) are:

1. A consistent approach to behaviour management.
2. Strong school leadership.
3. Classroom management.
4. Rewards and sanctions.
5. Behaviour strategies and the teaching of good behaviour.
6. Staff development and support.
7. Student support systems.
8. Liaison with parents and other agencies.
9. Managing student transition.
10. Organisation and facilities.

Cross Keys Learning acknowledge the school's legal duties under the Equality Act 2001, in respect of safeguarding, and in respect of students with special needs.

3. Relationships between staff and students

These relationships are crucial within Cross Keys Learning. Each member of staff is a significant person to our students. To foster successful, enabling relationships at the school we need to:

- actively build trust and rapport – they must be earned; they're not given.
- demonstrate belief in the student – that s/he can succeed. Let the student know this.
- Always treat the student with dignity and respect e.g., by saying 'thank you'; by listening carefully.
- listen respectfully to the student and make a judgement about how/when to respond.
- enjoy his/her company – have fun together, where and when appropriate
- hear the message behind the word/behaviour; ask yourself why the student is behaving in this way – there will always be a reason; the behaviour is a symptom and a communication.
- keep your word – do whatever you say you will do.
- look for the good in the student – identify it with the child and build on it.
- apologise if you make a mistake – you are modelling this for the student and you will earn respect.
- name and manage your own emotional reactions to students' behaviour i.e. always demonstrate emotionally intelligent behaviour.
- let go of your memory / feelings of a student's previous bad behaviour – it is unhelpful history. Focus instead on getting it right in the future.
- quietly but firmly hold appropriate boundaries for the students. Never let students do whatever they want when this would infringe the rights or comfort of others.

4. The quality of the teaching we provide

If Cross Keys Learning can meet each child at his/her point of learning, in most cases poor behaviour is likely to decrease and hopefully disappear. To do this we need to:

- accurately assess the students' prior knowledge and ability to support their progress.
- be aware of a student's barriers to learning and adapt teaching to enable access to the learning
- plan to meet the students' range of needs e.g., equipment, seating, groupings, use of TA's
- know what the students believe they can do i.e., self-esteem, self-image and adjust expectations accordingly.

- know what motivates each student and use it to help him/her achieve.
- include the students in the target setting and evaluation process as part of their reviews, using appropriate language
- give the students feedback on progress in a supportive way, focusing particularly on their achievements and what they need to do to make further progress.
- praise the students for their specific achievements and their efforts to achieve i.e. descriptive praise for effort and improvement.
- actively teach the students positive learning behaviours, so that they know what to do to ensure successful lessons e.g. enter the room quietly, listen to the staff, think before you answer.
- actively promote that it is OK to make mistakes and that they are a valuable part of learning.

5. Rewards

Cross Keys Learning staff and students are empowered to celebrate progress and success, whether academic or social. A research report by the DfE found that in a study on 'Behaviour Management Systems in School rated Outstanding, 100% of all schools utilised rewards systems as a proven method of encouraging positive behaviour.

Cross Keys Learning uses the following:

- An environment which promotes the use of positive language and praise by recognising and commenting on positive behaviour and achievement
- Positive behaviour points recorded on Arbor which is the school's management information system which ALL parents/carers can see on the Arbor app which they are encouraged to download.
- Tutor time activities to reflect on positive performance and contributions.
- Friday raffle. Each positive point achieved during the week equates to a raffle "ticket". Each tutor group will have their own raffle for a small prize and there will be an upper and lower school raffle for a voucher.
- Parent Consultation events to share progress.
- E-mails and Telephone calls home, specifically when a student has demonstrated determination and resilience
- End of term/ year events trips related to progress and behaviour.
- End of Year Presentation Day and certificates
- In-class individual group rewards and challenges set by teachers such as stickers
- Links to rewards at home, as part of a positive support plan with parent.

6. Management of Behaviour & Intervention

All staff are responsible for the management of behaviour at the school. Staff are expected to model behaviour in line with the Cross Keys Learning values and ethos.

During a Session:

Cross Keys Learning staff will record student behaviour daily in each lesson using Arbor. Additional information related to concerns about behaviour, which may include persistent incidence or new behaviour will be logged using Arbor or if safeguarding concern CPOMS.

The first responsibility to manage classroom behaviour lies with the class teacher. They will ensure that resources are differentiated, prepared and the classroom environment is managed to enable a conducive and inclusive learning environment. All staff will be aware of the students' risk assessments and individual strategies they need to implement to support the management of that behaviour.

Teachers will ensure that students are aware of the expectations for behaviour within the session; teaching and supporting staff will log both unacceptable and positive behaviours using Arbor which all parents/carers are able to view via the Arbor app.

Teachers will use a positive behaviour management approach to classroom management, visually showing by using ticks against student names the extent to which they are meeting the expectations of learning and behaviour by achievement of CKL's 5 P's:

- Performance (rewards effort and attainment)

- Perseverance (rewards focus and determination)

- Politeness (rewards good manners)

- Positivity (rewards positive behaviour)

- Progress (rewards achievement of individual targets)

Teachers will also visually show students through the use of crosses if their behaviour is not meeting the required expectations of the lesson. By giving warnings and clear indications of what behaviour is not acceptable, a cross against a student's name would show that they are not behaving appropriately. If a student receives 3 crosses then the teacher will sanction with a break time detention. Students with crosses against their name may get them removed at the discretion of the teacher by turning around their behaviour.

If despite this approach to classroom management a student demonstrates risky, extreme or persistent behaviours which disrupt the activity of the class, the class teacher should request support from a member of the Senior Leadership Team (SLT) by sending the class TA to request assistance. Class teachers should complete a dynamic risk assessment and consider the risk to staff, the student, and peers. It may be that the most responsible student in the class is sent to find a member of staff for support, which could then enable SLT being alerted.

While the class teacher maintains responsibility for the management of behaviour in the class, support staff maintain responsibility to support the behaviour management. If a situation arises where the class teacher may be the trigger to a student's unacceptable behaviour, the member of support staff should take over the lead to support the student and enable opportunity for the teacher to identify the next action. This may be planned to ignore, removal of audience or an alert to a member of the wider staff team or SLT.

Staff must always use positive language to remind students of expectations and encourage students to make right choices. Threatening, sarcastic and aggressive behaviours must not be deployed and while time-out should be offered to students, this should be managed in a manner where the expectation is for the student to take time-out, re-focus and return to learning; staff should not exclude students for the duration of the session by sending them out.

It is the staff responsibility to complete all Arbor/CPOMS entries as soon as they are able. This enables SLT time to read, the Inclusion manager to report and SLT to liaise, over any priority concerns. Any safeguarding concerns must be reported immediately; Cross Keys Learning SLT will provide cover for staff who need to report these concerns a priority.

7. Staff responsibility in managing school behaviour and discipline.

Cross Keys Learning staff are empowered to challenge and address any unacceptable behaviour, report these using Arbor. All staff are expected to manage behaviour well in line with the Teacher Standards:

"*have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy*"

Cross Keys Learning operates a system of standard operating procedures which aims to maintain good behaviour and discipline to enable effective learning to take place. Behaviour is monitored by:

- Analysis of recorded behaviour related incidents (Arbor and CPOMS)
- Lesson observations and learning walks including drop-ins
- High level of staff: student ratio, with a high profile of SLT and school staff supervising the school
- Student/ staff and parent surveys and via the Student Council
- Inclusion Manager meetings
- Staff feedback and contribution to daily briefings

The Senior Leadership Team at Cross Keys Learning will liaise with staff to identify and discuss any unacceptable behaviour, support staff to maintain pro-active and positive relationships with students based on respect and positive re-enforcement, while maintaining responsibility for the decision making for any sanctions and restorative, reparative or reflective consequences. Cross Keys Learning do not physically handle students and are very clear that staff should use appropriate de-escalation techniques by the use of effective interpersonal skills when confronted with challenging or disruptive behaviour.

8. Training

All staff are provided with training on managing challenging behaviour as part of staff development and inset training. The behaviour management training will cover areas such as using their positive relationships with students to understand what may have triggered the negative behaviour and using de-escalations skills to prevent situations from becoming more serious. Staff meetings also give those that have been involved in incidents the opportunity to debrief and reflect on the situation to develop their skills when dealing with challenging situations.

9. Sanctions

Staff at Cross Keys Learning will always promote a positive learning environment. With the onset of undesirable behaviour staff will deploy diversionary tactics, for example highlight a student who is displaying the correct behaviour and praise them accordingly. When poor behaviour is identified, sanctions should be implemented consistently and fairly. At Cross Keys Learning we will use the most appropriate from the following:

- Verbal reprimand (using clear language to identify the inappropriate behaviour, and a reminder that this is not school expectation, for example staff may say, "we do not do that here"
- Catch-up sessions, if the student does not complete the desired amount of work in a session.
- Additional work or a request to repeat work until it meets the required standard.
- Loss of privileges, such as not being able to represent the group at student council meetings.
- Missing break time to complete a reflective, restorative, or reparative session.
- Detention, including lunch time and after school.
- School based task- such as tidying a classroom, tidying a display board, or removing graffiti.
- Being on report to the Inclusion Manager, which may include daily liaison with parents.
- Internal Isolation (however we do empower students to manage and regulate themselves by using the time-out spaces appropriately)

- Student/ parent and if necessary multi-agency meeting
- In cases of persistent refusal to comply with school rules and expectations, specifically where it may pose as a health and safety risk a fixed term exclusion may be considered as well as a review of the student's risk assessment.
- In cases of physical aggression, we will use a Fixed Term Exclusion
- Implementation of a short behavioural intervention/ programme

Detentions:

The law allows teachers to issue detentions to students under the age of 18. Cross Keys Learning clearly state in this policy that detention is used (including out of school hours) as a sanction.

The times outside normal school hours when a detention may be given include:

a) Any school day where the student does not have permission to be absent.
b) Non-teaching days/ INSET days.

In accordance with the Education Act 2011 the school has the legal right to set detentions for students without notice and parental permission is not required. However, for safeguarding reasons the school will notify parents/carers of any detention that is set after school and for longer than 10 minutes.

Parental consent is not required for detentions, however a member of the Cross Keys Learning staff will inform parents of a proposed detention and record this information using Arbor or phone calls home.

Detentions out of school will not be implemented if they compromise a student's safety. Cross Keys Learning SLT will consider whether the detention is likely to put the student at risk, whether it impacts on any caring responsibilities the student may have and whether suitable travel arrangements can be made by the parent of the student. It does not matter if making these arrangements is inconvenient for the parent; If a student is issued an after-school detention, it is the parent/carer's responsibility to ensure the student can get home safely. Detentions must be attended when planned and students or parents/carers cannot dictate when they will be sat. In exceptional circumstances it may be possible to re-arrange the day of the detention in consultation with SLT. Students failing to attend a detention will face an escalated sanction.

They are varying reasons that a detention can be set, those selected will reflect the nature and seriousness of the incidents that occasioned the detentions being given. The different types of detention are:

a) Staff detention: 5- 10 minutes at break or lunch during the school day

b) Central Detention: 20 minutes detention on Mondays, Wednesdays, and Thursday's lunch times in a location decided by SLT.

c) SLT Detention: 40 or 60 minute detentions on Tuesdays and Fridays after school in a location decided by SLT.

Staff Detention

Staff detentions are managed by staff who set the detention. A staff detention provides a key opportunity to empower teaching staff and for them to discuss with a student the behaviours that resulted in the detention. A simple 5 minutes at break time can often be the most effective means of outlining expectations and dealing with any negative emotions resulting from challenging behaviour. It can also ensure that the start of next lesson can begin positively.

Teachers should

"have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly" – Teacher Standards

This must be recorded on the Abor and the Inclusion Manager informed. The staff will take responsibility for supervising this detention and finding a suitable place to hold this detention. If students refuse to attend this detention, they should be recommended to attend the central detention. Staff should set detentions for minor incidents such as lack of engagement, refusal to do work, rudeness or has displayed poor behaviour.

Central Detention

Central detentions are run on a rota on Mondays, Wednesdays, and Thursdays during lunch (12:30 - 12:50). These detentions are issued for serious and persistent negative behaviour which will be authorised by a member of SLT who will add to Arbor.

A Central Detention may also be given to students who failed to attend a staff detention.

Staff teaching the student in detention at the end of P3 will escort the student to the detention room. Teachers of the student will be asked to provide work that the student can complete on their own.

Whilst a member of SLT will oversee the detention and take the register, it is expected that any staff who have recommended a Central detention will attend to discuss the behaviour resulting in the Central detention with the student.

Parents will be notified of Central Detentions by the Inclusion manager. At least 24hrs notice must be given to the student.

Failure to attend a Central Detention will result in a student being issued with an SLT Detention.

SLT Detention

SLT detention take place on Tuesdays and Fridays after school from 3pm. These will be either 40 minutes or 60 minutes in length. A member of SLT will add the detention to Arbor.

SLT will nominate a room and will nominate a member of staff to supervise these detentions and take the register.

Teachers of the student will be asked to provide work that the student can complete on their own during these detentions.

Parents will be notified of SLT Detentions by the Inclusion manager. At least 24hrs notice should be given when issuing a SLT detention.

What is expected of a student during detention?

· Students may be given schoolwork during the entire assigned session. All needed material (books, paper, pencil, etc.) should be brought to detention. The staff supervising the detention is not responsible to check or mark work given by a teacher.

· No sleeping.

· No student will be allowed to leave early.

· The teacher will dismiss the student when it is time to leave.

What happens if a student does not follow the above rules for detention or fails to report for assigned detention?

· If the students do not show up for the assigned detention period, misbehaves or refused to comply with detention rules, they will be referred to the Inclusion Manager who will take appropriate action.

· Students are responsible for attending their detention on the day that is scheduled. It is the student's responsibility to see a member of staff to inquire about a detention change if there is an emergency or a legitimate reason that warrants a detention change.

Individual working & Internal Isolation

Individual working and Internal Isolation may be implemented in cases where a student's behaviour is significantly disrupting the progress of their peers or by adjusting the times of breaks and lunches, unstructured times can be more effectively managed . This may be just working with another member of staff outside of the main classroom or include an adapted timetable which means that the student may access school at a different time to their peers. This may be managed with a reduced timetable and is more likely to be implemented if a student is transitioning into or out of the school.

Students working individually or in isolation, will be given a specific time and outcome to work towards to enable a successful transition back to their groups. Internal Isolation will be discussed with parents, and students will be expected to complete missed work, current work, intervention or be provided with pastoral support during these sessions. Cross Keys Learning will communicate with the student and parents to discuss this sanction, so the experience has as positive an outcome as possible.

Fixed Term Exclusion

There are occasions when a student's behaviour becomes more disruptive and problematic and at these times more serious sanctions will be issued to a student. Cross Keys Learning do not exclude students unless there is a justified reason to do such as a student being physically aggressive towards a staff member of damaging property in the school. This process is communicated clearly to parents/carers and the school expect every parent/carer to attend a re-integration meeting along with the student at the beginning of the day when they return to school. This meeting will take place with the inclusion manager who will discuss the situation which led to the exclusion and remind the student/parent/carer of the expected standards of behaviours at Cross Keys Learning and that future episodes of such negative behaviour will not be tolerated.

Permanent exclusion

Cross Keys Learning will only request a change of placement in agreement with the parent/carer and student as a last resort, after trying to improve the student's behaviour through other means. However, there are exceptional circumstances in which the Headteacher may decide to request a change of placement for a 'one-off' offence. (See exclusion policy)

10. Inclusion Manager

The Inclusion Manager (IM) will be the lead member of the school team, to respond to any behavioural incidents which cannot be managed by the staff responsible for the students. (In the absence of the IM, or if the IM is teaching staff should alert a different member of the SLT, or Middle Leadership Team (MLT).)

Where a member of SLT or Middle Leadership Team (MLT) has been alerted it is expected that an Arbor entry would be completed by supervising staff. The IM will complete the Arbor log with any further actions and record of any home/school liaison, liaison with external agencies and with a record of any consequence in place for the student. This will be completed by the end of the school day with any actions populated onto the staff briefing for the following day.

The IM will analyse student data each term. Students with repetitive behaviours (3 incidences of the same behaviour), will be discussed and further actions will be implemented following discussion.

The IM will populate the daily briefing notes, to inform and de-brief the whole staff team post incident.

The IM will meet with the students (or where necessary, identify an appropriate member of staff to do this), staff following any incident they have been involved in, to de-brief and implement any on report sanctions, reflective, restorative, reparative sessions and if necessary, any other consequence.

The IM will analyse behaviour trends and impact of interventions etc, and report back to SLT meetings.

The Headteacher will liaise with the IM, and complete joint learning walks with specific areas of focus related to behaviour expectations. This may include observations of reflective, restorative, and reparative sessions, as well as observation of student/ staff engagement in both academic and social sessions.

The IM will review student risk assessments and be responsible for amending these in liaison with all stakeholders.

11. Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from students:

1.   The general power to discipline, enables a member of staff to confiscate, retain or dispose of a students' property as punishment, so long as it is reasonable in the circumstanced. The law protects from liability for damage to, or loss of, any confiscated items provided that they have acted lawfully. (Section 94 of the Education and Inspections Act 2006)

Cross Keys Learning does not expect teaching and support staff to confiscate any items from students, as this can negatively impact the student staff relationship and cause an increased disruption and lack of trust. Cross Keys Learning staff and SLT rely on positive staff and student relationships which foster an environment of respect for the school culture and rules, empowering students to make the right choices, and to not bring in any items which may not be appropriate. All staff MUST report to SLT if a prohibited item is thought to be in the possession of the student. SLT will then take the appropriate course of action to manage this.

If a student is causing disruption, or is at risk with a non- prohibited item, teaching staff should not attempt to remove the item from the student and should encourage the students to move away from or stop using, the item. The use of an instruction and simple explanation/ reasoning should be implemented, allowing students with processing or language difficulties time to process the staff request. If the student continues to be disruptive or at risk following 3 attempts to deter them, staff should report to SLT. These 3 attempts should include strategies to enable the student to make the

right choice, such as a change of staff member to make the request, reminder of positive choices and consequences without the use of threat.

2.   Power to search without consent for prohibited items including:

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

The responsibility to search a student fall with the Headteacher or a member of school staff authorised by the Headteacher. The member of staff searching the student will only search the students' belongings; the student MUST not be searched by a member of staff and this will only be undertaken by a member of SLT. Searches without consent can only be carried out on the school premises.

Further guidance can be found by referring to:

Searching, Screening and Confiscation Advice for schools DfE July 2022

12. Partnership with Parents/Carers

Cross Keys Learning believe close involvement of all parents/guardians in the education of their child should always be encouraged. In this respect all staff continually keep parents informed of the progress of their child on a regular basis through letters, phone calls and meetings.

Cross Keys Learning management and staff will contact and update parents/guardians on a regular basis. Both positive and negative aspects of the student's work and behaviour are communicated, with the aim of encouraging and gaining parents' views and cooperation in jointly deciding and implementing an appropriate response.

13. Complaints about this policy

If parents/guardians are dissatisfied with any aspect of the Cross Keys Learning behaviour policy, they are encouraged to communicate this to the Cross Keys Learning Headteacher in the first instance.

14. Links to other policies

- Exclusion policy
- Positive handling policy
- Rewards policy
- Absconding Policy