ON TRACK WESTBURY - BEHAVIOUR MANAGEMENT POLICY AND PROCEDURES

All On Track policies are generated and reviewed with an awareness of equality and diversity in relation to students, staff and visitors.

All On Track policies are generated and reviewed placing safeguarding at the centre of all that we do.

Within this document, 'Manager' is taken to mean Head of Centre, Centre Manager or Intervention Service Manager depending on setting.

All staff must be mindful that changes in behaviour, attendance, demeanour, response to staff etc. may indicate an underlying anxiety, which may indicate a safeguarding concern. (See 'Safeguarding and Child Protection' policy – Resources Gateway/policies)

The first part of this policy provides the overview to behaviour management, but the manager of each setting will complete the policy, providing the detail of behaviour management for that specific group of students.

Behaviour of students will be managed in such a way as to:

- provide students with a sense of success and positive achievement, which will support them in feeling more able to make positive choices
- provide students with appropriate approval for all positive choices made
- help students internalise the capacity to make positive choices, meaning that real and ongoing change can take place
- meet the emotional and educational needs of students to reduce the likelihood of poor behaviour
- raise self-esteem and confidence
- allow students to see themselves as successful learners with a role to play in society
- develop empathy and an understanding of how the behaviours of one person can affect their peer group and the wider community

This will be achieved by:

- building excellent professional relationships between students and staff
- staff modelling positive behaviours
- ongoing training in de-escalation techniques
- providing every student with a keyworker, who will act as their advocate within the setting
- providing an ethos based on traditional British values of tolerance and mutual respect
- ensuring that every student has a Behavioural Risk Assessment and Behaviour Support Plan, which is up to date, relevant and adhered to by all staff
- developing highly individual strategies within Behaviour Support Plans to address unwanted behaviours, emphasising consistency from all staff towards that student rather than consistency across all students within the setting
- setting high expectations for students
- setting targets for behavioural expectations and reviewing them regularly
- ensuring that bullying behaviours are addressed
- understanding that the behaviour exhibited by On Track students is often due to factors such as anxiety or unmet needs

- ensuring that teaching is well planned and delivered in such a way as to encourage student interest and participation
- ensuring that all students are aware of the expectations on behaviour and of the likely consequences should they be unable to meet these expectations
- ensuring that all students receive praise and reward for positive choices made or for occasions when unwanted behaviours reduce in frequency or duration
- ensuring that all staff have an awareness of the impact on behaviour of the special educational need of each student
- really listening to the views and anxieties of students and developing their emotional vocabulary and ability to express themselves
- ensuring flexibility. If a strategy is not working, change it
- fostering good relationships with parents/carers and other professionals working with the student
- ensuring staff understand that by using their own non-verbal communication, such as body language and facial expressions, they can promote calmness and support rather than challenge anxious students
- ensuring that all behaviour management is in line with the Equality Act, with an awareness of the protected characteristics within the Act

Behavioural Risk Assessment/Behaviour Support Plan (resources gateway/paperwork/behaviour)

- A Behavioural Risk Assessment must be started for all students before they start with On Track to include information from referral paperwork. It must be finished within two weeks of a student's arrival to include staff thoughts and observations
- The Behaviour Support Plan is written to address issues raised in the Behavioural Risk Assessment
- The keyworker will initiate reviews to the RA/BSP, but all staff should have input
- Staff may disagree as to how a behaviour should be managed, but once it is on the BSP, all staff must follow the plan to ensure a consistent, planned response to behaviours
- The RA/BSP should be reviewed at least every half term and in the light of any incidents that have occurred; it should be a comprehensive working document, updated regularly to give a complete picture of the student
- The RA/BSP should feed into other documentation, such as the off-site activity risk assessment

Be aware that whatever plans may be in place the knowledge held by staff about a student on any particular day may affect how their behaviour is managed eg the BSP for a year 11 student being prepared for a future College placement may say that his frequent swearing will be addressed through a quiet reminder. If the student has just been reprimanded by a staff member over another issue, it would not be sensible for that member of staff to then remind the student in relation to his swearing for the next little while. Similarly, if the student is managing a genuine issue away from the setting it may make sense to avoid reminders about his swearing at all, until such time as things are more settled. This level of flexibility cannot apply to behaviours which may cause harm to others.

Mental Health and Behaviour

Government information suggests that one in ten children and young people aged 5-16 has a clinically diagnosed mental health disorder and around one in seven has less severe problems. Given the circumstances and history of many of the students attending On Track, the incidence of mental health difficulty is likely to be much higher and not always diagnosed.

Key factors in helping such students are:

- Taking every possible opportunity within the curriculum and during less structured parts of the day, to build resilience, sol that young people can better manage adversity
- Seeking appropriate support from outside professionals
- Ensuring that student and their families participate as fully as possible in decision making around their education and support
- Supporting good mental health and emotional well-being – good resources are available through the PSHE association
- Intervening early and finding appropriate help

Reporting of Incidents

- Incidents should be recorded in line with the 'Incident and Information Recording' policy.
- Settings using Schoolpod also have access to a Behaviour Form, allowing formal reporting of events that do not meet the criteria of an 'Incident'.

Behaviour Tracking

- The behavioural progress for each student will be tracked to provide a baseline for current behaviour and to allow evaluation of interventions, monitoring of improvement, as well as enabling staff to develop effective and consistent interventions. (Resources Gateway/Paperwork/Behaviour Tracking, Recording and Monitoring and How to complete Behaviour Tracking, Recording and Monitoring)
- A Daily Chronology will be completed for all students either by their keyworker or by those staff who having been working with the student during the day, as directed by the Manager. (Resources Gateway/paperwork/behaviour)
- Settings using Schoolpod will be able to track behaviour electronically to provide the same information

Exclusion

- Exclusions should be avoided wherever possible. All exclusions must take place in line with the 'Exclusions' policy and procedures. (Resources Gateway/Policies)
- No permanent exclusion can take place without the agreement of the Head of Education.

Multi-agency meetings

If there begin to be difficulties surrounding a student's behaviour where there were no difficulties before, or the levels of unacceptable behaviour have significantly increased, a multi-agency meeting will be arranged. The meeting will involve all professionals working with the student and will aim to find new strategies and ways forward to more effectively support the student. An Early Help Assessment should be considered at this point to support the student and, potentially, their family.

Training

- All staff receive annual MAPA (Management of Actual or Potential Aggression) training. This allows practice of skills involved in restrictive physical intervention, but more importantly, de-escalation skills to prevent such skills being needed.

- Staff may request training associated with the needs of students and a section for this is included in the Behavioural Risk Assessment.
- Staff may request training through their manager at any time.
- See Staff Development Policy

Restrictive Physical Intervention – key points

On Track staff are MAPA trained ensuring that we operate within the principles of BILD and according to DfE guidance.

- In extreme circumstances and where there is no other choice, restrictive physical interventions may be used by trained staff members
- Restrictive physical intervention should be an absolute last resort
- Restrictive physical intervention will only be used when a person is in real danger ie causing real harm to themselves or others
- The least restrictive form of physical intervention will always be used and used for the shortest time possible for staff to gain control of the situation and eliminate the immediate risk of injury.
- All such incidents will be recorded on an Incident Form and in the bound log book for physical intervention. (See 'Incident and Information Reporting' policy – Resources Gateway/policies)
- Post-incident support will be offered to the student and staff members involved in restrictive physical interventions
- Awareness must be given to students who may have been upset by seeing such an incident
- Managers must send a copy of completed incident paperwork to the Regional Director whenever physical intervention has been used by staff
- Parents/carers must always be informed when a restrictive physical intervention has taken place
- Where relevant, social workers, Youth Offending Team or other involved professionals should be informed
- Each student's RA/BSP should be reviewed in light of any incident and updated if necessary
- Under no circumstances should a student be struck or handled. Corporal punishment is illegal in all circumstances.

Prohibited Items

Some items are completely banned in all settings:

- Knives and weapons
- Alcohol
- Illegal drugs
- 'Legal highs'
- Stolen Items
- Fireworks
- Pornographic Images
- Any item that has been used or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules, which has been identified in the rules as an item which may be searched for. Force cannot be used to search for items banned under the school rules.

If a staff member becomes aware that a student has one or more of the above with them, they should immediately report the issue to the manager, who must take appropriate action. If the student refuses to

engage or the manager feels that there is any danger to any student or member of staff, they should immediately inform the police.

Weapons, knives and extreme or child pornography must always be handed to the police, otherwise it is for the manager to decide if and when to return an item. The manager should use their discretion e.g. if a student comes in with a small penknife, which they had in their pocket and are asking for it to be looked after until the end of the school day, the parents/carers should be informed, but the manager may well feel that the police do not need to be involved.

The discovery of prohibited items should always be reported to parents/carers, commissioners and any other relevant professionals

Searches

Although the DfE provides guidance relating to the searching of pupils, the nature of the young people taught at On Track settings is such that this would not be a recommended course of action. A student can be asked to empty their pockets or bag, but this should only be undertaken by a Head of Centre and only when he/she has good reason to think that the student has a prohibited item with them. If the student declines, the Head of Centre must consider measures to ensure that everybody is kept safe.

The following details behaviour management at the Westbury On Track School. This will be completed by the Head Teacher and reviewed annually.

Traffic Light system – Please see attached sheet
The traffic light system is a clear method for students and parents to identify how the week has gone. A letter is sent home to parents of students receiving red days and green days in the week.

Rewards
Students at Westbury earn rewards for positive behaviour and meeting individual targets. Rewards can be:
Student of the week
Student of the year
Termly offsite activity
Points are allocated in every lesson. When a student reaches their target a £5.00 voucher is earnt. Vouchers are given at the end of each term.

Sanctions
Sanctions for poor behaviour usually involve missing on treats and rewards ie less points allocated in lessons. At Westbury On Track we endeavour to reward the positives therefore, our sanctions are few. Parents will always be informed of any sanctions implemented and are encouraged to meet with the Management team to implement strategies to improve behaviour.

Incident reporting
When an incident occurs at school, parents and referring agencies will be informed by telephone and/or email. In the case of a student receiving a fixed exclusion from school parents and referring agencies will be informed by telephone and letter.

Searches
A student can be asked to empty their pockets or bag, but this will only be undertaken by the Head teacher or an authorised staff member in his/her absence, and only when he/she has good reason to think that the student has a prohibited item with them. This action would be carried out with caution taking into consideration the specific needs of the student at the time. If the student declines, the Head teacher must consider measures to ensure that everybody is kept safe.

If a prohibited item is found the Head teacher will take the appropriate action which could include reporting to the Police, confiscation of the item and possible exclusion. Parents and referring agencies would be informed by telephone and letter.

Early interventions
At Westbury On Track we believe poor behaviour will improve when strategies are implemented to support a student. These strategies will include:
Time out from session
Access to keyworker
Alternative learning experiences

Smoking
Those students with parental permission to smoke are supervised to do so in the designated area and at designated times. The students are always supervised in the smoking area and staff try to offer alternative activities at break/lunch time in an attempt to discourage smoking. Students who do not follow the rules on smoking will be asked to hand in their tobacco and smoking paraphernalia at the start of the school day. All students are taught the dangers of smoking in PSHE lessons.

Mobile phone
Students are involved in the devising of the mobile phone policy through the school council. Students are allowed to have their mobile phones with them throughout the day but must not use them during lesson time. If students do not follow the school rules on mobile phone use consequences are put in place which include being asked to hand in their phones for various lengths of time.
The mobile phone policy is a constant item on the school council agenda, where students and staff discuss the policy.

Review

In order to ensure that this policy is relevant to the work that you are doing, it would be helpful to receive feedback. If you have any comments to make, or suggestions for additions or amendments, please email rdurrant@ontrackeducation.com

Revised June 2005
Revised March 2006
Reviewed October 2008
Revised February 2009
Reviewed July 2009
Revised February 2010
Revised March 2010
Revised May 2010
Revised August 2010
Revised September 2011
Reviewed October 2012
Revised June 2013
Revised October 2013
Revised March 2014
Reviewed September 2015
Revised March 2016
Revised December 2016
Revised July 2017
Revised January 2018
Revised September 2018