

ON TRACK WISBECH - 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.

In some On Track settings, the role of Head teacher, referred to below, is undertaken by an appropriately experienced Manager.

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)

The first part of this policy provides the overview to behaviour management, but the Head teacher of each school will complete the policy, providing the procedures relating to 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, so 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. Robust measures need to be in place to track, record and monitor behaviour. A suggested format is on the Resources Gateway should schools choose to use it.
- 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 Head teacher
- 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.
- 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 Head teacher 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)
- 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
- Head teachers must send a copy of completed incident paperwork to the Directors 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
- Corrosive liquids or materials
- 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 under 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 Head teacher or another manager in their absence, who must take appropriate action. If the student refuses to engage or the Head teacher 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 Head teacher to decide if and when to return an item. The Head teacher 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 Head teacher 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 course of action should be used with caution. A student can be asked to empty their pockets or bag, but this should 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. If the student declines, the Head teacher must consider measures to ensure that everybody is kept safe.

A search carried out without consent is allowed under the law, but is invasive and has the potential to damage relationships.

If the Head teacher chooses to use the power to search, the procedures for this will be given in part 2 of this policy. DfE guidance relating to this can be found on the Resources Gateway.

The following details behaviour management at the Wisbech On Track school. This will be completed by the Head teacher and reviewed annually.

Sanctions and rewards

The school operates a reward points system which is applied to every lesson. These points then build to be worth a monetary value in the form of vouchers to spend in high street shops, at the end half term. This is entered through School Pod and discussed with students daily in their tutorial lesson. Sanctions are used where there are concerns over inappropriate and poor behaviour, refusal to cooperate and attend lessons and deliberate damage to property. Sanctions could be implemented around restricting off site activities. However, the main sanction will be to reduce choice and level of end of term trips. All students start with the Gold trip and then as the behaviour incident forms accumulate they then drop to either a Silver or a Bronze award trip.

Gold Trip = 0-20

Silver Trip = 20-30

Bronze= 30+

Fixed term exclusions may be set following any serious incidents of physical harm to another student or member of staff. Deliberate damage to property where it is deemed that the student has purposely ignored the staff instruction or guidance for de-escalation according to the behaviour plan.

Inappropriate behaviour could result in a set period of time on Outreach with an expectation to reintegrate following the completion of all set sessions, with positive engagement.

Celebrating and recognising success is an important feature in allowing students to understand their actions and begin to gain confidence in accepting praise. Alongside the trips award scheme to celebrate good work and positive attitude we send out success postcards. These are given by individual teachers to recognise good work, a change in attitude, positive social interactions and acts of kindness.

Smoking

As part of the contract parents are asked for their consent if they allow their son/daughter to smoke. This means that some students are allowed to smoke during the school day. We therefore heed to this by providing an outside smoking area for the students. They are only allowed to smoke during the break times and whilst outside they are monitored by staff. Staff will work with the students during their PSE lessons to explain about the health implications associated with smoking and will encourage students to consider giving up.

Those who do smoke are expected to hand in their cigarettes and lighters/matches to the office at the start of the day and will be allowed to collect them at break times or where there has been an incident and they use a cigarette as a means of calming down, which will be in their All About me pen portrait. If they are on a curriculum focus day which could be a whole day off site activity they will be expected to hand them in as usual and they will be carried by the member of staff. This may also apply to longer half day educational visits.

Use of mobile phones

Students are allowed to bring a personal mobile phone into school, however, they are not permitted to use it during the lesson time. They will be expected to hand them in to the office at the start of the day and then collect them at the end of the day. They may check it at lunchtime in the school office if they wish.

Students are not allowed to take photographs of other students on their phones.

Use of time out

All students will have up to date Personal Learning Plans and All About Me documentation outlining issues or concerns related to behaviour and strategies to calm and refocus. The use of time out is a recognised strategy for many of the students. This is managed through a time out card which the students have access to in a lesson or is directed by the teacher when they feel that student behaviour is escalating or certain triggers are recognised. Time out will be to a pre agreed location outside the building or to the Thrive room.

Parental support and contact

Communication with parents/carers is an essential part of ensuring a consistent and positive approach to developing student's behaviour and confidence. Parents are contacted where there are any concerns or issues regarding behavioural incidents, or absconding. They are also contacted where there have been aspects of success. Parents are invited to attend reviews, EHCP meetings in school and also celebration events.

Attendance

Parents are asked to text or phone if their child is going to be absent that day. They are asked to phone/text daily to give an up date and expected return date.

Where there are concerns regarding attendance parents are contacted via a phone call, if there is a serious concern with attendance formal letters are sent and contact is made with the commissioning authority.

Thrive

All students are Thrive assessed twice per year by the Thrive practitioner. An assessment report is written and circulated to all staff. The Thrive room operates on a needs basis and all students have access to the room and practitioner when they require intervention.

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Post incident procedures to support staff and students

Where there have been any incidents of physical assault by a student on another student or member of staff, there must be a debrief for both the victim and the perpetrator. It is important that the student recognises the impact of their physical actions and that the Student/ staff who were assaulted feels able to talk through the incident and feel emotionally supported.

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 directors@ontrackededucation.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 October 2017
Revised January 2018