

Quality System

Policy Number

POL-DG-01

Policy Title

Behaviour Policy – Pre 16 Learning

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1.0 Introduction

Pre 16 Learning at Bishop Auckland College, branded as Durham Gateway (DG), seeks to create an environment that encourages and reinforces our core values. Good behaviour is integral to this and is important in both the educational setting and the world of work. We aim to promote inclusion of all students and to help students develop a responsible attitude to their own behaviour management. DG acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs. This policy should be read in conjunction with the Anti-bullying and Harassment Policy (ref: POL-SS-01) and the Safeguarding/Child Protection Policy (ref: POL-DP-01).

2.0 Aims

The adults encountered by the students at DG have an important responsibility to model high standards of behaviour, both in their dealings with the student and with each other, as their example has an important influence upon the student.

DG and its staff aim to:

- Create a caring and effective learning environment which encourages, reinforces and rewards good behaviour
- Involve students in the development of expectations and procedures, defining boundaries and acceptable standards of behaviour
- Promote academic success and ensure a positive correlation between the mainstream school targets and results achieved at DG
- Emphasise the importance of being valued as an individual within the group
- Promote honesty and courtesy through example
- Encourage relationships based on kindness, respect and understanding of the needs of others, showing appreciation of the efforts and contribution of all parties
- Be clear and consistent when making decisions
- Prevent bullying
- Ensure that students complete assigned work
- Encourage each student to gain the best academic qualifications they are capable of, as a foundation for future education and career
- Encourage consistency of response to both positive and negative behaviour
- Promote self esteem, self discipline, resilience and positive relationships
- Ensure that DG's expectations and strategies are widely known and understood
- Encourage the involvement of both home and DG in the implementation of this policy
- Ensure fair treatment for all, regardless of age, gender, race, religion, ability, sexual orientation and disability

3.0 Standards of Behaviour

As a Pre 16 Alternative Provision provider, all students referred are at risk of exclusion from mainstream schooling. They therefore bring to DG a range of behaviour patterns and challenges. At DG we must work towards standards of behaviour based on the fundamental principles of honesty, respect, consideration and responsibility. It follows that positive standards of behaviour are those that reflect these principles.

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than targets which are either fulfilled or not. Thus DG has a central role in the students' social and moral development just as it does in their academic development. As we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the student's developing ability to conform to our behavioural goals.

4.0 Communicating our Policy

DG aims to ensure that our policy is understood by all and that feedback from staff, students and parents is used to further develop this policy. We will ensure that parents/carers are fully informed of the Behaviour Policy by communicating it through the rules, prospectus, Home/DG Agreements (HAA), website, newsletters and other normally used channels. We will communicate our behaviour policy to all new and existing students through the PSHE and PSD lessons, tutor time, assemblies and within the curriculum wherever relevant and appropriate.

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

We will seek to ensure that all staff are consulted regularly about the policy and its implementation. That all staff are communicated to about standards of acceptable and unacceptable student behaviour through the, DG policies and the staff-training programme. We will communicate regularly with the students and parents/carers about the standards of acceptable and unacceptable behaviour through the DG rules, prospectus, HAA, assemblies, website, newsletters and letters to parents/carers.

DG defines acceptable behaviour as that which promotes mutual respect, courtesy, cooperation and consideration from all students in terms of their relationships with other students within/outside DG, teachers and other staff and with visitors or other persons within/outside DG premises.

This is based on the following:

- The right of all students to have the best possible learning environment
- The right for everyone at Durham Gateway to feel safe and cared for and be treated politely and fairly
- It is the duty of everyone at DG to care for each other and promote a good image of DG.
- The ability of everyone to take responsibility for their own behaviour and recognise the impact of their behaviour on others within DG and the greater community
- Good communication with parents/carers, outside agencies and schools

DG has defined unacceptable behaviour as behaviour that causes others within the community physical and / or mental harm and /or behaviour that disrupts the learning community within DG.

This can include:

- name calling
- verbal abuse
- threatening language or behaviour
- intimidation
- physical abuse
- sexual misconduct
- bullying and harassment, including racist, sexist or homophobic abuse
- the sharing of views or opinions that could be considered to be extreme in nature,
- designed to cause alarm / distress or spread hate amongst groups within DG or community as a whole, linked to Prevent and not upholding British Values
- disruption to the learning environment
- possession of items likely to cause injury or offence to themselves or others
- possession / use of illegal drugs

5.0 The Curriculum and Learning

We believe that an appropriately structured curriculum and an effective learning environment contribute to good behaviour. Through planning for the needs of individual students, actively

involving them in their own learning, using appropriate teaching methods and offering structured feedback we aim to avoid any alienation and disaffection which can lie at the root of poor behaviour. Praise should be used to encourage good behaviour as well as good work. Discussion to improve individual behaviour should be a private matter between teacher and student to avoid resentment. Classroom teachers must use DG rewards system where expectations are met and must ensure that appropriate sanctions are followed through when expectations are not met. The culture and ethos of DG depends upon the commitment of all staff to consistently re-enforce these standards.

6.0 Behaviour Management

Avoiding confrontation is a key aspect of effective behaviour management in education generally and arguably, even more so in an alternative provision setting. Staff are all trained in the need to de-escalate incidents and draw on theories and practices developed in-house. These revolve around four key concepts:

- Preventative behaviour management
- Corrective management
- Consequential management
- Repairing and rebuilding

Lesson and Tutor Time behaviour is monitored via our Performance Points system. Performance is recorded on individual scoring sheets carried around by each student and scored after each lesson by the member of staff.

7.0 Taking Ownership

Before starting with us within DG, students and parents/carers meet with us. At this meeting our Rules and Expectations are explained and a HAA is discussed and signed.

Students are encouraged to discuss the reasons why they will be attending DG and are encouraged to make a 'fresh start'. The student's aspirations, interests and personal history are discussed and are used as a basis for curriculum planning and timetabling.

8.0 Rewards

Our emphasis is on giving rewards to reinforce good behaviour and academic achievement, rather than concentrating upon failures. We believe that rewards have a motivational role, helping students to see that good behaviour is valued. Within DG we will encourage all students to be aspiring, considerate, industrious and to make a positive contribution by recognising and rewarding their efforts and achievements across a range of factors.

Our rewards programme is linked directly to the staged Positive Points system. Similarly, to our sanctions structure it escalates in set levels. Students are awarded points in every subject from the staff teaching/supporting in the classroom, and also from their tutor twice daily. Phase 1 of this reward system was trialled from September 2018, reviewed at half term by the Deputy Head, developed during the latter half of the autumn term and Phase 2 implemented for new cohorts in January 2019. This plan/do/review cycle will be ongoing in response to student/staff voice. This continues for subsequent years.

Success, be it academic, social, behavioural or cultural will be celebrated in a variety of ways including individual and collective awards where recognition is given to collaboration and working together for the common good.

All recognised positive behaviour and rewards will be recorded on our Positive Points Tracker with points relating directly to half-termly rewards.

Points will be awarded for students taught off-site as they are in on-site provision. A range of certificates and other recognitions of success are reviewed with the students annually.

At DG we strongly believe that praise is the key to the success of every students' well-being. Our aim is to increase self-esteem and raise achievement by rewarding adherence to minimum standards of behaviour in both DG and the community. We will be recognising and promoting good and improved behaviour by students through a system of recognition and rewards.

These include the use of:

- Praise and positive feedback
- Rewards for significant improvement whilst on student report
- Letters / post cards to parents / carers
- Programme of public recognition reward events such as assemblies

Students will be monitored daily on the Positive Points Tracker below:

On Time	4	Arrive to lesson on time
	3	Less than 5 minutes late
	2	More than 5 minutes late
	1	More than 10 minutes late
	0	More than 15 minutes late
On task	4	On task throughout lesson time
	3	On task for the majority of lesson time
	2	On task for about half of lesson time
	1	On task for less than half of lesson time
	0	Not on task at all in lesson time
Behaviour	4	Cooperative fully throughout lesson time
	3	1 or 2 instances of inappropriate behaviour
	2	Several instances of inappropriate behaviour
	1	Frequent or high level disruptive behaviour
	0	Failure to cooperative, prevents learning, violence.
Attitude	4	Appropriate and respectful throughout tutor time
	3	1 or 2 instances where respect and positivity lapse
	2	Several instances where respect and positivity lapse
	1	Frequently disrespectful and negative
	0	Aggressive and confrontational
Interaction	4	Interacts appropriately at all times
	3	1 or 2 instances of inappropriate responses/language
	2	Several instances of inappropriate responses/language

9.0 Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the DG community. In an environment where respect is central, loss of respect, or disapproval, is a powerful deterrent. The sanction will be proportionate and will take account of the student's age, any special educational needs or disability and any religious requirements affecting them. Teachers have a statutory authority to discipline students whose behaviour is unacceptable, who break DG rules or who fail to follow a reasonable instruction. (Section 90 and 91 of the Education and Inspections Act 2006).

The use of sanctions should be characterised by certain features: -

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future sanction

- Group punishments should be avoided as they breed resentment
- There should be a clear distinction between minor and major offences
- It should be clear that it is the behaviour, rather than the person, that is being addressed
- Staff must remain calm at all times

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Any decision to impose a sanction must be made by a member of DG staff or a member of staff authorised by the Head of DG.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and nature of provision, can help address and remedy underlying causes. DG procedures will take place to eliminate these elements as contributory factors. Additional specialist help and advice from outside agencies will also be accessed.

The Head of DG will make ultimate decisions on any exclusions which have escalated to the highest point.

There is gatekeeping at all stages of sanctions. The system must remain consistent but must also be flexible enough to adapt to students' individual circumstances, as required. However, it must be stressed that any adjustment to a sanction being or having been set must be taken incredibly seriously and must be totally justified.

All poor behaviour that is met with a sanction must be recorded on E-tracker in line with the scoring system set out within the Positive Points system and recorded in the Positive Points Tracker.

Consistency is imperative; however it must be noted that additional information relating to that learner, relating to the behaviour sanction, also provides opportunity to be flexible around the sanction selected if appropriate. The most appropriate sanction(s) from each stage will be decided according to the incident and student involved. This will usually be as a result of a discussion with the Head of DG or the Deputy Head.

10.0 Consequences

Consequence	Action	Explanation	Outcome	Reasons for Issue
1	Verbal warning	1 st instance of non-compliance with learning code.	Student may be detained for reprimand and warning.	Disruptive behaviour, failure to complete work, lack of courtesy/unkind comments to other students/staff, leaving class without permission, persistent interruption, constant swearing
2	Final verbal warning	2 nd instance of non-compliance with learning code.	May include restorative detention.	Any of the above repeated, high level disruptive behaviour, equipment, damage to property of school or student, aggressive behaviour towards staff, aggressive towards another student, bullying, inappropriate use of IT, external truancy, persistently late

Consequence	Action	Explanation	Outcome	Reasons for Issue
3	Deputy Head Teacher intervention	Serious inappropriate behaviour	May include loss of privileges, working in another class	theft, lewd behaviour, major damage to school property.
4	Head Teacher Parent/Carer student meeting Referring School	Dangerous, aggressive / threatening behaviour.	Internal/fixed term suspension. Possible police involvement	Any of the above repeated, homophobic bullying/harassment/abuse, use of illicit substances, assault on a student, violence to adults / students, threatening behaviour to student/adult, racist incident.

11.0 Support and Early Intervention (with Parent / Carer support)

We give high priority to clear communication within DG and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour.

Behaviour will be closely monitored and strategies will be put in place to support students who show signs of developing a behaviour problem. This includes individual students who may be at risk of disaffection or exclusion and who may require additional behaviour support because of medical condition and / or child protection.

This may include the use of:

- mentoring by appropriate older students or members of staff
- Student report system
- The use of external agencies where possible
- Curriculum provision
- Teaching strategies
- Homework / small group activity
- Reduced timetable (only in extreme circumstances for a limited period of time which will be reviewed on a weekly basis)

Where the behaviour of a student is giving cause for concern it is important that all those working with the student in DG are aware of those concerns, and of the steps which are being taken in response.

The tutor has the initial responsibility for the student's welfare. Early warning of concerns should be communicated to the Head of DG and/or Deputy Head. This enables strategies to be discussed and agreed before more formal steps are required. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

Every Friday afternoon, tutors will make a phone call home to inform the parent/carer of the student's behaviour that week and discuss any behaviour improvement targets for them for the following week. The student and tutor will already have discussed and agreed these at the final tutor session of the week on Friday afternoon.

Parental participation in many aspects of DG life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if DG requires their support in dealing with difficult issues of unacceptable behaviour.

DG will communicate the policy, rules, expectations and consequences system to parents/carers. Where behaviour is causing concern parents will be informed at an early stage, and given an

opportunity to discuss the situation to bring the student back on track before issues can escalate further.

Parental support will be sought in devising a plan of action within this policy, and any further sanctions will also be discussed with the parents.

12.0 Confiscating items

All staff have the right to confiscate items which students are not permitted to bring into DG and / or are disrupting learning. Any items confiscated will be given to staff and can only be collected at the end of the day.

The following items **WILL NOT BE RETURNED** and may be passed to the police or disposed of, (knives and weapons and extreme or child pornography will always be handed over to the police):

- Alcohol
- Knives and weapons
- Pornography
- Drugs (including prescription if not prescribed for them)
- Substances that are or appear to be illegal or dangerous

13.0 Searching Student – Searches with and without consent (Education Act 2011)

Only members of staff authorised by the Head of DG have the right to search students where they reasonably suspect that the items have been, or could be, used to cause harm, to disrupt teaching or to break DG rules.

Searching with consent – staff authorised by the Head of DG may search with the student's consent for any item, whilst noting that the ability to give consent may be limited by age or other factors.

Searching without consent – authorised staff may only search without the student's consent for anything which is either 'prohibited' (as defined in The Education & Inspections Act 2006) or appears in DG rules as an item which is banned. Searches without consent can only be carried out on DG premises or, if elsewhere, where the authorised member of staff has lawful control or charge of the student, e.g. on a trip.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- Fireworks
- pornographic images
- any article that has been, or is likely to be used to commit an offence, cause personal injury or damage to the property
- any item banned by DG rules which has been identified in the rules as an item which may be searched for

In carrying out the search – the authorised member of staff must have reasonable grounds for suspecting that a student is in possession of a prohibited item, e.g. an item banned by DG and which can be searched for.

The authorised member of staff should take care that, where possible, searches should not take place in a public area e.g. an occupied classroom, which might be considered as exploiting the student being searched.

The authorised member of staff carrying out the search must be the same gender as the student being searched, and there must be a witness (also a staff member) and if at all possible, they too should be the same gender as the student being searched.

There is a limited exception to this rule – authorised staff can carry out a search of a student of the opposite sex, including without a witness present, but only where they believe that there is a risk that serious harm will be caused to that person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Extent of the search – the person conducting the search may not require the student to remove any clothing other than outer clothing. Outer clothing means clothing that is not worn next to the skin, or immediately over a garment that is being worn as underwear (outer clothing includes: hats; shoes; boots; coat; jacket; gloves and scarves.)

‘Possession’ means any goods over which the student has or appears to have control – this includes desks, lockers and bags.

A student’s possessions can only be searched in the presence of the student 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 power to search without consent enables a personal search, involving the removal of outer clothing and searching pockets. It does not include an intimate search going further than that, which only a person with more extensive power (e.g. a Police Officer) can do.

14.0 Communication and commissioners

Unless there are issues of significant and immediate concern which result in a student being suspended from DG, communication with commissioners will be weekly.

The Deputy Head will be the line of communication with commissioners and will deliver the overview of student progress to each organisation in one report. This will be communicated via phone wherever possible, or email if the named link member of staff from the commissioning school is unavailable.

The Head of DG has fostered a high level of communication between all commissioners and DG . Lines of communication will be open at all times and this two-way information- sharing will be key in the development and progression of the student.

This policy has been created following consideration of the DfE ‘Behaviour and discipline in schools. Advice for head teachers and schools staff’ guidance January 2016.

15.0 References

Equality Act 2010

DfE Searching, screening and confiscation. Advice for head teachers, school staff and governing bodies January 2018

DfE Behaviour and discipline in schools. Advice for head teachers and school staff January 2016

Safeguarding/Child Protection Policy

POL-CP-01

Anti-bullying and Harassment Policy

POL-SS-01

Education and Inspections Act 2006

For further information contact:

Richard Hinch, Director of Pre 16 Learning, December 2019

Appendix 1

Checklist for Teachers and Support Staff

Classroom

- i. Meet and greet students when they come into the classroom
- ii. Display rules in the class. Positive Points scoring, code of conduct, etc. and ensure that the student and staff know what they are
- iii. Know the names and roles of any adults in class
- iv. Display Consequences and Rewards in class
- v. Be fully aware of the Consequences system and stick to it
- vi. Be fully aware of the Consequences system and stick to it
- vii. Use Visual cues wherever possible, task cues, visual timetable, etc

Students

- i. Know the names of the students
- ii. Be prepared for all students needs including the behaviour and learning strategies to use with them
- iii. Ensure other adults in the class have access to each student's risk assessment
- iv. To repeat, be aware of and understand students' special needs

Teaching

- i. Stay calm at all times
- ii. Differentiate and ensure each student knows what he or she is to do
- iii. Ensure that all resources are prepared in advance
- iv. Know the clear routines for transitions between classes
- v. Praise students doing the right thing, more than criticising those who are doing the wrong thing (parallel praise)
- vi. Praise the behaviour you want to see more of
- vii. When dealing with problems remain focused on the initial issue

Parents

Give feedback to parents about their student's behaviour every Friday (minimum); let them know about the good days, as well as the bad ones.