

# 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.

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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 while out in the community.

Cross Keys Learning recognises that good behaviour needs to be taught, modelled, and rewarded. Poor or unacceptable 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 pupils are integral to the demonstration of good behaviour. Pupils 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 pupil. The self-esteem of all pupil's 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 (pupils), 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. Pupils 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 pupils complete assigned work;
- ✓ regulate the conduct of pupils (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 cohorts, to impact engagement, self-efficacy, and confidence as well as preparation for adulthood.

Although we recognise our pupils 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 pupils 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. Pupil support systems;
8. Liaison with parents and other agencies;
9. Managing pupil transition; and
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 pupils with special needs.

### **3: Staff responsibility in managing school behaviour and discipline**

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). This also applies to all paid staff (unless the Director says otherwise) with responsibility for pupils, such as teaching assistants.

Cross Keys Learning staff are empowered to challenge and address any unacceptable behaviour, report these using the pupils' daily logs (Appendix 1). All staff are expected to manage behaviour well. Cross Keys Learning operates a system of standard operating procedures (Appendix 2) 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 (Daily Logs and CPOMS)
- Lesson observations and learning walks including drop-ins
- High level of staff: pupil ratio, with a high profile of SLT and school staff patrolling 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 pupils based on respect and positive re-enforcement, while maintaining responsibility for the decision making for any sanctions and restorative, reparative or reflective consequences.

#### **Confiscation of inappropriate items**

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

1. The **general power to discipline**, enables a member of staff to confiscate, retain or dispose of a pupils' property as punishment, so long as it is reasonable in the circumstances. 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 pupils, as this can negatively impact the pupil staff relationship and cause an increased disruption and lack of trust. Cross Keys Learning staff and SLT rely on positive staff and pupil relationships which foster an environment of respect for the school culture and rules, empowering pupils 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 pupil. SLT will then take the appropriate course of action to manage this.

If a pupil is causing disruption, or is at risk with a non- prohibited item, teaching staff should not attempt to remove the item from the pupil and should encourage the pupils to move away from or stop using, the item. The use of an instruction and simple explanation/ reasoning should be implemented, allowing pupils with processing or language difficulties time to process the staff request. If the pupil 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 pupil 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 and cigarette papers
- 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 pupil falls with the Headteacher or a member of school staff authorised by the Headteacher.

The member of staff searching the pupil will only search the pupils' belongings; the pupil **MUST** not be searched by a member of staff.

Searches without consent can only be carried out on the school premises.

Further guidance can be found by referring to the searching, screening, and confiscation- Advice for headteachers, school staff and governing bodies DfE document (January 2018)

## **4. Rewards**

Cross Keys Learning staff and pupils 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:

- Raffle Tickets to consistently recognise small achievements
- Daily Bonus Points to recognise learning behaviours and academic progress
- PROUD Points to recognise a pupils' Punctuality, Resilience, Organisational skills, Uniform (Presentation) and Determination.
- Tutor time activities to reflect on positive performance and contributions
- An environment which promotes the use of positive language and praise by recognising and commenting on positive behaviour and achievement
- Parent Consultation events to share progress
- E-mails and Telephone calls home, specifically when a pupil has demonstrated determination and resilience
- End of Year Presentation Day and certificates
- End of term/ year events related to progress and behaviour
- In-class individual group rewards and challenges set by teachers such as stickers and marbles in a jar to work towards class rewards
- Links to rewards at home, such as one bonus point may allow them access to 30 minutes on a gaming console at the end of the day

## **5. Consequences and Sanctions**

The law allows teachers to discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

To be lawful, the punishment must satisfy the following three conditions:

1. the decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher.
2. the decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff.
3. it must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
4. A punishment must be proportionate, in determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them;
5. Corporal punishment is illegal in all circumstances.
6. Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment or action is necessary.

Cross Keys Learning encourages good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, staff and pupils and between the school community and the wider community.

When a pupil is referred to Cross Keys Learning, they would usually attend a school visit, during which the schools' expectations for behaviour are shared with the parent and pupil.

Once on roll, all pupils are provided with a school induction during which the school expectations and processes in relation to behaviour are explained. The induction booklet is reviewed annually, and then delivered to all pupils at the beginning of the academic year.

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 pupil does not meet the 75% expected mark for access to the ILS session on Friday
- 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 pupils to manage and regulate themselves by using the time-out spaces appropriately)
- Pupil/ 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 Fix term exclusion may be considered as well as a review of the pupil's risk assessment
- In cases of physical aggression, we will use a Fixed Term Exclusion
- Implementation of a short behavioural intervention/ programme

#### **Detention:**

The law allows teachers to issue detentions to pupils 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 pupil does not have permission to be absent;
- b) Non-teaching days/ INSET days

The length and time of the detention will be decided by the SLT but may be recommended by the teacher. Cross Keys Learning will consider teacher and pupil well-being, parental concerns and views regarding pick-up times and other responsibilities, when implementing these detentions.

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 CPOMS. With lunchtime detentions, pupils will be allocated at least as 10-minute time to eat, drink and use the toilet.

Detentions out of school will not be implemented if they compromise a pupil's safety. Cross Keys Learning SLT will consider whether the detention is likely to put the pupil at risk, whether it impacts on any caring responsibilities the pupil may have and whether suitable travel arrangements can be made by the parent of the pupil. It does not matter if making these arrangements is inconvenient for the parent.

### **Internal Isolation**

Internal Isolation may be implemented in exceptional cases where a pupil's behaviour is significantly disrupting the progress of their peers. This may include an adapted timetable which means that the pupil 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 pupil is transitioning into or out of the school.

Pupils working 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 pupils will be expected to complete missed work, current work, intervention or be provided with pastoral support during these sessions.

Pupils will not be locked into rooms to help manage their isolation; Cross Keys Learning will communicate with the pupil and parents to discuss this sanction, so the experience has as positive an outcome as possible.

## **6. Management of Behaviour & Intervention**

All staff at the school 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 pupil behaviour daily using the daily logs (appendix 1). Additional information related to concerns about behaviour, which may include persistent incidence or new behaviour will be logged using 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 pupils' risk assessments and individual strategies they need to implement to support the management of that behaviour.

Teachers will ensure that pupils are aware of the expectations for behaviour within the session; teaching and supporting staff will log any unacceptable behaviour using the codes provided on the pupils' daily log. The daily log enables the staff to use a scale 1-4 for academic and social behaviour. Staff will discuss the scores the pupils have achieved, using the guidance (this must be displayed in every class), as part of the plenary for the session.

If a pupil demonstrates risky or persistent behaviours which disrupt the activity of the class, the class teacher should identify the right person to monitor the pupil, and request support from a member of SLT. Class teachers should complete a dynamic risk assessment and consider the risk to staff, the pupil, and peers. It may be that the most responsible pupil 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 pupil's unacceptable behaviour, the member of support staff should take over the lead to support the pupil 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 pupils of expectations and encourage pupils to make right choices. Threatening, sarcastic and aggressive behaviours must not be deployed and while time-out should be offered to pupils, this should be managed in a manner where the expectation is for the pupil to take time-out, re-focus and return to learning; staff should not exclude pupils for the duration of the session by sending them out.

The pupils' tutor will use the last tutor group session of the day to discuss with the tutor group their performance for the day, using this session to implement any pastoral support, encourage pupils to be reflective and identify any barriers they may have as well as strategies to ensure any unacceptable behaviour is discussed with the aim of a solution-focussed outcome. The Inclusion Manager will speak to the tutor to request feedback from that tutor session.

It is the staff responsibility to complete CPOM entries by 15:15 daily; 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.

### **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 pupils. (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 MLT has been alerted it is expected that a CPOMS log would be completed by supervising staff.

The IM will complete the CPOMS 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 pupil. 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 pupil data each term. Pupils 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 pupils (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 (Appendix 2-5) and if necessary, any other consequence.

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



The IM will oversee the consistent implementation of the daily logs, determine the pupils who have achieved ILS and record this on the daily briefing notes, (Thursday pm), track and monitor the PROUD points and liaise with SLT to implement any further actions.

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 pupil/ staff engagement in both academic and social sessions.

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

## **7. 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.

### **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.





**Daily Log Sheet- App 1**

<b>Lesson MONDAY</b>	<b>Att: (Y/N/ #)</b>	<b>Pupil Performance</b>	<b>Comment/Code</b>	<b>Bonus Point (Y/N)</b>	<b>Break Time Codes</b>
<b>1</b>		Academic 1 2 3 4			AM Break:
		Social 1 2 3 4			
<b>2</b>		Academic 1 2 3 4			
		Social 1 2 3 4			
<b>3</b>		Academic 1 2 3 4			Lunch Break:
		Social 1 2 3 4			
<b>4</b>		Academic 1 2 3 4			PM Break
		Social 1 2 3 4			
<b>5</b>		Academic 1 2 3 4			
		Social 1 2 3 4			
<b>Proud Points</b>				<b>Total Daily BP:</b>	

**S:** 1 Did not meet class social expectations    2 Inconsistent class expectation demonstrated    3 Demonstrated mostly positive behaviour    4 Demonstrated positive behaviour throughout  
**A:** 1 No effort made    2 Reluctant to work but met LO    3 Worked well throughout the session and engaged for over 80%    4 Good effort made throughout

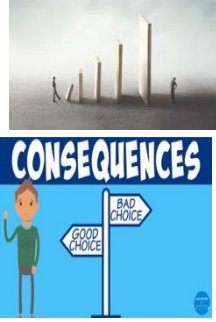



<b>Additional Tutor/LSA Comments:</b> (Day: Break: Social)	ATT	
	TG AM	
	Y/N	






### On Report Form- App 2

<b>Date Implemented:</b>		
Date for review: (at least weekly for those on review longer than a week)		
Reason's for being ON REPORT		
<b>Duration I am on Report for:</b>		
Outcomes I need to meet: (Link to daily logs as appropriate)		
<b>What will help me:</b>		
How my report will be shared with my parent's/ carers / SW		
	Parents views to ON REPORT decision:	
	Copy of REPORT sent:	
	Parents Comments at Review:	
Review of Outcomes:	Outcome:	
Do I need to remain on Report? If so do I need new outcomes (amend and save) If not, how can I make sure I am not on report again:		
Any Other Actions:	E.G. I need to discuss my Daily Log with the Inclusion Manger at the end of each day.	

Restorative form- App 3

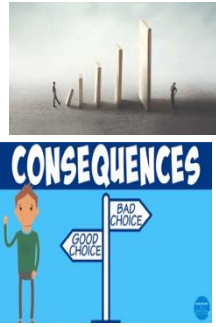



Take time to read the questions below and answer them honestly.

	<p>Why is this restorative session being held?</p>
	<p>Explain how your actions made others feel.</p>
	<p>Explain how your actions made you feel at the time.</p>
	<p>Explain how your actions make you feel now.</p>

 	<p>Tell us what you could have been done differently.</p>
	<p>Is this the first time you have been spoken to about this. If no, explain why you have continued to behave in this way?</p>
	<p>What can all parties agree to do , to prevent further conflict/ challenges?</p>
	<p>What responsibilities do you agree to take?</p>

Reflective Form- App 4

Take time to read the questions below and answer them honestly.

	<p>What did you do for staff to decide you needed a detention?</p>
	<p>Explain how your actions made others feel.</p>
	<p>Explain how your actions made you feel at the time.</p>
	<p>Explain how your actions make you feel now.</p>



Tell us what you could have done differently.



Is this the first time you have been spoken to about this. If no, explain why you have continued to behave in this way?



What can the school do to support you, to not do this in the future?

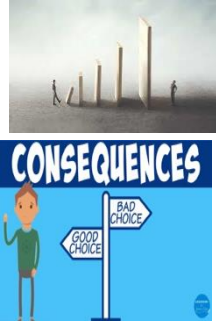










What responsibilities do you agree to take?



Reparative Form – App 5

Take time to read the questions below and answer them honestly.

	<p>Why is this reparation session being held?</p>
	<p>Explain how your actions caused damage.</p>
	<p>Explain how your actions made you feel at the time.</p>
	<p>Explain how your actions make you feel now.</p>

 	<p>Tell us what you could have been done differently.</p>
	<p>Is this the first time you have been spoken to about this. If no, explain why you have continued to behave in this way?</p>
	<p>What reparation activity have you been asked to complete?</p>
	<p>What responsibilities do you agree to take to prevent a repeat of this behaviour in future?</p>