

# Enterprise Learning Alliance

## Behaviour & Relationships Policy



Date	Approval Date	Review Date
17 January 2023	23 January 2023	16 January 2024

## The Principles

The learning experience and ethos of Enterprise Learning Alliance (which currently includes Westwood, Southwood and Northwood Centres) is most effective and productive when it involves pupils, staff, parents/carers and all members of the school community working in partnership. This includes acknowledging a shared responsibility to support and maintain a positive approach to education and enabling pupils to make a positive contribution to society.

The Enterprise Learning Alliance (ELA) is a working place and learning environment where pupils 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, pupils must learn to accept that they are responsible for their behaviour; this is in relation to their relationships with others and in their attitude and application to the learning process. It is in the pupil's best interest to accept and follow the centre's expectations.

It is the responsibility of parents/carers to support and care for their child at all times, which includes during their education. With appropriate support and encouragement, each pupil will develop self-confidence, resilience and progress well socially and academically.

It is the staff's responsibility to ensure that consistent programmes are delivered, both behavioural and academic, to meet each individual pupil's needs and that the programmes are of the highest possible quality. Decisions on which strategies to use will be based on assessment and aim to help the pupil develop self-discipline and effective learning habits.

**RESPECT** forms the basis of this philosophy and therefore it is everybody's responsibility to:

**RESPECT** themselves and their needs

**RESPECT** other people and their needs

**RESPECT** their own and other people's property

**RESPECT** the learning process and others desire to learn

**RESPECT** the centre's property, buildings and their surroundings

And in following these guidelines all Pupils can expect to be **RESPECTED** themselves as valued members of the ELA.

The ELA is committed to educational practices which protect, relate, regulate and reflect.

## Protect

- Increased 'safety cues' in all aspects of the school day e.g. meet and greet at the school entrance and classroom doors.
- Staff trained in 'PACE' modes of interaction (Hughes 2015): being warm, empathetic, playful and curious (proved to shift children out of fight/ flight/ freeze positions)
- School staff to ensure interactions with children are socially engaging not socially defensive, in order to decrease chances of children relating defensively (fight/flight/ freeze).
- A whole school commitment to cease using harsh voices, shouting, put downs, criticisms, shaming (proven to be damaging psychologically and neurologically).
- School staff will 'interactively repair' the occasions when they themselves move into defensiveness.
- The implementation of pedagogic interventions that help staff to get to know children better on an individual basis e.g. "I wish my teacher knew" (what matters to them, who matters to them, their aspirations). This is key to enabling children to feeling safe enough to communicate, if they so wish, about painful life experiences, which are interfering with their ability to learn and quality of life.
- All vulnerable children to have easy access on a daily basis to at least one named emotionally – available adult, and these children know when and where to find that adult. If the child does not wish to connect with this adult an alternative person is found.
- School staff adjusting expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This will include removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who keep 'triggering' into alarm states).
- Provision for children of a clear, confidential and non-shaming system of self-referral for help/talk time.
- The nurturing of school staff in such a way that they feel truly valued and emotionally regulated enough to be able to interact throughout the school day with social engagement rather than defensiveness.

## Relate

- All school staff training in emotion coaching and in relating to children in terms of the four key relational needs for secure attachment: affect attunement, empathy, soothing and containment.
- A whole school commitment to enabling children to see themselves, their relationships with the world more positively, rather than through a lens of threat, danger or self-blame.
- Relational opportunities for vulnerable children with emotionally available adults at school to enable them to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

## Regulate

- The implementation of interventions designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.
- Evidence-based nurturing and regulatory interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating and playful, enriched adult-child interactions.

- The emotional well-being and regulating of staff is treated as high priority in order to prevent burn-out, stress-related absence or leaving the profession, through stress related illness, secondary trauma and/or feeling undervalued, blamed or shamed.
- Designated staff-only spaces are available.

### Reflect

- Staff educated in the art of good listening, dialogue, empathy and understanding (instead of asking lots of questions/ giving lectures).
- The provision of skills and resources to support parents and staff to have meaningful empathetic conversations with vulnerable children who want to talk about their lives in order to empower children to better manage their home situations and life in general.
- PSHE informed by current research (psychology and neuro science) on mental health, mental ill-health, relationship health; family parenting, intimate relationships and tools for how to do life well. Curriculum content to enable children to make informed choices about how they relate to others and how they choose to treat their brains, bodies and minds now and in the future.
- Staff trained to help children move from 'behaving' their trauma/ painful life experiences, to reflecting on those experiences through empathic conversation in order to address negative self-referencing and help them to develop coherent narratives about their lives.
- A behaviour policy, which is based not on punishment, sanctions and isolation, but one that models enquiry, resolution and interactive repair, at The ELA we use restorative conversations.  
(Please note that the term 'children' refers to both children and teenagers)

### Links with other policies and documents

This policy links to our policies on:

- SEND policy and information report
- Teaching and Learning

Incidents of inappropriate behaviour are a normal part of child development as they explore the boundaries of what is permissible within our society. Children deserve structure and limits. There is perhaps nothing more harmful we can do to children than allow them to disrupt or misbehave without showing them we care enough to let them know their behaviour is not acceptable. To help them learn appropriate behaviour it is necessary to provide them with firm boundaries and guidance, reinforced with consistent praise and sanctions.

A pupil's need for success can be best met through carefully planned and coordinated educational programmes, which are stimulating.

All pupils that are referred to ELA will have experienced significant difficulties in meeting the demands of mainstream education. Responding to these difficulties, ELA provides an overall educational policy incorporating a structured and consistent approach over and above that available in mainstream schools. Further, within this overall structure, individualised plans will be provided for each pupil which target specific areas of need through more detailed programmes.

## Our aim is to:

- Promote excellent behaviour for learning within the school community
- Promote self-esteem, self-discipline and positive relationships based on mutual courtesy and respect
- Encourage increasing independence and self-discipline so that everyone learns to accept responsibility for their own behaviour
- Ensure fairness of treatment for all
- Provide a safe environment free from disruption, violence, bullying and any form of harassment or discrimination based on protected characteristics including (but not limited to) age, disability, gender identity, race, religion or belief, sex or sexual orientation
- Ensure Pupils are able to work in an environment, which allows them to complete high-quality work
- Regulate conduct of all pupils to ensure pupils are able to complete work to the best of their ability
- Encourage positive relationships with parents and carers to develop a shared approach to involve them in the implementation of the school's policies and associated procedures
- Encourage the highest standards of personal presentation and attendance
- Celebrate achievement and success in all its forms and in all areas of school life.

## How the School Supports and Encourages Good Behaviour

### Good Behaviour is encouraged by:

- Everyone having a consistent approach and an understanding of what behaviour is acceptable, using Pivotal strategies to support behaviour management.
- Clearly defined expectations.
- Valuing and supporting Pupils in taking responsibility for their own behaviour through PSHE, assemblies and form tutor time.
- Working closely with parents to celebrate good behaviour and achievements and monitoring and developing strategies for dealing with poor behaviour and work ethic.
- Ensuring that all Pupils have access to all areas of the curriculum and that reasonable adjustments are made where appropriate.

## Rewards

Pupils thrive on praise and encouragement. This should be a positive part of our teaching methods. Through a consistent rewards system (classcharts) we can celebrate achievement and encourage progress towards further achievement.

Rewards for good behaviour include:

- Regular praise in lessons.
- Recognising and rewarding good behaviour in every lesson.
- A reward system based on being awarded achievement points, vouchers,

certificates, school trips and prizes which acknowledge all aspects of achievement and progress.

- Displays showing good work.
- Celebration assemblies.
- Using assessment to recognise progress and positive attitude to learning.

### How the School Addresses Unacceptable Behaviour

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a Pupil makes unacceptable behaviour choices, breaks a school rule or fails to follow a reasonable instruction, the teacher can impose a proportionate punishment on that Pupil.

Under the Education and Inspections Act 2006 (Section 90 and 91), “teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction”. This power also applies to all paid staff with responsibility for Pupils in school.

Teachers can also discipline pupils at any time the pupil is in school or elsewhere under the charge of a member of staff, including on school visits.

Teachers also have the authority to discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside school and adversely affects the reputation of the school.

### What constitutes unacceptable behaviour?

Unacceptable behaviour can include (but is not limited to):

- Verbal or physical aggression
- Racial, sexual or religious harassment
- Intimidating or bullying behaviour
- Disruptive behaviour, especially when it inhibits others' learning
- Rudeness, discourtesy and defiant behaviour
- Damaging school property and property of others
- Theft
- Making unsubstantiated allegations against members of staff and/or Pupils
- Any infringement of the school rules especially relating to uniform and use of mobilephones (see appendix I)
- Bringing any weapons onto school property
- Having chewing gum in school
- Truancy and persistent lateness
- Smoking on or around the school property or whilst in school uniform
- Behaviour which puts self or others at risk of danger, including bringing into school, or using the school premises for any drug, alcohol, tobacco, vaping or illegal substance

- Improper use of school computers
- Filming, photographing or recording of staff and Pupils on a mobile device, camera or any other ICT equipment on the school site unless requested by a member of staff for a school centre or educational purposes
- Uploading images of staff or Pupils online without their permission with the intention of causing ridicule or harm
- Supporting or sharing posts which directly target staff or other Pupils online or on social media

**Please see appendix 1 for the Behaviour and relationships policy flow chart of ELA behaviour steps to manage behaviour.**

### Rules and expectations

It is expected that the Pupils will follow the rules and expectations as requested and guided by all staff within the centres.

#### General expectations:

- Arrive on time
- Wear suitable clothing for the activity
- Only bring what they need for the centre, walk when moving around the centre, and behave appropriately while at the centre.
- Energy Drinks are not permitted in centre, or on the grounds of the centre
- Behave appropriately while on the way to and from the centre, and show respect for our neighbours
- Mobile phones are not permitted in school, Pupils are to follow staff requests on storing these items if brought into school (some centres put these items in a secure box during lesson time and only make them available at lunch and at the end of the school day).
- Follow staff and colleague expectations with regard to "Respect" within the centre.
- Non - Smoking school policy

#### General rules:

Within the school the Pupils take part in a range of activities in different situations. We recognise how important it is to be very clear about what the expectations are for each activity and to communicate these expectations to the Pupils. Appropriate behaviour is therefore best promoted by a short set of simple, positively phrased rules. Each centre will have their own slight variation on the rules but the following three rules apply at all times in the centres:

- **Respect**
- **Right place**
- **Ready to Learn**

Certain activities also require additional rules that are specific to that activity. These additional rules will be made known to the pupils when necessary and displayed in each teaching/work area.

### Activities/ Sport Clothing

It is advisable for pupils to have appropriate clothing for PE lessons and outdoor activities. T-shirt, shorts or 'jogging bottoms' and footwear appropriate to the activity.

### General items to bring to the centre

Pupils are strongly advised not to bring valuable items to the centre. All pupils will be encouraged to take responsibility for their own possessions.

### Jewellery

In the interests of Health and Safety, jewellery will be removed for PE lessons. All jewellery brought into the centres is done so at the owners own risk.

### Practical activities

For both practical and safety reasons, pupils will be asked to tie back long hair and remove jewellery.

### Attendance and punctuality

Pupils are expected to attend on a regular daily basis. Parents are requested to inform staff about any absences as soon as possible (the morning of the absence at the latest). This is a legal requirement.

### Work Experience

Work experience opportunities within the PRU are offered as part of an education and curriculum package. The standard of required behaviour and attendance will be set and monitored in accordance with the Work Experience Officer. The decision to place any pupil on a work placement is jointly made by staff, P

Pupil and the work experience officer. If Pupils' behaviour and attendance falls consistently below expected and set levels then the placement may be suspended pending an improvement in these areas. In the case of consistently low attendance and behaviour a placement may be stopped permanently. This will be done as pro-active measure in line with our aim to create a range of positive curriculum opportunities that the Pupils will engage with and set them on the path to success.

### Pupils' Conduct outside of the School Gates

The school reserves the right to discipline Pupils for misbehaving outside of the school premises where it is deemed reasonable to do so. Pupils may be disciplined for misbehaviour when a Pupil is:



- Taking part in any school-organised or school-related activity
- Wearing school uniform
- In some other way identifiable as a Pupil at the school

Misbehaviour at any time, whether or not the conditions above apply that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another Pupil or member of the public
- Could adversely affect the reputation of the school
- Directly targets staff online or on social media

In all cases, a staff member can only discipline a Pupil on school premises or elsewhere when the Pupil is under the lawful control of the staff member.

### Searching Pupils and Confiscating Property

Searching can play a critical role in ensuring that the school is a safe environment for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which our pupils can learn and thrive.

The Headteacher, Senior Leadership Team, DSL, Deputy DSL, Heads of Centres, Lead Teachers, reception staff and Behaviour leads have the power to search a pupil or their possessions if the pupil agrees or where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below, or any other item that the school deem to be a prohibited item:

- knives and weapons
- alcohol
- Mobile phones
- illegal drugs, or drug related paraphernalia
- stolen items
- tobacco and cigarette papers, Vapes
- fireworks
- pornographic images
- Any article that has been or is likely to have been used to commit an offence, cause personal injury or damage to property.

Before any search takes place, the member of staff conducting the search will explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

We will also seek to notify parents/carers when a search will have to take place, and the reason why we are conducting a search. Following the search, the outcome will be communicated back to the parent when practically possible.

The search will be conducted by a same sex staff member as the pupil being searched, also an additional member of staff must be present to witness the search. Same sex where practically possible.

There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

- If the member of staff carrying out the search reasonably believes there is risk
- That serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or
- it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

The member of staff may search a pupil's outer clothing, pockets, possessions, and any bags/holdalls.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The member of staff may use a metal detector to assist with the search.

After conducting a search, the staff member conducting the search must record the search through the schools safeguarding recording system (Safeguard my school).

If a pupil refuses consent to comply with a search the school may ask parents / carers to attend a meeting to resolve the issue under investigation, and, if necessary, isolate the Pupil until the parent is able to attend the meeting. In the case of illegal drugs being found, the Police will be contacted.

With consent Section 91 of the Education and Inspection Act 2006 enables school staff to confiscate, retain or dispose of a Pupil's property and protects them from liability for damage to, or loss of, this property.

## Screening

Screening can help provide reassurance to pupils, staff and parents that the school is taking measures to create a calm, safe and supportive environment.

Pupils will be screened on entry by a hand-held metal detector (wand) even if they do not suspect them of having a weapon and without the consent of the pupils.

Schools' statutory power to make rules on pupil behaviour and their duty as an

employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.

Any member of school staff can screen pupils. Also note:

- If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

### Electronic Devices

Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury, or
- damage property.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them.

Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.

### Physical Restraint, Use of Reasonable Force

Section 93 of the Education Inspection Act 2006 allows teachers or other persons who are authorised by the Headteacher to have control or charge of Pupils to use such force as is reasonable in all circumstances to prevent a Pupil from doing, or continuing to do, any of the following:

- Committing a criminal offence
- Injuring themselves or others
- Preventing a Pupil from attacking another Pupil or member of staff

- Preventing a fight between two Pupils
- Causing damage to property (including Pupils' property)
- Engaging in any behaviour prejudicial to maintaining good order and discipline, whether that behaviour occurs in a classroom during a lesson or elsewhere
- The school acknowledges its legal duty to make reasonable adjustments for children and young people with Special Educational Needs and Disabilities (SEND).

### Detentions

ELA have a power to issue detention to pupils, when it is deemed that behaviour in centre is unacceptable. These may include lunchtime or after school detentions. If the detention occurs on the same day, no notification for a lunchtime detention will need to be given to parent/carers, although adequate lunchtime provision will have to be given to the pupil. If the detention occurs the same day for an after school detention, parents/carers will need to be informed. If the detention is the following day, the onus is on the pupil to inform the parent of any detentions. The SLT team and Head of Centre must be informed of any detention given by a member of staff.

ELA uses Class charts to issue and monitor detentions. Teachers/HOC's input detentions online using the red behaviours icons. This is monitored online by SLT and HOC's. When a detention is missed, this can be upscaled to another detention the same day (if lunch time detention is missed) to an after school detention. An after school missed detention will be rolled over until the detention is completed. If continual detentions are missed by the pupil, the parent/carer will be contacted for an in school meeting. It is expected that the pupil completes the work set in detention, for the detention to be signed off, by a member of staff.

### Detentions outside school hours

ELA staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.
- Detentions should be logged on the intervention sheet.

## Suspensions/Restorative Interventions

Serious incidents, such as those identified in the Behaviour and Rewards Code and outlined below, could result in Pupils receiving a suspension. The number of days' suspension will reflect the serious nature of the offence and/or take into account previous sanctions and will be the decision of the Headteacher.

Suspensions should be used sparingly in response to serious breaches of school policy or criminal law. In most cases a wide range of strategies will have been implemented to support the Pupil to improve their behaviour. Each Pupil will be treated as an individual and in the case of Children in Care, contact will be made with Social Services and the school will deal with matters sensitively.

The following behaviour will not be tolerated and could lead to restorative intervention or Suspension:

- Behaviour which puts self or others at risk of danger, including bringing into school, or using the school premises for any drug, alcohol, tobacco, vaping or illegal substance
- Verbal and physical abuse
- Arguing with or defying members of staff
- Bullying, racism, physical, mental, cyberbullying, transphobia, biphobia, or any discrimination based on gender identity
- Persistent disruption or defiant behaviour which disrupts the learning of others
- Theft
- Vandalism
- Filming, photographing or recording of staff and Pupils on a mobile device, camera or any other ICT equipment on the school site unless requested by a member of staff for a school centre or educational purposes
- Uploading images of staff or Pupils to an online platform (or social media) with the view to causing ridicule or harm
- Colluding in or supporting posts which directly target staff or other Pupils
- Sexual misconduct
- Behaviour which may result in calling the police
- Making unfounded or vexatious complaints against members of staff.
- Serious actual or threatened violence against another Pupil or member of staff
- Bringing weapons onto school property
- Sexual harassment, peer-on-peer abuse or assault
- Supplying illegal drugs or carrying an offensive weapon
- Undermining the ethos of the school through persistent failure to comply with school rules and regulations
- As a final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success

All incidents will be investigated by the HOC or a Senior Leader before a decision is made to suspend. Pupils and staff involved, including witnesses, may be asked to write a statement. They may be questioned to clarify any missing or conflicting details. Pupils may be isolated, or excluded during the investigation.

Parents / carers will be contacted at the earliest opportunity once a decision has been made. Fixed term suspensions are usually kept to between 1 and 5 days, with additional days being used for a very serious incident or for persistent poor behaviour. The length of suspension will be commensurate with the seriousness of the incident and will take into account previous sanctions. Decisions are made with the agreement of the Headteacher and a senior member of staff.

When a Pupil is suspended their parents/carers must ensure that they are not present in a public place during school hours without reasonable justification. Parent/carers will be expected to attend a reintegration meeting following a suspension. This is an important opportunity to agree a way forward.

Parents may complain following a suspension and should follow the guidance in the complaints policy.

All behaviour incidents should be recorded on SIMS by staff to ensure a full record is kept, alongside any safeguarding reports necessary for the incident.

## Ensuring Consistency of Practice

We aim for all staff to apply the Behaviour and relationships policy consistently, and this is guided by the Behaviour and Rewards Code. However, we acknowledge that in a school with lots of pupils taking part in lessons, social times, travelling to and from site, interacting through social media, and going off-site on trips and fixtures that staff will frequently have to make quick decisions and apply sanctions in different ways depending on context. The school reserves the right to take into account the circumstances leading up to an incident of poor behaviour, and the individual Pupil's circumstances, when deciding on a suitable sanction. The Headteacher reserves the right to change sanctions at a later date when the full situation has been explained or new information comes to light.

### Staff will:

- show equity and fairness, irrespective of gender, sexual orientation, race, religion or disability
- play an active part in maintaining the ethos of the school
- act as good role models for the pupils
- be responsible for classroom management issues and be proactive in dealing with any poor behaviour or infringements of the school rules and ensure that appropriate staff are informed
- ensure consistent application of the Behaviour and Rewards Code in their engagement with behaviour management
- listen sensitively to Pupils and ensure that any safeguarding issues are dealt with in accordance with child protection guidelines and training
- take into account any reasons for behaviour such as emotional distress or Special Educational Needs or Disabilities (SEND)
- contact parents as necessary to discuss incidents of good or unacceptable behaviour choices
- support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties
- Actively seek to recognise positive behaviour choices.

### Pupils will:

- abide by the current Home School Agreement
- abide by the Guidelines for using ICT and the Internet signed on admission
- follow the school dress code
- Show commitment to the school community.

### Parents/ Carers will:

- Support the school through effective home / school liaison; we expect parents to ensure that the school is aware of any change of home circumstances so that we can best support their child, which can be done by emailing the school directly or contacting each centre where the pupil attends.
- ensure that they inform the school on the first and subsequent days of illness (see Attendance Policy)
- will maintain contact through review days, information evenings and informally, when appropriate
- encourage their child to abide by the Home School Agreement

### Other Agencies:

Full use will be made of such agencies as Education Welfare, Attendance and Behaviour, Social Services, School Nurses, Educational Psychology Services CXX, Early Help, school Counselling, Young Carers, and any others as appropriate.

### Roles and Responsibilities

- **The Governing Body of ELA** will establish in consultation with the Headteacher, staff and parents the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to Pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.
- **The Governing Body of ELA, Headteacher and staff** will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of Pupils are listened to and appropriately addressed
- **The Headteacher and Senior Leadership Team** will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher
- **Staff**, including teachers and support staff, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support among staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high



quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently

- **Parents and Carers** will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy

**Parents/carers are required to attend the following:**

- An initial meeting at the centre. So they can be informed of all procedures and have an opportunity to meet staff, see around the centre and ask any questions.
- Pupil progress meetings every second term (three meetings during the academic year). Written reports will be made available prior to these meetings.
- All reintegration meetings following any Pupil suspension.

More regular meetings may be required to discuss a pupil's progress and again parents/guardians are requested and encouraged to attend these meetings or make appointments as desired.

- **Pupils** will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported
- **Training:** The Governing Body of ELA will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy
- **Interrelationship with other school policies:** In order for the Behaviour and relationships policy to be effective, a clear relationship with other school policies particularly Equal Opportunities, On-line Safety, Special Educational Needs and Disabilities, Medical Needs, Safeguarding and Child Protection, Anti-bullying, and Attendance has been established
- **Involvement of outside agencies:** The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all Pupils are met by utilising the range of external support available
- **Review:** The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the Behaviour and relationships policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher will keep The Governing Body of ELA informed.
- **The Governing Body** of ELA will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with all stakeholders
- The outcome of the review will be communicated to all those involved as appropriate

At ELA we work hard to provide a positive experience of education for our pupils. All pupils 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). Pupils should have a clear understanding of what is expected of them academically and behaviourally.

Part of this process will include reward systems identified by each centre. These may include further opportunities within the education framework, ensuring each pupil is working to their full potential. Parents and carers are encouraged to work with any reward system set for their child.

Feedback will be given to the Pupils and can be verbal (during target setting and the pupil 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 Pupils).

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.

Rewards are most effective when given within a short time frame of the positive work/action being completed. Communication of such events are encouraged to be shared with the parent carer as part of good practice. Parents/carers can have live access to the schools behaviour app (Classcharts) for their pupil's daily behaviour.

By using the schools online behaviour tracking software (Classcharts), the pupils have access to rewards through positive behaviour.

### Verbal praise

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.

### Our aim is to:

- promote **excellent behaviour** for learning within the school community
- promote **self-esteem, self-discipline and positive relationships** based on mutual courtesy and respect
- encourage increasing **independence** and self-discipline so that everyone learns to accept responsibility for their own behaviour
- ensure **fairness** of treatment for all
- provide a **safe environment** free from disruption, violence, bullying and any form of harassment, including homophobic, biphobic, transphobic, racist bullying and any discrimination based on gender identity
- encourage **positive relationships** with parents and carers to develop a shared

approach to involve them in the implementation of the school's policies and associated procedures

- encourage the **highest standards** of personal presentation and attendance
- celebrate **achievement and success** in all its forms and in all areas of school life

## Rewards Code

### **Celebration of Achievements:**

At ELA we strongly believe in recognising achievements and those Pupils who exhibit excellent behaviours through their time with us.

Positive points, along with positive conversations, should be a regular form of reward in classrooms and round school and should greatly outweigh behaviour points on Classcharts. To facilitate awarding positive points, the school has numerous ways in which staff can award and recognise achievement:

### Recording on Classcharts

Positive points should be primarily awarded on Classcharts as it allows staff to record a reason for the reward. Positives are awarded throughout the day.

3 positive points for each lesson can be gained (Respect, Right place & Ready to learn).

Additional points can be issued in exceptional circumstances for over and above recognition and conduct outside of the classroom.

### Direct recognition with pupils/parents/carers

All staff can contact parents/carers to highlight particular positive behaviour in school. This could be from any member of staff, wishing to share excellent behaviour or a particular positive behaviour in specific lessons.

### Celebration Assemblies

At ELA, we look to reward pupil's positive achievements through celebration assemblies, Vouchers, certificates for positive behaviour are given out to pupils that meet the school behaviour expectation through Classcharts.

### Collecting in Rewards Points in Classcharts

Rewards points in Classcharts are collected daily and stored in the pupil's online Classcharts account. When a pupil achieves the requisite number of points, they then have access to various rewards in the Classcharts rewards store.

## Positive Points

Positive points can be awarded for predominantly 3 reasons, including the following. Please note a maximum of 3 points can be awarded in any one lesson.

### Respect

- Working together with staff to be mutually respectful
- Listening to other people's opinions with respect and tolerance
- Taking others' views into consideration
- Consideration of our school environment
- Being a good friend
- Valuing others
- Kindness
- Going out of the way to help others

### Right place

- Co-operation to be in the right classroom
- Pupils should not disrupt other lessons
- Pupils should not wander around the school site.

### Ready to Learn

- Being organised, ready and prepared to learn
- Completing tasks to the best of your ability
- Asking interesting questions
- Exceptional work or participation
- Completing additional work
- Excellent effort in classwork and homework
- Listening to the teacher – understanding the lesson objective

## Classcharts Access

### Pupils

This can be accessed in your form time in registrations, once you have the access code, you can download the Classcharts app from the apple store or Playstore.

QR codes are located around centres on posters where you can scan the relevant code to bring the app up on your mobile device.

### Parents/Carers

This can be requested from the centre your child/ward attends, the centre will print off an invitation to join Classcharts.

### Sanctions

### Behaviour Management

It is the responsibility of staff to use behaviour intervention strategies / make their best endeavours to remove barriers for learning in the classroom. This may involve seating plans, a calm non-combative approach to resolving conflict and an understanding of the root causes of behaviour.

### Intervention strategies

The school has adopted a set of intervention strategies. These should be used by staff to remind pupils of our expectations for behaviour and reward pupils who follow these fully. Full information about the intervention strategies can be found in Appendix 2.

Please also be aware of any Special Educational Needs and Disabilities which may create additional barriers to behaviour/learning. We aim to create provision based on equity equality and therefore must consider accommodations to reduce these barriers. This does not, however, mean pupils with SEND are exempt from the policy.

## Monitoring of Behaviour and Reward Points

Monitoring of points on Classcharts is a continuous approach by all school centre based staff. This data is also reviewed by HOC's/SLT to implement support in centres.

## Sanctions in Classcharts

Negative points (red cards) on Classcharts are cumulative and result in the following the school behaviour flow chart, (see Appendix 1).

### **Pupils can receive negative point for:**

- Verbal abuse to staff
- Bullying
- Disruptive behaviour
- Online safety concern
- LGBTQ discrimination
- Inappropriate sexual language
- Mobile phone in lesson
- Non-compliance
- Off task
- Physical aggression to a pupil
- Physical aggression to a member of staff
- Racism
- Rudeness
- Serious issue
- Shouting out
- Smoking on school site
- Swearing
- Vandalism
- Verbal abuse (Child on child)
- Verbal abuse to staff
- Walking out of lesson
- Isolation
- Child on child sexualised behaviour

Pupils can also receive negative points, for being late, leaving the school site and unauthorised attendance.

When pupils receive a negative point it will reduce the pupils overall gained positive points by 1 point.

## Further Sanctions

Should a pupil continue to demonstrate unacceptable behaviour after sanctions have been put in place, the Head of Centre might consider one of the following:

- Removal from whole school events
- Removal of privileges such as attending enrichment based activities.

Decisions on these sanctions will be made with SLT and communicated to parents.

## Behaviour flow diagram located in all centres.

All Behaviour is tracked live through our monitoring software (Classcharts).

Severe behaviour is considered to be an incident that may include: violence, bullying, vandalism, racism, sexism defiance of a member of staff, or prevention learning in the class room. Such severe behaviour requires an immediate sanction. This usually includes the removal of the pupil 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 Headteacher/SLT may decide to send the pupil home whilst an investigation and recording of the incident takes place. This can form part of a suspension. Parents/guardians will be contacted as detailed above. All effort will be made to contact the parent/guardian of the pupil as soon as the pupil is asked to leave. Once the parent/carer has been informed and the pupil leaves the premises the parent/carer become responsible for that young person. In the absence of parents/guardians, the tutor will make a decision 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 pupils will begin each day with a fresh start. A decision may be made by SLT/HOC to adjust IEP targets or alter pupils' timetable to encourage and enable them to succeed. Where this happens a PSP plan with parent/carer knowledge and SLT approval must be put into place with clear planning on how any issues or areas of development will be addressed, working toward a fully engaging and enriching timetable as soon as possible.

Ongoing records of a pupil's progress are maintained by transferring the information regarding sanctions to the pupil files and to be recorded on the Classcharts behaviour system.

## Restorative Justice

All staff within the PRU adopts a restorative justice approach to help maintain a positive and safe environment where the pupils can openly communicate and take responsibility for their actions. Each pupil will partake in an open discussion forum to discuss positive and negative aspects of the PRU and their valued contribution to the PRU.

Restorative justice conferences will be used as a resolution tool to mediate in appropriate situations and circumstances where negative behaviours or relationships have broken down. Parents and carers are encouraged to form part of this process as a supportive measure, hence the timings of these meetings will be considered carefully to be as fully inclusive as possible.

All suspensions will be followed by a restorative justice conference as a rigid part of the re-integration process. This will include producing an agreed set of actions and targets presented in a contract for the pupils to sign.

Should there be any damage of any kind incurred by your son/daughter you will be invoiced and expected to incur the cost of the incident.

## Complaints about the behaviour policy

If parents/guardians are dissatisfied with any aspect of the behaviour policy, they are encouraged to communicate this to the Head of Centre in the first instance.

## **Review of Policy**

This policy will be reviewed annually to check compliance and to verify that any information is current and relevant.



# Behaviour Flow Chart



## Pre card 1

Pupils are told clearly that they are breaking a school rule .

They are given advice on how they can put things right.

They are given the opportunity to choose to follow the advice provided by the member of staff or they will receive a warning

### 1 Card1

- Pupils are told clearly that they are breaking school rule.
- Pupil receives a red card for their behaviour
- They are given the opportunity to choose to follow the advice provided by the member of staff, (this could be being spoken to outside the classroom by the teacher or TA, Working 1-1 with the ta outside of the classroom, etc)
- The behaviour lead could become involved with the pupil at this point
- They are given advice on how they can put things right.

### 2 Card2

- Pupil is given another red card and placed into timeout for five minutes to calm down and think about their behaviour.
- At this point, the pupil could either be spoken to by the behaviour lead, or management team.
- The pupil could be placed outside of that classroom for the remainder of that lesson with TA support.

### 3 Card3

- Parents/ Carers are contacted to discuss behaviour and at the managers discretion a meeting may need to be arranged.
- Pupil May need to be placed on a behaviour contract at the manager discretion with work released into the parent's/ Carers duty of care for the remainder of the school day.
- It remains paramount that all behaviour will attempt to be resolved through a restorative approach.

In rare circumstances, pupils may warrant receiving more than three red cards within the school day. The process would then continue with 'pre-card' strategies to prevent further cards being issued before continuing to follow the advice shown on card 3. **Further reflection should be implemented to discuss pupils who are repeatedly receiving red cards at classroom and/or centre level.**

Please note: this document must be used in conjunction with the ELA interventions strategy sheet.

# ELA Interventions & strategies



Stage	Policy wording	Interventions	
		Should:	Could:
Stage 1 (pre 1 <sup>st</sup> red card):	<p><b>Pre issue of red card</b> Pupils are told clearly that they are breaking a school rule.</p> <p>They are given advice on how they can put things right.</p> <p>They are given the opportunity to choose to follow the advice provided by the member of staff or they will receive a warning</p>	<ul style="list-style-type: none"> <li>Warn pupil/pupils initially of their behaviour and how this could lead to a red card</li> <li>Direct the teaching assistant to work closely with the pupil</li> <li>Look for positives before giving a negative approach.</li> <li>Remember the scripts, and choose appropriate words. (Although do not overuse the scripts as a single behaviour control method).</li> <li>Look for opportunities of a restorative approach.</li> <li>Use of positive peer support.</li> <li>Consider if poor planning has led to poor behaviour, is the lesson meeting the pupils need?</li> <li>Use Pivotal in class incentives to keep the pupil's behaviour hooks.</li> </ul>	<ul style="list-style-type: none"> <li>Ask the teaching assistant to work outside for a set amount of time with the pupil.</li> </ul>

<p>1<sup>st</sup> Red: If the Pupil chooses not to follow advice and improve behaviour, Pupil receives a red card for their behaviour.</p> <p>Pupils are given the opportunity to choose to follow the advice provided by the member of staff, (this could be being spoken to outside the classroom by the teacher or TA, Working 1-1 with the TA outside of the classroom, etc.)</p> <p>The Behaviour Lead could become involved with the pupil at this point. (positive conversations)</p>		
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<p>Stage 2 (2<sup>nd</sup> red card, behaviour lead intervention)</p>	<p>Pupil is given another red card and placed into timeout for five minutes to calm down and think about their behaviour with the behaviour lead.</p> <p>At this point, the pupil could be spoken to either by the behaviour lead, or management team. The pupil could be placed outside of that classroom for the remainder of that lesson, with TA support.</p>	<ul style="list-style-type: none"> <li>• Behaviour lead restorative conversation</li> <li>• Behaviour lead focus on positives of previous good behaviours</li> <li>• Behaviour lead to look at data led behaviour on classcharts</li> <li>• Set expectations of what the teacher requires to enable the pupil to re-enter the classroom environment.</li> <li>• Feedback to Teacher &amp; TA on Intervention outcome.</li> </ul>	<ul style="list-style-type: none"> <li>• Reinforce whole school rules/expectations</li> <li>• Phone call home to parent/carer</li> <li>• Reminding of positive rewards</li> <li>• HOC/LT could become involved at this point</li> </ul>
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The intervention at this stage is crucial to enable the pupil to lower negative behaviour and continue to move through the day's lessons.

Stage 1 is a continual process every single lesson

Stage 2 is the restorative approach outside of the classroom, reminding of possible consequences and how these can be managed. Stage 2 are primarily led by the behaviour lead, although intervention by the lead teacher or Head of Centre can also have an impact at this stage.

Stage 3 (on 3<sup>rd</sup> red card)

Parents/ Carers are contacted to discuss behaviour and at the managers discretion a meeting may need to be arranged. Pupil May need to be placed on a behaviour contract at the manager discretion with work released into the parent's/ Carers duty of care for the remainder of the school day.

It remains paramount that all behaviour will attempt to be Resolved through a restorative approach.

- Placed in 1-1 support to reflect
- HOC meeting with pupil
- Parental phone call home
- Parental meeting
- Possible action to be placed on report
- Timetable adaptation if Classcharts shows a pattern of continual behaviour.