



IN-tuition

Behaviour For Success Policy

	<u>Written By</u>	<u>Date</u>	<u>Review Date</u>
	Emma Shutt	Jan 18	Jan 20
Agreed by staff	Melanie Hawe	Jan 18	Jan 20
Signed by Chair of Governors			

Behaviour Policy

The purpose of our Behaviour Policy is to create an atmosphere where effective teaching and learning can take place.

This policy aspires to create a learning culture by encouraging good behaviour through giving a clear structure which is applied throughout the school. Praise and positive approaches should be used at all times. Consistency and fairness are essential elements of successful practice. Wherever possible and appropriate Restorative Justice Approaches will be applied.

Restorative Justice Approaches

Restorative Justice Approaches refer to a process that resolves conflict. It is a crucial part of the school's ethos and promotes telling the truth, taking responsibility and acknowledging harm as appropriate responses to conflict and in doing so creates accountability.

Where conflict has occurred it allows the harmer to see the impact of their behaviour but also allows the "harmed" person the opportunity to see if they contributed to the conflict in anyway by their own behaviour. Both participants are then able to agree their own joint contract of how they are going to treat each other in the future, this gives them a personal stake in the success of the contract.

This process is controlled by trained facilitators who will focus attention on the harm that an incident has caused to others, by giving everyone the opportunity to answer the same questions and everyone is given the same opportunity to speak. The controlled equality ensures the process is seen as fair. This encourages the truth and provides a safe environment so that responsibility can be acknowledged and genuine remorse felt. It is this feeling of remorse drawn out by the process that creates accountability.

Taking part in the process is entirely voluntary. Where one of the parties refuses to take part the principles of restorative justice can still be applied while dealing with an individual.

The Approach

There are certain principles that determine the full success of this policy. They are as follows:

- The discipline plans that have been established in school are not negotiable
- Expectations/objectives are clear and have derived and been set via student and Teacher discussion
- Use rewards and praise as often as possible
- To speak to each other in a positive manner every lesson
- Never deal with a pupil when you are upset
- Always make clear that you are addressing the behaviour of the pupil, not the pupil him/herself
- Follow the code of conduct
- Understand that good behaviour is modelled throughout
- When the going is tough, take a step back and keep things in perspective

A consistent approach by all staff is essential to the successful implementation of this programme. A controlled, positive classroom and school environment is the aim. The following ideals apply throughout the school:

Onsite expectations and Classroom Support Procedures and further suggestions

1. Welcome all Students/ Breakfast opportunity (basic needs met)
2. When someone is late, welcome them and do not publicly ask why they are late but wait for an opportune moment
3. Positive encouragement/reinforcement. Use verbal and/or actual rewards as often as possible.
4. Mobile phones to be kept on your person or in the allocated secure mobile phone box provided- use of a camera is prohibited at all times (see sanctions)
5. Use of signals and body language
6. Class seating arrangements
7. One to One support
8. Care Plan
9. Observations
10. Move seats
11. Further verbal reminders
12. Create an agreed system with the learners

Rewards

In-tuition believes that all pupils can achieve and that their efforts and performances deserve to be recognised, celebrated and rewarded. The school will create opportunities to “live” its successes. Rewards must not be seen as being exclusive to discreet groups within the school but as open to all. Rewards must be earned and not be given to appease or cajole a pupil.

Aims of the rewards system

- To provide a structured system in which different levels of achievement can be recognised and rewarded.
- To foster a culture in which praise and rewards become more widely used and higher level rewards become accessible to all pupils.
- To provide a system that is valued by all pupils and consistently applied by all staff
- To create opportunity for the display and publication of achievement

Sanctions

Sanctions are deployed to help the students change their behaviour. All sanctions should be based on the principle of 'restorative justice'. Students should be encouraged to atone for their actions by, for example, writing letters of apology or completing some kind of community service (depending on the reason for the sanction).

Centre expectations, such as the prohibition of smart phone cameras is to be discussed up on initial assessment and the contract for success to state this and to be signed and agreed before admission. Should there be any breach of the contract, students are given an opportunity to remedy this, following further instruction and reasoning, continued defiance and refusal will require parents/ carers to be informed immediately and a request to have a meeting to discuss the contract in further detail. Breaches that are deemed uncontrollable and put at risk fellow staff or students will result in parents / carers being contacted and with the request for the student to go home.

Appendices

Reward for Success Contract

Reward System Flow Chart

Attitude to Learning Tracker

Incident form

Related Policies

Risk Assessment Policy

Anti Bullying Policy

Safeguarding Policy

Equality and Diversity Policy

In principle the school will not use traditional detentions and/or exclusions as part of their sanctions. Typically these are replaced by talking to the pupil about their behaviour and deploying more formal restorative justice approaches where appropriate. When neither of these are possible or appropriate the member of staff must ask for support of a colleague.

Where a serious incident has taken place the Principle must be informed who will contact the parents/carers. Incident reports will be completed and stored. Where any breakages occur following a student's intentional action to damage property in any way a contribution towards the cost to replace/repair will be sought from the student/parent/carer.

Where a Student is extremely aggressive and violent towards others, parents and/or commissioners will be asked to attend a meeting to discuss a way forward. Where this is the case the pupil may be excluded for until a meeting has been held. All efforts must be made to have the meeting within 5 school days.

Where a student has become a serious threat to the wellbeing of others the Principle of school may consider permanent exclusion. This will follow the procedure outlined in appendix 2.

Further Action

All Sanctions and Rewards must be logged on the Central Database and independent student case files.

Repeated involvement in incidents must act as a trigger for further action in our support of the pupil.

Examples of action are referral to:

- Parent Support Worker
- Mentor
- Early help support
- School Support Team
- Attendance Team
- Other Voluntary or Statutory Organisations and Bodies

The day to day responsibility and management of the Behaviour for success policy lies with the Principle. This includes ensuring consistency in the application of rewards and sanctions.

Other Policies and Statements

This policy should be read in conjunction with all other relevant policies especially The Anti-Bullying Policy and the Safeguarding

Monitoring, Evaluation and Review:

The Principle will report on the effectiveness of the policy to the Governing Body as appropriate. The Institution will review this policy every three years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout In-tuition.