

Behaviour for Learning Policy

(Including RPI Procedure)

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| **Approved by chair of governors:** | Mark Lawson | **Date:** |
| **Last reviewed on:** | 28.09.2022 | |
| **Next review due by:** | 27.09.2023 | |

**Behaviour for Learning Policy**

Updated: September 2022

# **Policy Statement**

This policy sets out The Forum Centre’s core principles in terms of: minimising antisocial behaviour; strategies for managing low- and high-level antisocial behaviour; and ways of recognising and encouraging prosocial behaviour.

The Centre will ensure that parents/carers are fully informed of the behaviour policy by communicating it through the induction meeting; home-centre agreements; and the Centre’s website.

The Centre will communicate the behaviour policy to all new and existing pupils through: the induction meeting; pupil review meetings; pupil notice boards; and within the curriculum wherever relevant.

The Centre will seek to ensure that the policy and procedures are accessible to parents/carers and pupils by providing these in appropriate languages and formats where available.

The Centre will ensure that all staff are consulted regularly about the policy and its implementation.

The Centre will communicate the behaviour policy to all staff by providing copies of the policy and through the staff training programme.

The policy will be effective if: there are reduced incidents of antisocial behaviour and an increase in prosocial behaviour, effective learning is taking place; pupils are happy and feel safe in the Centre; it is consistently applied; it is fair; and it is clearly understood by all staff, pupils and visitors.

This policy should be read in conjunction with our other Centre policies, particularly the Anti-Bullying Policy and the Safeguarding Policy and the Restrictive Physical Intervention Procedure all of which are available on The Forum Centre website. This policy should also be considered in line with the STEPs training (A therapeutic approach to behaviour) undertaken by all staff.

***Students at The Forum Centre are expected to minimise and control antisocial behaviour and endeavour to display and promote prosocial behaviour in themselves and others.***

***2. Prosocial (acceptable) and Antisocial (unacceptable) behaviour***

The Centre defines Prosocial behaviour as that which promotes courtesy, cooperation, empathy, kindness, respect and consideration from all pupils in terms of their relationships with other pupils, teachers, other school staff, with visitors or other persons visiting the centre, with staff at external provisions used by the centre and members of the public that students come in to contact with.

The Centre has identified Antisocial behaviour to include: verbal abuse; inappropriate or threatening language or behaviour; intimidation; physical abuse; damage to or theft of property; bullying (including cyber bullying), harassment, all forms of prejudice related behaviours and disruption of others learning.

# **Recognition, Encouragement and Consequences**

The Centre will actively promote prosocial and improved behaviour by pupils through a system of recognition and encouragement. Prosocial behaviour will be actively identified and responded to in such a way as to encourage the student to want to repeat the behaviour. This will include the use of: praise (discrete or public, depending on pupil and context); sweets, stickers and certificates; phone call home; postcard home; letter home, meeting with carers, giving of responsibilities; putting good work up on a wall; putting good work on file; and/or sharing good work with other staff and senior staff, the awarding of ‘raffle’ tickets daily for the opportunity to win the end of week voucher and the accumulation of points towards end of term trips. Every effort will be made to enable students to see the natural ‘consequences’ of Prosocial behaviour as feelings of ‘acceptance’ ‘mutual respect’ ‘trust’ ‘increased self-esteem’ and ‘belonging’ among others

Staff will have flexibility to reward behaviour spontaneously to promote these ‘prosocial feelings’. Staff will record points on Behaviourwatch for each lesson attended which will count towards end of term trips. Thresholds for these trips will be set dependent on each student’s timetable, and if deemed necessary, individual circumstances.

Some examples of Prosocial behaviour are: showing respect to other students and staff, showing kindness to others, changing behaviour in a positive way; maintaining prosocial behaviour when other students are not; extra special effort; self-motivation; especially good work; being consistently polite and well-mannered, avoiding certain negative behaviours for a period of time. Demonstrating determination and ambition to achieve in a positive manner.

The Centre will ensure it gives appropriate support to individual pupils, who may be at risk of disaffection or exclusion, including: support in the learning environment; mentoring; individual target setting; curriculum and curriculum resources; teaching strategies; study support; support from outside agencies according to need.

The Centre will implement an agreed range of strategies to deal with antisocial behaviour by pupils, including: talking ‘privately’ with the pupil; verbal reminders re expectations and consequences, time out offered / encouraged, alternative space offered / encouraged, (including a ‘walk’ or out of centre activity if appropriate), catch up times at lunch time and after school if necessary to discuss the behaviour with the student and work towards reflection on the behaviour and to formulate strategies with the student to move forward, report cards to encourage pro-social behaviour and track the occurrence of the anti-social behaviour, referring matters to the appropriate member of staff; re organising class groupings instituting pupil searches, as appropriate; letters to parents/carers; meetings with parents/carers; referral to external agencies; consideration of a managed move to another Centre; suspension or permanent exclusion.

The Centre will monitor the use of rewards and consequences to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination, and the Centre’s statutory duties in respect of SEN and disability, race relations and gender equality are upheld. The Centre will consider each child as an individual and it should be noted that in line with the STEPs therapeutic approach to behaviour that the Centre operates, ‘equity’ will be valued above ‘equality’. Therefore, each child will be treated according to their needs to achieve the optimum outcome for them as an individual, rather than the same rewards and consequences being applied to every student.

Individual therapeutic plans will be drawn up, for any students who require one, detailing any deviations from the general Behaviour policy if it is felt their behaviour and circumstances warrant.

# **Intervention strategies**

The Centre will develop measures to encourage pupils to take responsibility for their own behaviour and to help them to recognise the consequences of antisocial behaviour.

The Centre will develop strategies to identify the antecedents to student’s antisocial behaviour and address the behaviours at this level where possible: ‘Predict and Prevent’. All staff will be aware of de-escalation strategies for individual students and use them appropriately.

Only when ‘Predict or Prevent’ or other de-escalation strategies have failed and a student’s behaviour is becoming ‘dangerous to themselves or others’, ‘liable to cause damage to property’ or ‘likely to cause severe disruption’ will RPI (Restrictive Physical Intervention) be used. This is covered in **Appendix 1, RPI Procedure at the end of this document.** The Centre DOES NOT operate a ‘no touch’ policy.

The Centre will undertake reviews of pupils social, emotional and educational needs, as appropriate. Details of reviews undertaken will be included within each pupil’s tutor file.

The Centre will involve external agencies where it is appropriate to do so.

The Centre will provide appropriate training for all staff in order to promote positive, prosocial and consistent behaviour standards within the Centre.

Parents/carer’s will be contacted promptly by the Centre staff to notify them of any reported serious incidents in which their child has been involved. The Centre will investigate, as appropriate, reported incidents.

The Centre will ensure that relevant staff receive adequate and appropriate training for the conduct of any investigations, including in respect of the recording of evidence and the taking of witness statements. All incidents of antisocial behaviour will be recorded accurately, thoroughly and without prejudice, exaggeration or unnecessary emotive language. Language used by students will be reported accurately and in full. Actions of students and staff will be described accurately and in full.

All incidents will be debriefed with the student and all staff involved within a reasonable time scale.

The Centre will notify the police and other relevant bodies of incidents where it is appropriate to do so.

The Centre will complete investigations within a reasonable timescale and not normally exceeding ten days. The Centre will ensure that appropriate feedback from any investigation undertaken is provided to relevant persons together with recommendations for action.

A copy of the results of all investigations undertaken will be held on record until such time as the pupil leaves the Centre. Where an investigation finds that there is no case to be heard, the report will be held by the Centre but will not be kept within the pupil’s file.

# **Training and professional development for all staff**

The Centre will provide for the training and development of all staff on behaviour for learning matters through induction training for all new staff, whole-school INSET days and specific planned/tailored training.

The Centre undertakes annual reviews of the continuing professional development (CPD) needs of teachers and Support staff through the Appraisal process.

The Centre reviews regularly the health, safety and welfare of all staff and provides for professional and personal support (including training and upon request counselling with the CPS).

The Centre provides opportunities, as appropriate, for staff to develop their knowledge, skills and practice in relation to:

* implementing the Centre’s behaviour policy based on STEPs a therapeutic approach to behaviour.
* logging and recording of incidents;
* managing behaviour in the classroom
* behaviour strategies;
* managing behaviour during social time
* Identifying prosocial behaviour and reinforcing it.
* the implications of legislation affecting behaviour for learning (e.g. detention, seclusion, exclusion, child protection, pupil restraint, pupil searches);
* Individual pupil support including ELSA
* equal opportunities and anti-discrimination;
* techniques for promoting prosocial behaviour.

# **Clear roles and responsibilities**

The Centre ensures that staff job descriptions include appropriate reference to responsibility for implementing the Centre’s behaviour policy.

# **Referral**

The Centre will undertake reviews of pupils’ needs prior to identifying suitable educational plans, strategies and alternatives for pupils.

The Centre undertakes regular monitoring and review of its internal and external arrangements for pupil referral and support.

The Centre has identified the main points of external referral (including pupil counselling, Locality team workers, educational psychologists, voluntary sector, health authority/trust, social services/child protection, police).

The Centre maintains appropriate records on the use of referrals, using the relevant referral forms.

The Centre ensures that appropriate staff (especially tutors) are informed in full of the outcome of any referral.

# **Resources**

The Centre will provide the resources needed to ensure the effective implementation of the behaviour for learning policy, including reviews of the following: staffing levels; staff training and development; provision of appropriate time to carry out their professional roles and responsibilities; workload; Health and safety.

Data management and record keeping: provision of administrative and record keeping systems (including use of ICT); monitoring arrangements (including use of ICT).

Curriculum review and alternative provision: alternative education provisions for pupils, including the use of off-site provisions; review of curriculum appropriateness; use of curriculum flexibility.

On-site facilities and resources should be used wherever possible and appropriate (e.g. ‘time-out’, access to learning support, mentoring).

It may be identified that additional services are required to meet the needs of pupils and/or families, these may include:

* SENNS;
* Locality team;
* Education Psychology Service;
* Health Services, including Child and Adolescent Mental Health Services (CAMHS);
* Social Services;
* information, advice and guidance (including Connexions);
* youth workers;
* Youth Offending Team; drug counselling agencies;
* Police.

# **Pupil involvement**

The Centre encourages pupils to take responsibility for their own learning and behaviour.

The Centre provides opportunities for pupils’ positive involvement in the life of the Centre and community.

The Centre seeks to engage pupils in the review of the behaviour policy.

# **Parental/carer involvement**

The Centre aims to inform parents/carers promptly of any concerns regarding their child and are given the opportunity to be involved in responding to their needs.

The Centre provides opportunities to encourage parental involvement and support for the behaviour policy.

# **Community involvement**

The Centre liaises with a range of bodies as appropriate to support and promote positive behaviour.

# **Data management**

The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the Centre’s behaviour policy.

The Centre maintains accurate records of all behaviour incidents and in respect of the conduct of pupil searches, pupil restraint.

The majority of the Centre’s data collection is now online and all GDPR legislation complied with.

The Centre has advised all staff of the need for timeliness, accuracy and completeness in the recording of behaviour for learning incidents and has advised staff of the correct procedures for recording statements.

The Centre provides for the logging of incidents and monitoring of trends as appropriate.

The Centre deploys appropriate staff to undertake routine administration and record keeping.

# **Monitoring and evaluation**

The Centre monitors behaviour incidents in order to identify issues and trends.

Staff receive individual and collective feedback (as appropriate) on behaviour for learning issues, trends and the outcome of referrals.

The Centre monitors incidents of disruptive behaviour in terms of:

* type of incident (including prejudice-related incidents);
* critical days/times in the week;
* critical places within/outside the school;
* pupils involved;
* profile of pupils involved (ethnicity, gender, disability, age, SEN);
* Timeliness of response
* outcomes.

# **14. Our place in the community**

We are very aware of the Centre's place in the centre of a residential community, close to local shops, people's homes, supported housing, a children’s playground, a primary school and secondary school. We therefore expect all pupils to minimise antisocial behaviour and display prosocial behaviour as defined by this behaviour policy at all times, from the moment they start their journey to the Centre until the moment they arrive home.

Pupils need to be particularly aware of the language they use when out and about and remember that they are not allowed to smoke at any time.

Pupils are expected to remain on-site throughout the day unless taking part in a supervised activity. However, Year 10 & 11 pupils who have been given prior permission by staff and parents may be allowed to leave the Centre unsupervised at lunchtime. These pupils should be aware that if they are in large groups this can make people feel uneasy and therefore, if off-site, should not be in groups of more than three or four. Pupils also need to ensure they do not block footpaths and do not sit on garden walls.

If our pupils' behaviour brings the Centre into disrepute or has a detrimental effect on the well-being of staff or other pupils, we will always take action according to this policy. This will be the case even if the actions take place away from the Centre or outside Centre hours.

***Appendix 1: Restrictive Physical Intervention Procedure***

As soon as it becomes apparent that a situation could lead to students becoming physical with other students, staff or cause severe disruption, the following procedure should be followed:

1. One member of staff is to assume leadership / control. This should be the member of staff in charge as the situation begins to present itself. If there are numerous members of staff present it should be the staff member who has the most knowledge of the situation or the best relationship with the students involved. (Agency staff cannot lead, unless they are long term employed by TFC and familiar with students and procedure)
2. Staff should use the following language: “I’ll lead” “You lead” “(name) lead”. There should not be a discussion about this.
3. Communication with staff coming in to support should start with “I’m lead”, “(name) is leading”. Any request for support should relay who is leading the incident, for example, “Can we have some help in Primary. Guy is lead”
4. If RPI (Restrictive Physical Intervention) is required staff must be able to justify their actions. Justification typically would be, preventing harm to another student, preventing a student endangering himself or others, preventing serious disruption or preventing criminal damage. Whilst such justification makes it legal for any ‘person’ to use RPI, if the member of staff who has had to step in (due to proximity) is not MAYBO trained for TFC they should allow a staff member who is trained to take over from them as soon as reasonably possible.
5. If the staff member ‘leading’ is not MAYBO trained, whilst they can direct that a student is placed in a restrictive restraint by trained members of staff, they must identify a MAYBO trained member of staff to ‘lead’ in the restraint. “(name) you lead”

Any use of RPI must be justified. The greater the level of RPI, the greater the grounds for justification should be.

1. If a staff member feels that they are becoming emotionally or physically overwhelmed during an incident they MUST say: “I need to take a break” and indicate who they want to take over from them. If they have been ‘leading’ the incident they should clearly state: “I need a break, (name) take over the lead……. (name) is leading”
2. If a staff member attending an incident feels it is clear that a fellow staff member is becoming emotionally or physically overwhelmed, they should say to them: “Take 5 minutes, (name) / I will take over for a bit”, nominating a new ‘lead’ if necessary.

Any staff member told to “take 5 minutes” MUST do so. It is often difficult in the middle of an incident to identify when we are becoming overwhelmed. 5 minutes should be enough time to consider how we are feeling and whether it is appropriate for us to re-engage with the situation. It may not be necessary for a staff member who has ‘taken 5 minutes’ to re-engage with the situation because enough staff are dealing with it or the staff that are present will have a good relationship with and understanding of the student.

1. As soon as possible, once the incident / situation has passed, the ‘lead’ must ensure all details are correctly written up on Behaviourwatch.
2. After the incident, immediately and (if necessary) a few days later, Behaviour Support staff should liaise with all staff involved. They should ensure everyone is comfortable with how the incident was dealt with address any concerns, and discuss changes that may need to be implemented moving forward.
3. Debrief: if staff appear to be suffering any ongoing trauma from incidents they must be referred to Senior Leadership Team or other sources, for support.
4. Behaviour Support staff should ensure that incidents are marked as debriefed on Behaviourwatch and that any changes in practise re specific students following incidents are indicated in Behaviour plans and communicated to all staff involved with that student.
5. Students should be debriefed at a suitable time after the incident. This should be done by the member(s) of staff it is felt will achieve the best response from the student and be approached on an individual level according to staff knowledge of each particular student. Indicators of debrief procedure can be included in individual Behaviour plans.