

Cross Keys Learning Behaviour Management Policy

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Executive Summary: This policy provides details of the core principles which underpin the organisation's approach to managing student behaviour.

Cross Keys Learning strongly believe that high standards of behaviour are core in promoting a successful school. This enables effective teaching and learning to take place so that all students can make the best possible progress, based on their individual needs and starting point. All students and staff always have the right to feel safe in school. A realistic behaviour management policy is therefore essential in establishing a positive culture.

1. Introduction.....	2
2. Aims and Principles.....	2
3. Student code of conduct.....	3
4. Rewards.....	4
5. Sanctions.....	4-5
6. Anti – Bullying.....	5
7. Parent & Carers.....	6
8. Attendance.....	6
9. Complaints about the behavioural policy.....	6

1. Introduction

Cross Keys Learning recognises that dealing with challenging behaviours is a complex and at times difficult. Cross Keys Learning have created a learning environment where students are encouraged to grasp the opportunities given to them to learn and develop skills they require to help them in becoming successful adults. To benefit from this environment, staff work with students to help them accept that they are responsible for their behaviour in terms of their relationships with others and in their attitude and application to the learning process. It is in the best interest to accept and follow the project's expectations.

Cross Keys Learning work closely with carers/parents always and It is the responsibility of parents/carers to support and care for their child at all times, which includes supporting them during their education. With appropriate support and encouragement, each pupil will gain self-confidence.

It is the Cross Keys Learning leadership and staff team's responsibility to ensure that consistent programmes are delivered, both behavioural and academic, to meet each individual student's needs and that the programmes are of the highest possible standards and quality.

2. Aims and principles for the behaviour management policy

The key principles that underpin this policy are:

- Respect and understanding for all those who attend, work or visit Cross Keys Learning.
- Respect for the Cross Keys Learning environment, resources and external facilities used.
- Respect and understanding for our neighbours and the wider community.

By offering an alternative and differentiated curriculum Cross Keys Learning strives to engage students in meaningful occupation of their time. This strategy is targeted to reduce some of the common barriers to engagement which can lead to behavioural challenges. Additionally, proactive and reactive approaches are adopted to give a clear consistent approach to expectations and consequence.

The key strategies applied to maintain a positive learning environment are:

- Positive reinforcement
- Bespoke personal learning plans
- Bespoke individual risk assessments and behaviour strategies
- Rewards
- Sanctions
- Monitoring
- Review

- Learner consultation
- Effective communication with key individuals and professionals

3: The code of conduct

As part of each student's induction, they receive an induction pack which has within it the student "Code of Conduct" which clearly sets out the expectations of the student forming the foundation of the proactive aspect to the dual approach:

- Attend all lessons regularly and on time and advise a tutor if a learner is going to be late or absent for any valid reasons.
- Always behave in a responsible manner when on school premises or on external activities, adhering to all aspects of Health and Safety, Safeguarding and Equality and Diversity Legislation.
- Respect other learners, members of staff, external partners and anyone else that you may meet during your time with Cross Keys Learning.
- Do not use offensive or threatening language or behaviours when on school premises or on external activities. Do not cause damage to any resources or property.
- Do not smoke, drink alcohol or take illicit drugs on school premises or on external activities.
- Do not use mobile phones or i-pods/mp3s during lessons or whilst on external activities unless given permission by a tutor.

Screening for prohibited items

Cross Keys Learning Management and staff have the right to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the pupil).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Each learner must agree to abide by this code. This agreement enables the school to challenge behaviours, where necessary, displayed by the learner that they were willing to adhere to on admission.

4. Rewards

Cross Keys Learning work hard to provide a positive experience of education for all our students. All students will jointly set weekly, termly and yearly academic and behaviour targets with a designated member of staff as part of their Individual Education Plan (IEP). Students should always have a clear understanding of what is expected of them academically and behaviourally.

Part of this process will include an incentive and reward system that will operate and may include further opportunities within the education framework, ensuring each student is working to their full potential. An example of our approach to incentivising students on a day to day and week is the daily scoring sheet that each student will have in place. This scoring sheet captures scores for both academic and social behaviours. Students are given the opportunity to earn bonus points during each lesson and these are calculated throughout the week and linked to an end of week activity session. If students earn a certain amount of bonus points, they can take part in an activity that is agreed upon at the start of each school week. Parents and carers are encouraged to work with any reward system set for their child.

Feedback will be given to the students and can be verbal (during target setting and the student forum etc) and written (during the marking of work and writing of targets in the IEP). This feedback and positive reinforcement (praise) can also be formal (written reports every term) or informal (during telephone conversations with parents and during lessons with the students).

Cross Keys Learning believe praise is very important for all children and young people, as it provides feedback and recognition of their appropriate behaviour, helping them to see how well they are doing and what improvements they have made. During the early stages of learning new behaviour, it is not easy for them to judge when they are getting it right. By providing feedback for the children and young people, the teacher or tutor helps them to see their behaviour and progress for themselves. Learning that things do not happen merely by chance or fate, that their actions have effects, will assist a child or young person's progress towards monitoring and regulating their own behaviour. We encourage this positive behaviour by running a weekly system in the school whereby students that demonstrate behaviour that is above and beyond the day to day expected behaviour they will be issued with a raffle ticket which goes into a weekly draw on a Friday lunchtime whereby prizes are won.

At all times staff will be aware of, and actively seek, opportunities to reward appropriate work and behaviour using verbal praise. To be most effective, verbal praise needs to be given immediately after it has been earned. Older pupils may be uncomfortable with verbal praise if it is given in front of their peers and staff will be sensitive to this and respond accordingly.

5. Sanctions

Disruptive behaviour is obviously discouraged at Cross Keys Learning as it can greatly restrict the learning opportunities for students. On the occasions this does occur staff will address each situation and scenario with a de-escalation approach at the first instance. All Cross Keys Learning students are always encouraged to make positive choices and take responsibility for the own actions. The incentive and rewards system will mean those students that have not earned enough bonus points throughout the week will be required to spend time on a Friday afternoon to 'catch up' on school work they may have missed during the week. At Cross keys Learning we are keen that students are always offered the chance to earn back activities and if the 'catch up' work is completed during the first hour of a Friday afternoon then they can join in the activities that are in place at that time.

Cross Keys Learning believe that controls and sanctions are necessary to maintain reasonable order and discipline. However, sanctions should be applied fairly and consistently without undermining students' sense of responsibility or self-respect. The aim is to create an environment, which gives a firm and commonly understood structure and sense of order. Discipline is not an end. It is, however, essential for effective individual and collective learning and for the positive development of the project.

There will be times when students choose not to follow the rules, which may result in an overall disruption to the teaching and learning within Cross Keys Learning. When this occurs, staff will be prepared to deal with it in a planned way, calmly, quickly and consistently.

The sanctions at Cross Keys Learning will be given for inappropriate behaviour in a way which informs the student that their behaviour is unacceptable. Sanctions are most effective if they are given as soon as possible after the inappropriate behaviour has occurred. For a sanction to be effective, it must be something that a student does not want, but under no circumstances must it be in any way physical or psychologically harmful. Sanctions should never embarrass or humiliate a student.

To further increase the effectiveness of the sanctions, the attention given to the student demonstrating inappropriate behaviour should be limited, while praising those around that are working and behaving appropriately.

Severe behaviour is an incident that may include: violence, bullying, vandalism, racism, sexism, defiance of a member of staff or in some other way stopping the tutor from teaching. Such severe behaviour requires an immediate sanction. This usually includes the removal of the student from the teaching area. The pupil will be required to go immediately to a previously identified supervised area. Following staff discussion of the incident, the lead tutor may decide to send the student home whilst an investigation and recording of the incident takes place. This can form part of a fixed term exclusion. Parents/carers will be contacted as soon as the pupil is asked to leave. Once the parent/carer has been informed and the student leaves the premises the parent/carer become responsible for that young person. In the absence of parents/carer, the tutor will decide as to the best way forward. In the case of extreme violence, threatening or aggressive behaviour, it may be necessary to contact the police.

All students will begin each day with a fresh start. A decision may be made by staff to adjust IEP targets or alter students timetable to encourage and enable them to succeed. Where this happens, a behavioural management will put in place plan with parent/carer knowledge and Cross Keys Learning Managers with a clear plan on how any issues or areas or development will be addressed, working toward a fully engaged timetable as soon as possible.

6. Anti-bullying

Incidents and reports of bullying must be dealt with immediately or as soon as possible by Cross Keys Learning Management and staff. However, if a member of staff is unable to deal with the incident immediately (i.e. a teaching commitment) they must arrange for another member of staff to deal with the initial incident and then arrange a time on that day to see the victim and perpetrator together. If this is not possible or the incident is so serious that further provocation is imminent, the Cross Keys Learning manager must be informed immediately.

The incident or the report will be taken seriously, and verbal and written reports must be obtained from the victim and the perpetrator, to be kept in their files. Statements from witnesses who may have been present must also be collected if possible.

It may be advisable that a member of staff informs the perpetrator that they have noticed this unacceptable behaviour rather than making direct accusations if a victim has privately talked to them.

Staff should reassure the victim so that they do not feel inadequate or foolish and offer concrete help, advice and support.

The victim and the perpetrator should be given the opportunity to discuss the incident using a restorative approach. (It is well documented that a restorative approach is often the most effective tool in minimising further instances).

The member of staff who has dealt with the incident must give the reports collected (and staff notes) to the Cross Keys Learning manager. All instances of bullying must be recorded in the bullying and racism log book and the procedure for recording incidents should be followed.

The perpetrator must be made aware that there may be consequences to their actions. Any punishment must be clearly explained with a reason why. Sanctions should be applied fairly, proportionately, consistently and reasonably, taking account of any special educational needs (SEN) or disabilities that pupils may have and taking into consideration the needs of vulnerable children.

7: Attendance

Regular attendance enables each learner the opportunity to take part in all aspects of school from education to activities and within that the scope to learn acceptable behaviours in differing dynamics.

Consistent non-attendance through refusal has a long term negative effect on the individual and will be addressed.

8. 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.

10. 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 Operational Manager in the first instance.