



**Leicester
Partnership
School**

Behaviour Policy

Schedule for Development, Monitoring and Review	
Approved by governors on:	June 2019
Implementation monitored by:	Hilroy Thomas
Review arrangements:	Annually All policies will be reviewed if there are any significant developments or changes to legislation
Reviewed:	June 2020 June 2021 June 2022
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Behaviour Policy

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Aims

The aim of The Leicester Partnership School's Behaviour Policy is to inform all stakeholders of the creation of an ethos and environment that will develop students into individuals who are respectful, caring, helpful and supportive.

The Behaviour Policy is based on an inclusive approach to ensure members of staff at the LPS cater for the needs of all our students as individuals, and therefore enhance the quality of all our students' opportunities.

The policy is a whole-school approach to behaviour, providing students with consistent and clear expectations of behaviour. The policy is built on positive and quality relationships and encourages a shared responsibility for standards of behaviour.

Within the LPS we understand that through mutual respect, students will feel valued and therefore will in turn learn to value others. We will work to reinforce positive behaviours and attitudes to learning and personal development in school, developing both academic and social skills in a supportive environment.

Specific aims of the Leicester Partnership School

- To provide full time education for permanently excluded students and for students who are significantly at risk of exclusion within its KS3 and KS4 provisions.
- To provide a range of part time and brokered and supported vocational provision for students at risk of permanent exclusion from mainstream school.
- To re-integrate as many pupils as possible back into mainstream school or Special Schools, as soon as a placement is viable.
- To provide all pupils with access to a high quality Personal and Social curriculum
- To provide a consistent behavioural management system based, on clear structures and boundaries, conflict resolution and rewards and sanctions. This in turn supports pupils to improve the management of their own behaviour and to recognise and engage in all learning opportunities.

We also aim to:

- To create a safe and purposeful environment for learning
- Ensure Teaching and Learning is inclusive and enjoyable.
- To raise students' self esteem
- To promote / develop empathy and respect for self and others

- Enable the students to make appropriate behavioural choices specific to their actions, thoughts and feelings.
- Develop a caring and positive attitude towards others, the environment and property
- Promote an awareness of good citizenship
- Develop links between home and school, which will provide the students with a framework of acceptable standards of social skills and behaviour.

This Behaviour Policy should be read in conjunction with the following associated policies.

- Physical Intervention Policy
- Anti-Bullying Policy
- Search Policy
- Attendance Monitoring & Recording procedures

The curriculum will vary according to the specialisms of each division.

Leicester Partnership School Provision

Carisbrooke Centre

Our Upper School provides immediate support to KS4 students who have been permanently excluded or are at risk of permanent exclusion from mainstream education.

Students follow a 2 – 4 week programme in preparation for progression into a suitable alternative Vocational education programme.

This is also augmented through a range academic programmes:

- The use of either a two day GCSE programme in Yr 11.
- A Functional Skills ICT, Math's, English and PSD/Employability one day programme
- Or a bespoke 1:1 Functional maths and English programme

The Upper school uses a wide range of qualifications to meet need:

- Functional Skills Mathematics, English and ICT From Entry 1 up to Level 2
- level 1 Personal Social Development Award/Certificate/Diploma
- Level 2 Personal Social Development Award/Certificate/Diploma
- level 1 Employability Award/Certificate
- GCSE maths
- GCSE English
- BTEC science

Vocational Provision

Vocational Provision offers an alternative to mainstream education whereby students can access practical learning working towards qualifications in a variety of areas which will assist them in gaining positive destinations at the end of Key Stage 4.

Alternative and Pastoral Services

Alternative and Pastoral Services provide:

- Alternative learning programmes within the LPS,
- Pastoral support to pupils on the roll or dual registered with the LPS.
- In school support to pupils prior to referral to offsite provision, alongside off site provision and as part of reintegration plans.
- Leadership and management of the Behavioural Management Programme across the LPS.

Partnerships

Partnership and co-operation are key to developing the most effective support to pupils. The LPS works closely with the following partners:

- **Parents and Carers** – through initial meetings, Programme Agreements, Individual Learning Plans, regular phone contact, Pastoral Support Planning and review meetings (PSPs), Annual Reviews and arranged meetings
- Every effort is made to engage with parents and carers as active participants in supporting their child to be successful.
- **Secondary Schools** - through the operation of the Local Authority and Education Improvement Partnerships' Zero Exclusion Protocol Strategy, Behaviour Partnership, attendance at school based PSP and review meetings, SEN Annual Review meetings, dual registration arrangements, supported managed moves, re-integration and alternative provision arrangements.
- **LA** - through the operation of the Behaviour and Attendance Partnership Strategy, Special Education Service, Education Welfare Service and Educational Psychology Service.
- **External Agencies** – through negotiation with individual agencies for support to individual pupils, groups of pupils, parents and for advice to senior managers.
- **Other Organisations including Alternative Providers** – through negotiated or commissioned arrangements, service level agreements and contracts.

Student folders

Important documents relating to the student for example Information Passport, consent form, positive behaviour plan and risk assessments will be stored and regularly updated in the main centre office. The information provided will help staff begin to understand the profile of the student and how best to support each student.

Behaviour Management

Behavioural management in the LPS is based on providing;

- Firm consistent boundaries
- The establishment of a positive ethos within each division of the LPS, of high expectations, achievement and co-operation.
- An appropriate curriculum that meets pupils' needs and is well taught.
- A commonly understood Positive Behaviour Code which is publicly displayed and regularly reinforced through the PSHE Curriculum.
- Consistently applied behavioural management techniques contained within TEAM TEACH and in which all staff are regularly trained and refreshed.
- Rules, designed to produce an ordered and safe community, consistently enforced through an agreed and publicly understood system of fairly applied sanctions.
- Public celebration of success in learning, good behaviour and behavioural change - through praise, achievement assemblies, certification, rewards, positive phone calls, trips and visits and progress to higher-level contracts.

Behaviour management in the LPS is delivered along three parallel pathways embedded within the operation of each establishment:-

- The curriculum
- A Positive Code of Behaviour and Service Ethos
- A Structured Environment and Positive Behaviour Code - a strictly observed set of protocols for managing behaviour that uses Pupil Profile Contracts, rules, rewards and sanctions.

The Curriculum

Each separate establishment within the LPS has a curriculum designed to meet the needs of the pupils attending. Positive behaviour is therefore encouraged and facilitated by the delivery of a suitably differentiated curriculum with effective and stimulating teaching that engages pupils' attention.

It is expected that the majority of behavioural problems will be managed within the classroom by the staff delivering the curriculum.

The LPS curriculum consists of the National Curriculum, Alternative Curriculum and a PSHE Education Programme.

The balance of these three areas is different in each establishment.

The PSHE Curriculum – is accessed by all students registered with the LPS and delivered primarily at the Carisbrooke Centre.

Carisbrooke Centre Lower School

- **Core theme 1 – Health and Wellbeing**
- **Core theme 2 – Relationships (See PSHE policy for further information)**
- **Core theme 3 – The Wider World**

Carisbrooke Centre Upper School

Programme of study includes:

- Healthy Eating
- Environmental Awareness
- Preparation for work
- Sex & Relationship Education
- Obesity
- Teenage Pregnancy
- Ant Social Behaviour
- Bullying
- Racism
- Cultural Awareness
- Substance Misuse
- Managing Social Relationships

- Anger Management
- E-safety
- Preparation for work
- Criminal and Youth Justice
- Prejudice and Discrimination / Bullying
- Job Seeking Skills
- Skills for Independent Living
- Diet and Exercise
- Personal Hygiene
- Domestic Cooking Skills

- Rights and Responsibilities of Citizenship
- Family Relationships
- Living in the Community
- Career Planning
- Eating Disorders
- E-safety
- Knife Crime
- FGM

Behaviour 4 Learning – (B4L)

- Creating and sustaining a positive B4L environment which motivates students to learn
- Encouraging students to understand which behaviours are positive and how this will help promote the students to learn
- Having positive behaviour acknowledged and rewarded

The REACH rewards programme is established and embedded across the LPS, providing a clear model of expected behaviour for pupils to aspire to, supported by the structures within the LPS and the rewards and sanctions of the Positive Behaviour code.

REACH is published and displayed across the LPS and regularly referred to.

(See appendix A)

The Structured Environment and Positive Behaviour Code

The LPS provides students with an environment that is structured, safe and supportive underpinned by a positive behaviour code. This enables students to be equipped with appropriate coping strategies so they can successfully make progress academically, socially, emotionally and behaviourally.

The LPS operates its own Positive Behaviour Code called the ABC Behaviour Management Programme. This is a graded response to the management of behaviour within a classroom or education setting. It is expected that all members of staff will consistently apply the ABC system when managing behaviour. The ABC system is based on a continuum of rewards and sanctions. At all times students are provided with a clear set of expectations and are rewarded for complying with these expectations. Sanctions are applied when pupils do not comply.

Each individual vocational provider uses a different behaviour policy and works in conjunction with the LPS behaviour policy.

(See appendix B)

Serious Incidents

The LPS operates a range of specific sanctions for severe behaviour under the following headings. All incidents considered serious by the member staff dealing with it must be recorded on the on-line CPOMS system.

Prejudice & Bullying

The Service will not tolerate prejudice or bullying in any form. All instances of prejudice or bullying will be challenged appropriately and recorded. **(See anti Bullying Policy)**

Criminal Damage

- In all cases where serious damage is caused to LPS property the Police will be informed. The extent to which the incident is then investigated or whether criminal charges will be made will be left to the discretion of Police and the CPS.
- In addition the LPS will invoice the parent(s)/Carer(s) for the full or part costs any damage caused by their child. This invoice, once raised, will be pursued through the City Council's financial systems and procedures.

Theft or damage to property and equipment:-

On all occasions where there is evidence of theft or damage to property or equipment there will be a minimum level of response, which is described below.

- A senior member of staff will appropriately and thoroughly investigate the incident.
- If it is possible to repair / replace the item the pupil will be offered the opportunity to contribute to the repair / replacement
- Police to be contacted with regards to theft and serious damage to school property.

Physical Intervention

- It is sometimes necessary to hold a pupil until s/he is calm. This may be necessary to prevent injury to the pupil, their property, other pupils or staff. **(See Physical Intervention Policy)**

Smoking

The LPS implements the City Council's policy on smoking.

All pupils are expected to hand in their cigarettes, vapes and lighters at the beginning of the day. This scheme is designed to avoid issues relating to the misuse of cigarettes, vapes and lighters and the sharing of cigarettes and vapes between pupils.

- Parent or carer will be informed
- Cigarettes, vapes and lighters to be disposed accordingly or returned to the parent or carer
- the LPS will seek to provide appropriate support to pupils who have tobacco related problems/issues

Drugs and Alcohol

The LPS takes the matter of Drugs & Alcohol possession, use or misuse, very seriously and the LPS's policy and sanctions in this area are always applied rigorously.

- Student to be supported by a first aider in a behaviour room
- Parent or carer to be informed and invited to a meeting
- Student to be transported home by parent, carer, staff member or taxi driver
- Police to be informed about the incident

Attendance Monitoring & Recording Procedures:

The LPS has a separate Attendance Monitoring & Recording Policy and all procedures associated with the monitoring and management of attendance are detailed in this policy.

On those occasions when a Police Officer or Education Welfare Officer requests information regarding the attendance of a pupil, for the purpose of verifying the safety of that pupil, this information will be provided by the LPS.

Absconding Pupils:

The upper and lower school manager will co-ordinate all responses.

If a student absconds from school

- Telephone the parent (s), Carer(s) and school (if appropriate) immediately and tell them that their child has absconded from school
- If the above is unsuccessful send a text message to the parent(s) or carer(s) informing them that their child has absconded from school.

If a student returns to school after absconding ...

- If a student returns to school the student should be admitted back into the school and an appropriate sanction will be applied eg A detention.
- Telephone the parent (s), Carer(s) and school (if appropriate) immediately and tell them that their child has returned to school
- If the above is unsuccessful send a text message to the parent(s) or carer(s) informing them that their child has returned to school.

If it has not been possible to get into contact with the Parent(s) / Carer(s) during the day a further follow up call must be made at the end of the day and if this is not successful a letter must be sent to the Parent(s) / Carer(s) via first class post, informing them that their child absconded from school and either returned or did not return. The

letter will also detail the arrangements for a follow up meeting if this is deemed to be necessary

In all cases due regard should be given to the LPS Attendance Monitoring and Recording Policy.

Pupil Transport:

Pupils who abuse or misbehave on public transport or LPS transport will have their transport privileges amended or removed. At present the LPS offers the following assisted transport options:

- Bus pass.
- Bus tickets
- In special circumstances a personal taxi.

Misbehaviour by a student while using transport, e.g. a taxi, may result in them having their transport privileges removed completely.

Risk Assessment:

All students will have a Physical Handling Plan / Risk Assessment completed within the first 2 weeks of admission to the LPS. Following a more serious incident and where physical intervention has been used the PHP /RA must reviewed and amended where necessary

(See Physical intervention policy)

Exclusions

The LPS aims to meet the needs of all pupils with whom it is designated to work and will only use exclusion as a last resort. Before a fixed period exclusion is given the LPS will endeavour to explore a range of alternative options. These options are listed below:

- **Modified timetable** for an agreed period of time [Modified timetables are negotiated at an individual pupil level and are reviewed frequently – Our aim is to return students to a standard timetable as soon as possible]
- **Detention[s]** – Detentions are issued as an alternative to exclusion and when a pupil has failed to comply with the LPS's rules and / or Behaviour Code
- **Alternative Education Programmes** e.g. Work Related Learning.
- **On-line learning**

In the event that none of these alternative education options are deemed to be appropriate or where the Parent(s) / Carer(s) are unable/unwilling to support such arrangements the LPS will consider one of the following options:-

- Isolation of the pupil within an appropriate part of the building, in order to reduce the risk of harm or injury to others.
- A fixed period exclusion
- Alternative provision. The student will be provided with a programme of study which minimises the risks of harm or damage to the student or others, or to property, to an acceptable level.

Only the Head teacher has the authority to issue an exclusion.

The Service has a graded response to incidents and these grades are adhered to when deciding on the length of a fixed period exclusion. The following is a brief description of the LPS's Exclusion Protocol:-

If this initial protocol has been followed without success an exclusion may be considered but can only be sanctioned by the Head teacher or in his absence HAPS. All exclusions will be no more than 1 day unless in exceptional circumstances as LPS recognise that exclusions impact negatively on attendance and have no impact on behaviour.

If an exclusion is issued a letter must be sent home the day of the exclusion which should advise the parent(s)/guardians of the student of the reason for the exclusion and the date of the back to school meeting. Incident report form (Behaviour watch) should be completed if appropriate.

The following follow up actions must also be considered

- A back to school meeting with parents present.
- Completion of a Racist Incident Report Form
- Completion of the Drug/Alcohol Log and inform the LA's Drugs & Alcohol Support Worker

Each incident / situation will need to be considered individually and an appropriate fixed period exclusion applied. The Head teacher will make the final decision with regard to the length of a fixed period exclusion.

Monitoring and review arrangements

This policy will be reviewed annually. However every half term there will be:

- An analysis of serious incidents across the LPS
- The reporting of each centres behavioural data to The Senior Management Team
- The completion of Young People questionnaire

Rewards

The LPS is committed to providing rewards for students who consistently demonstrate high levels of positive behaviour. The following rewards should be matched appropriately to the level of positive behaviour displayed by the student.

- Praise
- Certificates
- Positive phone call home and letters
- REACH letter to parents. (HEROIC and CREATIVE)
- Trips and Visits (REACH rewards)
- HEROIC and CREATIVE lanyards
- REACH Options

(Appendix A)

REACH CRITERIA

REACH POINTS

DIDN'T ACHIEVE REACH

Absent without reason
Refused to attend the session
Refused to work



0

READY

I am sat quietly and ready to learn
I arrived on time for my lesson
I am focussed and motivated



1

ENGAGED

I am asking for help when I need it
I am letting others learn
I am listening to instructions



2

ACTIVE

I am making progress in my lesson
I am asking questions relevant to the lesson
I am involved in discussions related to my learning



3

CREATIVE

I am solving problems
I am helping others to learn
I am producing high quality work



4

HEROIC

I am asking probing questions
I am completing extension work
I am teaching others



5

REACH SCORE CARD

GROUP: 5DP					DAYS: Mon-Fri					TUTOR: DB					WB: 01.09.18															
PUPIL	MON					TUE					WED					THUR					FRI					TOTAL POINTS	÷	TOTAL LESSONS	=	REACH SCORE
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Joe Bloggs	1	4	3	5	5	2	3	4	4	5	3	5	5	5	5	AA	4	4	3	2	1	73		20		3.65				
Ann Other	1	4	3	5	5	2	3	4	4	5	3	5	5	5	5	X	4	4	3	2	1	73		25		2.92				
Unn Nown	1	4	3	5	5	2	3	4	4	5											36		10		3.6					

SCORING:

R = 1	E = 2	A = 3	C = 4	H = 5
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	= NOT REQUIRED TO ATTEND	X = ABSENT [UNAUTHORISED]	AA = ABSENT [AUTHORISED]
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REACH LEVELS:

1 OR LESS = READY	1.5+ = ENGAGED	2.5+ = ACTIVE	3.5+ = CREATIVE	4.2+ = HEROIC
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REACH REWARDS & PRIVILEGES



(Appendix B)

Positive Behaviour Code

The LPS's ABC Behaviour Management Programme is as follows



**POLITE
REQUEST**



**DIRECT
REQUEST**



MEDIATION



**EXPLAIN
CONSEQUENCES**



the latest ve
current.

ADDITIONAL