



# BEHAVIOUR POLICY

*Date: Reviewed January 2020*

## Our Vision

Our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

### **We believe...**

*With **CONFIDENCE** we learn, through **CHALLENGE** we grow, with **COMMITMENT** we achieve, together we can take **CONTROL** and realise our dreams.*

### **Achieving Together**

#### **Our aspiration...**

Our vision is that no young people's needs go unmet in North Cumbria, giving each one the opportunity to exceed expectations

#### **Our mission...**

Our mission is to support all of the young people in North Cumbria, their family/carers and schools to ensure the young person's needs are met and the development of their thinking, social, emotional and physical skills allows them to exceed

#### **The key principles of our approach...**

- We safeguard young people within a multi-agency framework
- We celebrate diversity and promote inclusion
- We forge positive partnerships and have high expectations of all
- We promote participation, healthy attitudes and behaviours
- We provide high quality professional development
- Through an evidenced approach to social and emotional development combined with outstanding teaching we deliver an alternative curriculum preparing our young people for their future life, education and work
- Through our outreach work we build capacity within schools and alternative providers, supporting the implementation of effective and inclusive practice that meets the needs of a diverse range of learners.

## Rationale and Purpose

The aims of The Gillford Centre Behaviour Policy are:

- To allow pupils to re-engage with education and a school environment through thoughtful and targeted support within clearly defined boundaries and expectations.
- For pupils to feel listened to and supported when they are struggling to remain within The Gillford Centre boundaries.
- Teach appropriate responses and support students to become resilient.

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- For all staff to apply behaviour expectations consistently, with clearly defined routes and easy to follow systems.

The purpose of this policy is to:

- provide information for all staff, students and parents about acceptable forms of behaviour in our centre;
- provide a referral document for all new staff and parents;
- suggest ways of acknowledging good behaviour and of dealing with problems;
- ensure a fair and consistent approach when dealing with discipline problems
- promote good attendance and reward this appropriately.

The aim of this policy is to provide:

- a positive, safe environment in which our students can develop self-discipline and behaviour strategies that will hopefully facilitate their timely return to mainstream;
- an atmosphere that encourages students and staff to value and appreciate each other irrespective of age, gender, creed, race or ability;
- a suitable education (academic, vocational, emotional and social) for each student so that they are helped to realise their full potential as young adults in society;
- opportunities for success rather than failure
- opportunities to reflect on lost opportunities and mistakes, with a view to making better choices in the future

We will do this by:

- providing each student with an engaging, enriching programme of development that allows for progress, considering their previous educational history, patterns of attainment, behaviour and attendance;
- providing a happy, secure learning environment where academic and social-emotional achievements have equal status;
- having a reasonable and clear approach to promoting and responding to behaviours, including consistent daily routines.
- acknowledging successes over failure;
- fostering positive relationships between home and The Gillford Centre by celebrating successes with parents, alongside concerns and difficulties.

## **ETHOS**

**At The Gillford Centre we want our students to become:**

- decent, successful, polite young people who aspire to be part of society
- all-rounders who are happy with their life
- successful in employment, education and future training
- curious about the world around them
- confident, able people who respect themselves and others

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- able to respect difference and diversity
- self-reflective adults who can communicate and express themselves

We believe strongly that all members of our community – young people, staff, families, external agencies - have a role to play in creating a positive atmosphere and culture. This policy outlines the approaches and responsibilities we adopt in doing so.

The basis of our policy is positive: we wish to “catch students being good” and reward them for it. However, on occasions, where a member of the community behaves in a disruptive and destructive way, we have responses to de-escalate, encourage the young person to reflect and encourage them to make amends. during such times, it is always the behaviour and not the young person which is unacceptable.

We do not tolerate anti-social behaviour in any form. However, we realise that such behaviour could be attributed to a combination of inter-related factors. Therefore, we will work closely with the young person and their parents/carers to develop strategies which can be adopted by both home and school to help overcome his/her problems.

## **FOCUS**

At The Gillford Centre we aim for a calm and supportive environment in and out of lessons. To help them achieve this we will need to:

- insist and ensure that students behave appropriately towards each other as well as staff.
- offer advice and guidance as well as model The Gillford Centre’s expectations on behaviour.
- teach and support students to make better choices and demonstrate positive behaviours
- support them from the outset and help them realise that we are here for them
- create a learning environment which helps them re-discover a positive attitude towards their education
- praise and recognise even the smallest achievements
- provide them with **Outstanding Teaching & Learning**
- ensure the curriculum celebrates our different communities, ethnicities and cultures
- know our students well as individuals, as well as their academic starting points at The Gillford Centre
- The Gillford Centre has high expectations on their behaviour and attitudes to learning
- teach respect through showing respect by active listening and modelling of good attitudes and behaviours

- give them achievable targets and keep encouraging them to make even better progress

## Rewards

At the Gillford Centre we believe that both effort and achievement should be recognised. The emphasis is put on praise and prevention rather than punishment. Good behaviour is encouraged, bad behaviour is discouraged and students are helped to know the difference.

It is essential that staff offer each student **a fresh start in every lesson.**

We seek to reward students for the following 'good behaviour':

- Making above expected progress in learning.
- Meeting targets on their Individual Education Plan.
- Turning things around quickly after a problem.
- Setting a good example.
- Attendance.

When 'good behaviour' is observed by staff, students are rewarded as follows:

- Positive verbal feedback is given in the first instance – for some students who struggle with public praise, this may via a 1-to-1 conversation or may be largely non-verbal – a discreet thumbs up, nod or smile.
- Phone calls home
- Trips to the cinema, bowling, pool, pantomime etc
- Half termly reward trips for those pupils with overall good attendance, behaviour and attitude to learning.
- Students who behaved especially well in lessons receive a positive telephone call on the day - each day a minimum of 5 students are chosen
- Students' achievements will be celebrated on a display: best punctuality, best attendance and best behaviour as well as most improved performance in each of the categories.
- Furthermore, students' achievements will be celebrated half termly for similar achievements as outlined above.

All attendance and punctuality charts will be displayed in and **updated every week by Behaviour Support and Cassandra Lowes.**

## **INVOLVEMENT OF STAFF, PUPILS AND PARENTS**

### **Involving Students**

We believe that students should always be made aware of why they are being rewarded or disciplined. We believe this should be carried out as discretely as possible.

At all times we are prepared to listen to the students' opinions and their ideas of acceptable and unacceptable behaviour.

### **Involving Parents/Carers**

Parents/carers have the greatest influence on our students and we believe that it is imperative to have their full support and maintain good communications between home and the Gillford Centre.

Parents/carers are:

- informed of our behaviour policy in a student's admittance to the Centre;
- informed promptly of good or unacceptable behaviour;
- asked to work in partnership with the staff in implementing the Centre rules;
- welcome to visit the Centre;
- are encouraged to bring concerns to our attention;
- are expected to attend review meetings or any other meeting that need to be called;
- asked to ensure that their child attends the Centre appropriately dressed, rested and fed so that they start the day on the best footing possible;
- are aware of and supportive of their child's timetable arrangements.

### **Involving Staff**

The Gillford Centre staff will:

- provide a challenging, differentiated and, where necessary, personalised education programme for each student;
- manage and organise the classroom so that students can achieve;
- promote high standards of behaviour at all times.;
- liaise with parents to inform them of good as well as unacceptable behaviour;
- provide time for discussion of issues with parents, staff and outside agencies;

## **Involving Other Agencies**

If a student persistently refuses to engage with the provision offered by the Centre, then the Children's Service officer (David Ross) will be contacted.

If a student is being supported by mental health services (CAMHS) then a member of the Behaviour Support Team or the SENCO will contact the relevant person to discuss alternative approaches.

The Educational Psychologist for the Centre / Partner School may also be contacted and their advice sought. If the problem remains unresolved, an Education Planning Meeting will be called.

If there is a wider cause for concern, in terms of family and community life, a Team Around the Child/Family (TAC/TAF) meeting may be organised.

Where Social Care is already involved, the Centre will seek regular dialogue around the behaviour patterns that a young person presents with.

## **CODE OF CONDUCT**

### **Movement between lessons:**

- Pupils respect their school environment. We do not damage or interfere with school property or another people's property
- Pupils go from lesson to lesson and room to room in a calm and respectful way
- Pupils move to their next lesson without delay

### **Learning in Lessons - Behaviour for Learning:**

- Pupils understand that The Gillford Centre is a school where teaching and learning takes place
- Pupils understand that we need to have rules so everyone, pupils as well as staff, feel safe in their learning environment
- Pupils understand that all members of the community need to behave in a certain way to allow them and others to learn and feel good about coming to school and making progress.

### **Staying within the school boundaries:**

- Pupils do not leave the school building unless they have permission from the Head teacher or Assistant Head teachers of the Centre or are accompanied by a member of staff
- KS4 pupils can go to the local shop at lunch time at the Head teachers discretion.

### **Code of Dress / Uniform**

Due to some of our students being dual-registered with a mainstream school, the Gillford Centre does not have a standardised uniform.

However, the Centre is, like any school, a place of work. Like any place of work, one of the conditions of attending the Centre is adhering to rules around appropriate dress / uniform. In the first instance, students are required to wear their 'home school' uniform if dual registered.

If a pupil has been permanently excluded we will supply a black jumper with the Gillford Centres logo on. All pupils are expected to wear black trousers or skirts and black shoes/trainers. We do not allow any other colour on the black shoes/ trainers.

Where a student's dress code is deemed inappropriate for the school day, the Senior Leadership Team will:

- Direct the student on how to change what they are wearing to make it more appropriate – such as removal of inappropriate footwear, excessive make-up, adjusting skirt length etc.
- Loan a Centre jumper to make a student's appearance more appropriate / fitting to a place of work.
- Direct the student to return home and change their clothing.

### **Attendance**

A frequent concern for a student who is referred to the Gillford Centre is long term absence from school. Therefore, it is of the utmost importance to address this problem as soon as possible so that other problems the student may be experiencing can also be addressed. Parents/carers are encouraged to be honest and not to make excuses for their child's absence. The aim is to develop a more positive attitude towards school and establish a pattern of regular attendance.

The Centre has a separate policy on attendance.

## **Punctuality**

Whilst we recognise students often have to undertake long journeys outside of their usual area / routes to attend the Gillford Centre, we expect them to be punctual – according to their agreed timetable.

Where a student is late without good reason, we will issue a detention at the end of the school day. In the first instance, this is equivalent to the number of minutes they were late. With persistent or extreme lateness, the Head teacher and Assistant Head teachers can decide to implement extra study sessions at the end of the school day. Parents/carers will be informed of such arrangements.

## **Bullying**

Bullying is defined as being ‘when a person or group of people identifies a vulnerable individual and systematically makes life unpleasant for them.’ Bullying can be physical, verbal or emotional.

Bullying will always be regarded as unacceptable behaviour which will not be tolerated and any incidents of bullying should be reported immediately, by students, parents or staff to the Head teacher.

Students who are subjected to bullying may: -

- show changes in behaviour (becoming shy, withdrawal, etc.)
- be unwilling to attend the centre
- feign illness
- have unexplained bruising or scratches
- ask for money or “lose” pocket money

The staff at the Centre will always do their utmost to resolve any reported cases of bullying by protecting the victim and modifying the attitude of the perpetrator before bullying becomes a feature of his/her behaviour.

Homophobic and/or transphobic abuse and harassment is not acceptable behaviour and is not tolerated. Preventative action, such as awareness raising in PSE, Staff De-brief, etc., is taken to reduce the likelihood of such incidents occurring.

Incidents of racial, transphobic or homophobic bullying of any kind must be recorded on the appropriate documentation and kept on file.

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## **Representing the Centre in the Local Area**

Anti-social behaviour is not acceptable in any circumstance, but we are particularly mindful of our nearest neighbours in Upperby. The privacy and peaceful enjoyment of the area by our neighbours should be considered at all times and students should be expected to behave respectfully whilst entering / leaving the Centre.

Students travelling on public transport are asked to behave in a manner that does not cause a nuisance to others.

## **Self-Harm**

Many of the students who attend the Gillford Centre are involved with mental health services for self-harm.

Self-harm is defined as these students who have:

1. Cut themselves
2. Taken overdoses
3. Put themselves at risk by engaging in inappropriate sexual behaviour
4. Taken alcohol and drugs to excess

## **Students who cut themselves**

On admission we should establish what implements are used and talk through the safety measures we will put in place, to include: -

1. Keeping scissors, pencil sharpeners and compasses in a safe place, using in a supervised way and accounting for them on their return
2. Being mindful of the use of staples / paper clips with particular students / cohorts where self-harm is especially prevalent
3. Checking of mobile phones / shoes where blades have been stored in the past.
4. Establish with the students the agreed level of support

We will never make the students feel that their actions is wrong but will provided a safe and supportive environment which will support alternative coping mechanisms. Referrals to CAMHS will be completed by our Behaviour Support workers and the SENCO.

If the student agrees to show a member of staff their cuts we should make sure the cuts are clean and provided first aid advice on how to prevent infection.

### **Students who have taken overdoses**

For those students who have taken overdoses, we will agree on admission the provision of any medication that could be given. For most students, who meet this category we would not issue any medication.

For all students there will be regular and constant liaison with the named CAMHS contact to ensure the students safety both on and off site.

For any student who is regularly self-harming our guidance to parents is to present them to CAMHS immediately.

### **Searching, Screening & Confiscation**

The Gillford Centre is committed to safeguarding and promoting the welfare of the members of its community. Accordingly, there may be occasions when it becomes necessary to search the person or the belongings of a pupil. These instructions set out the circumstances in which such searches can be carried out and the means by which it should be done, in accordance with the Education and Inspections Act 2006 and DFE Guidance for Centres on Searching, Screening and Confiscation (February 2014).

In the general course of Centre life, given pupils' good conduct overall and considering the very good relationships between pupils and staff, it is unlikely that searching pupils will be necessary. There are however some occasions when it might be; at those times, this policy should be followed.

Essentially there are two types of search those with consent and those without consent. These searches are outlined below:

#### **Searching with consent**

- Gillford Centre staff can search pupils with their consent for any item which is banned by the Centre rules.
- Centres are not required to have formal written consent from the pupil for this sort of search.

- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his pockets or if the teacher can look in his coat, desk, tray or bag. We may use our metal detector scanner.
- If the pupil refuses, the teacher can apply an appropriate punishment as set out in the Gillford Centre's behaviour policy.

### **Searching without consent**

Items, known as 'prohibited items' which can be searched for under these powers are:

- knives or weapons, alcohol, illegal drugs and stolen items; and
- tobacco, e-cigarettes and cigarette papers, fireworks and pornographic images; and
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property; and
- any item banned by the Centre rules which has been identified in the rules as an item which may be searched for.

Searches without consent can only be carried out on the Centre premises, or if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on Centre trips in England or in training settings.

### **Who can carry out a search?**

- The Head teacher or a member of Centre staff authorised by the Head teacher, but there is no requirement to provide authorisation in writing;
- The person conducting the search must be the same sex as the pupil being searched and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.
- There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

### **When can a search be carried out?**

- A search can be carried out without consent if there are reasonable grounds for suspecting that a pupil is in possession of a prohibited item.
- 'Reasonable grounds for suspicion' should be established in each case e.g. if a pupil has been overheard by a staff member talking about an item or they notice a pupil behaving in a way that causes them to be suspicious.

## **Searching a Pupil's Person**

- The person conducting the search may not require the pupil to remove any clothing other than outer clothing which is defined as clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear (includes hats; shoes; boots; gloves and scarves).
- A personal search involves only the removal of outer clothing and searching of pockets. A more intimate search going further than that can only be carried out by a person with extensive powers e.g. a police officer.
- In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases as they get older.
- The powers allow Centre staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
- We may use our metal detector scanner.

## **Searches of a Pupil's Personal Property**

- There may be circumstances in which staff may wish to search a pupil's personal possessions. 'Possessions' means any goods over which the pupil has or appears to have control, such as a bag and coat.
- Under common law powers, if a pupil consents any item may be searched for. If a pupil does not consent to a search, it is only possible to search for the 'prohibited items' listed earlier.
- 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.

## **Use of reasonable force**

- Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

## **After the search - The power to seize and confiscate items**

- The Gillford Centres' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

- The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.
- Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

### **Items found as a result of a 'without consent' search**

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, tobacco, cigarette papers or fireworks they may retain or dispose of them but not return them to the pupil.
- Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.
- Where they find 'other substances' (not controlled drugs) these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such.
- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner or disposed of if the person thinks that there is a good reason to do so (i.e. they are of low value). However, Centre staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).
- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable.
- Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files if they think there is a good reason to do so unless it is necessary to pass them to the police. However, they must first consider whether the data or file could be used to cause harm, disrupt teaching or break the Centre rules.
- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item which is banned under the Centre rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

### **Sexualised Behaviour**

Any incidents concerning sexual behaviours are logged using the 'Sexual Behaviour Monitoring Form and Checklist'. A sexual behaviour timeline is kept for each student who causes concern.

### **Dual Registration – Partnership Working**

When a student is placed on roll at the Centre, they should remain on roll at the referring school. In exceptional cases a student may be accepted without a mainstream school placement, but a place will be allocated as soon as possible.

Where there are serious incidents of behaviour that may require a Fixed Term Exclusion, the Centre's Leadership Team will consult with their equivalent colleagues at the partner school to decide upon a fitting and appropriate sanction according to both of their behaviour policies.

### **Valuables and mobile devices:**

- All mobile phones and other valuable items are to be handed in at the start of the day. They will be returned when the pupil is allowed off site. We may use our metal detector scanner to find these if pupils do not hand them over willingly.

### **Illegal Substances at The Gillford Centre:**

- The Gillford Centre operates a strict No Smoking Policy on its premises. Students found smoking will be excluded for the rest of the day and parents will have to accompany the student to school for a next day meeting. Students will not be re-admitted to The Gillford Centre unless a meeting with a parent has taken place.
- All illegal substances including legal highs are banned at The Gillford Centre.
- Possession of any illegal substances will result in a fixed term exclusion, the length of which is determined by the Head teacher and Assistant Head teacher, based on each individual case.
- Students under the influence of drugs or alcohol will need to be collected by parents. If parents are unavailable, students will be escorted home. In addition, parents are required to attend a meeting with the Head teacher or Assistant Head teacher the next day.

- Any students found to be dealing illegal substances at The Gillford Centre will be referred to the police. They also face fixed term exclusion.
- All students found in possession of any illegal substances will be referred to the Cumbria Alcohol & Drug Advisory Service (CADAS).

### **Use of Body Scanner:**

The school has a legal right to use a body scanner if a pupil is suspected of bringing into school and/or carrying on their person the following items:

- knives or weapons
- alcohol
- illegal drugs
- fireworks
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property

### **Exclusion**

The Gillford Centre is committed to maintaining in education pupils who have experienced extreme problems. Although every effort will be made to prevent exclusion from The Gillford Centre, in order to bring continuity to pupils' education there is a mechanism in place should it be required, in line with DfE guidance.

Once the Head teacher decides to exclude a pupil, the parent / carer will be informed immediately or as soon as possible, ideally by telephone, of the decision followed up by a letter sent within 24 hours of the decision. A copy of the parent guidance "Fixed Period Exclusion" will be circulated with the letter.

The Head teacher will decide the length of time of the exclusion after assessing the situation. A meeting with parents (Post Exclusion Meeting) will be held prior to the pupil returning to the Centre.

Where a pupil is excluded at the end the afternoon session and the exclusion take effect from the next day, notice must be given before the start of that day. Where a pupil is excluded in the morning session and the exclusion takes effect from that afternoon, notice must be given before the start of the afternoon session.

Reasons for exclusion:

- Unprovoked assault of staff member or pupil
- Persistent bullying (see Anti-Bullying Policy)
- Extreme and persistent abuse towards staff member or pupil
- Major damage or vandalism within PRU premises / site or damage to staff property

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- Drugs related incidents and supply of illegal substances (see Drugs and Substances Policy)
- Carrying an offensive weapon
- Sexual misconduct

### **Internal truancy:**

Leaving without permission unless it is an agreed strategy for whole/part of a lesson – work of a satisfactory standard to be made up at break (½) lunch (½) after school (up to 1 hr). Time is not the sanction but completion of work.

### **External/internal truancy, duration longer than one lesson:**

1 x in a week – make up work at break, lunch and after school as above

2 x or more in a week - Level 2 - incident form and make up work at break, lunch and after school as above.

Persistent – External/Internal truancy week on week: (where over a period of 2/3 weeks a pupil on at least one occasion each week had truanted or 3 or more occurrences have been recorded)

Undertake a pupil focus meeting with staff to identify barriers to engagement and strategies forward which might include a change of curriculum, change in time, ie half day or 1-5.

### **Swearing:**

The use of inappropriate language should be challenged. Direct swearing may result in internal exclusion, detention or external exclusion at the Head teacher's discretion.

**General abuse** – repeated non-personal offensive language which is more than the occasional use of inappropriate language:

One reminder and then next occasion is 15 minutes detention.

If repeated in another part of the day then 45 minutes after school.

If general abuse continues during sanction time then time to be extended.

### **Verbal abuse (personal to staff or student):**

One reminder then minutes after school. If repeated in another part of the day then student needs to be isolated for rest of day or given inclusion for whole or part of following day.

### **Under the influence of drugs / and / or alcohol:**

If we suspect that a pupil is under the influence then the Head teacher needs to assess the health and safety risk to the pupil and others. They will decide as to whether the pupil should be left in the classroom or needs to

be somewhere away from other pupils under observation. Sanctions should be around the behaviour not the suspected or known drugs use and parents should always be informed. Pupils should be searched if staff suspect drug use.

Behaviour Support Workers and Key Workers need to be monitoring all of the above and if a pupil is having a repeat pattern of any of these behaviours there needs to be a pupil focus meeting to identify strategies and appropriate consequences.

### **Creating a positive environment for Learning:**

Rewarding is the most effective way of ensuring that students are motivated to behave positively.

- Staff recognise good behaviour and comment on it whenever possible
- Staff re-iterate basic expectations when pupils are not following them
- Staff explain why we need to ensure that our environment is calm
- Staff model the behaviour we expect from our pupils
- Staff are firm, but calm and mindful of our pupils' needs and the challenges they face
- Pupils are spoken to respectfully at all times, no matter what types of behaviour they display

### **Behaviour for Learning:**

- Staff will keep a record of pupil attitudes and progress each lesson. We analyse and discuss students' behaviour on a daily basis in daily/weekly key worker meetings.
- In discussion with students, Key workers will discuss and set targets based on needs and areas for development.
- Students will have individual targets set each half term, with a focus on their areas for development.
- The aim is to encourage pupils to obtain as many points as possible, with clearly outlined rewards.
- The aim is to always allow students to modify their behaviour and re-focus.
- All IEPs are discussed and shared with students, parents and staff.

#### **Students will receive 4 points each lesson for:**

- I. Attitude to Learning
- II. Progress made in lesson

**If a student is absent, they will receive a score of 0.**

<b>Points</b>	<b>Description</b>	<b>Action</b>	<b>Example Behaviours</b>
4	Excellent	<p>Teacher praises pupil for excellent conduct and participation in lesson activities</p> <p>Pupil makes best possible progress in that lesson</p>	<p>Pupil follows simple instructions</p> <p>Pupil is actively engaged in the lesson</p> <p>Pupil tries hard and makes valuable contributions to the learning Pupils completes work set to the best of his/her ability</p>
3	Good	<p>Teacher recognises the pupil's good work and effort</p> <p>Teacher expresses how pleased they are with the pupil's quality of work</p> <p>Teacher outlines a quick target to further improve the pupil's participation in the lesson</p>	<p>Pupil settles into the lesson without fuss</p> <p>Pupil completes the work set</p> <p>Pupil follows simple instructions</p> <p>Pupil is respectful and ready to learn</p> <p>Pupil doesn't shout out and respects the work</p>
2	Requires Improvement	<p>Teacher outlines expectation on student's behaviour and explains why it is important to refocus (1<sup>st</sup> warning)</p> <p>Teacher reiterates The Gillford Centres behaviour for learning expectations</p> <p>Teacher re-seats pupil to allow for better focus</p> <p>Teacher recommends pupil might want to take 5 minutes to refocus</p> <p>Teacher is required to repeat instructions several times to reengage the pupil</p>	<p>Pupil is not following instructions readily but reconsiders and does so Pupil is reluctant to settle for the lesson but eventually does so Pupil lacks focus and disrupts own as well as others' learning but refocuses once teacher has intervened and reminded them of consequences</p> <p>Pupil settles with TA intervention</p> <p>Pupil completes bare minimum of work set</p>

1	Poor	<p>Teacher calmly restates expectations and outlines consequences (2<sup>nd</sup> warning)</p> <p>Teacher asks pupil to take some time out and reconsider their behaviour</p> <p>Teacher remains calm but firm and insists on pupil completing the work</p> <p>Teacher insists on correction of pupil's behaviour but leaves pupil some space to reconsider and correct his/her behaviour</p>	<p>Pupil is impolite and refuses to settle</p> <p>Pupil ignores the teacher and support staff</p> <p>Pupil does not readily follow simple instructions</p> <p>Pupil uses inappropriate language towards staff and other pupils</p> <p>Pupil is rude and uncooperative towards staff and other pupils</p> <p>Pupil persistently disrupts own as well as others' learning and progress</p>
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Key workers discuss punctuality, attendance and behaviour points with students each day and talk through negative behaviours and suggest alternative ways of dealing with difficult situations. They recognise and praise positive behaviours and contributions. Points will be discussed during the de-brief.

**Sanctions:**

We recognise that our pupils face challenges and struggle with high expectations and rules.

- Staff will focus on the positives for as long as possible and listen to pupils unless it is clear that the pupil is not prepared to co-operate.
- Staff re-iterate behaviour expectations calmly but consistently. All staff recognise the need to follow behaviour expectations and do not walk away from a potentially challenging behaviour management situation.
- In the first instance all staff deal with an arising behaviour incident themselves and apply the appropriate structures and sanctions. All staff support each other in ensuring pupils behave in a calm and respectful manner.
- Staff can expect to be fully supported by the Behaviour Support team and Senior Leadership team, should a pupil refuse to engage or co-operate once all behaviour steps have been followed as outlined in the Behaviour Policy.

## **Attendance & Punctuality:**

Good attendance and punctuality to school is a priority at The Gillford Centre. Expectations are rewards based with clear structures in place and quick parental involvement. Students are rewarded for good attendance and punctuality.

Rewards include:

- Raffles and vouchers
- Pizza lunches for 100% attendance over a 2-week period
- Letters home
- Trips with Behaviour Support workers
- Mentioned on displays.

Students are constantly reminded of the need to come to school every day and to be punctual at all times. There are numerous displays on Attendance and Punctuality around The Gillford Centre.

- We have clear systems in place to address poor attendance with quick interventions and parental involvement.
- Attendance and Punctuality will be recorded every day by staff checking students into The Gillford Centre each morning.
- Behaviour Support Workers have weekly meetings to discuss actions for each individual student
- The Assistant Head send out weekly A&P records with detailed information on attendance and punctuality figures for each week as well as the whole term to all staff. Key workers discuss A&P with their key students on a daily basis.
- All parents are phoned every day if a student is absent or late

## **Punctuality:**

Continued lateness will result in

- Warning letters
- Meetings with parents
- Possible fine
- Possible court warning notice and attendance at court

## **Attendance:**

Attendance is monitored very closely and parents are involved straight away if a student's attendance falls below 90%.

The following strategies are employed to ensure best possible attendance:

- Rewards
- Daily talks and reminders from all staff
- Regular telephone calls and meetings if attendance falls below expected standards or if a student is absent (by 10am)
- Daily text messages to parents and students
- Morning pick-ups from Behaviour Support workers
- Letters
- Meetings
- Court warning notices and fines

## **TRAINING**

### **Staff**

As a professional working within a Pupil Referral Unit (PRU), there is an expectation that all staff take responsibility for ensuring they refresh and update their behaviour management through private study, visits to other provisions with recognised and relevant practice, regular personal in-service and/or through courses arranged as whole service days.

The Gillford Centre has a number of established common practices around promoting positive and deescalating unacceptable behaviour. These include:

- Non-Verbal Cues
- Simple, Specific Language
- Language of Choice
- 'Do Nows'
- Processing Time
- Parking & Revisiting
- Body Language Awareness – specifically around high-anxiety
- Gentle Humour
- Tactical Questioning (Blank Model)

- 'Fierce Conversations' (Susan Scott, 2002)
- Comic Strip Conversations
- Social Stories

New members of staff will receive support, where necessary on adopting these approaches.

## **Team Teach**

Team Teach offers a methodology for positive physical intervention, employing a whole school holistic approach with an emphasis on calm communication and defusing skills. The physical responses are underpinned by values that fit within a culture and ethos of positive educative care. Team-teach stresses the importance of documentation that underpins and supports the process and everyone involved, including written reports detailing events before, during and after the incident, individual behaviour plans, risk assessments, monitoring and evaluating. There must be follow up after an incident requiring positive physical intervention to ensure staff and student welfare is maintained. We have a Team Teach Trainer on site who will arrange meetings with staff involved in any incidents to see what went well and how we can improve our practice in the future.

## **ROLES AND RESPONSIBILITIES**

### **The Head of The Gillford Centre:**

In lessons

- To act as a positive role model
- to ensure all staff follow and enforce The Gillford Centre Behaviour Policy
- to support all members of staff with behaviour management issues through monitoring and recording student behaviour
- to be available when a member of staff needs behaviour management support
- to remove students if necessary and follow up behaviour issues

Before and after school

- to meet with Parents as and when necessary
- to support staff during searches and the recording of attendance and punctuality as and when necessary

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#### Between lessons

- to ensure students follow behaviour expectations during transitions
- to support staff as and when necessary during transitions

#### Break and lunchtime

- to support staff as and when necessary with behaviour issues
- to ensure students follow instructions
- to ensure all staff follow and enforce behaviour policy

### **The Assistant Head:**

#### In lessons

- To act as a positive role model
- To ensure all staff follow and enforce The Gillford Centre Behaviour Policy
- To support all members of staff with behaviour management issues through monitoring and recording student behaviour
- To be available when a member of staff needs behaviour management support
- To remove students if necessary and follow up behaviour issues

#### Before and after school

- To assist all staff with behaviour management during searches
- To support the recording of attendance and punctuality
- To ensure all recording systems are set up and ready
- To meet with parents/carers and support staff as and when necessary

#### Between lessons

- To ensure smooth student transitions between lessons and classrooms
- To follow up any behaviour issues as they arise
- To support staff during transitions and ensure behaviour expectations are met

#### Break and lunchtime

- To be available at break and lunchtimes to hold detentions
- To ensure break and lunchtimes run smoothly and students follow behaviour expectations •  
To ensure students go to their lessons on time

### **Key Stage Co-ordinators:**

#### In lessons

- To act as a positive role model
- To support all staff with the implementation of the Behaviour Policy
- To model the implementation in own lessons
- To be available and support as and when necessary

#### Before and after school

- To conduct and lead briefings before and after school
- To ensure all staff are following and implementing Behaviour Policy
- To support attendance and punctuality systems
- To be available to support staff

#### Between lessons

- To patrol corridors and support staff as and when necessary
- To enforce behaviour expectations throughout The Gillford Centre

#### Break and lunchtime

- To create and monitor a staff rota
- To support and take detentions

### **Teachers:**

#### In lessons

- To act as a positive role model
- To follow and implement behaviour point system

- To share points with class at the end of lessons
- To reiterate any negative behaviour and consequences
- To **engage** students in subject
- To encourage positive behaviour through giving good lessons, praising and rewarding good behaviour and attitude to learning
- To consistently fill in the points system by the end of the lesson

#### Before and after school

- To monitor behaviour outside and as well as inside The Gillford Centre
- To support with morning searches and the recording of attendance and punctuality
- To confiscate disallowed belongings
- To phone parents/carers as and when necessary/discussed with the Senior Leadership Team during briefing
- To lead detentions
- To monitor and follow up key students' behaviour
- To plan effectively for lessons, which minimise negative behaviour and engage students

#### Between lessons

- Monitoring corridor behaviour
- Report at the end of the day any misbehaviour / noise etc.
- Establish calm atmosphere as students walk into your classroom

#### Break and lunchtime

- Modelling good behaviour
- Strategic positioning of staff on duty
- Reinforcing good behaviour by students during break times
- Engage with students in a non-confrontational environment (pool, football, table tennis etc.)

### **Behaviour Support Workers:**

#### In lessons

- To act as a positive role model
- To follow and enforce The Gillford Centre behaviour policy

- To motivate, encourage and remind students of targets and consequences
- To provide additional academic support
- To remind students about the reward system and encourage engagement
- To keep records on students
- To support teachers at end of lesson with point system

#### Before and after school

- To complete positive as well as negative phone calls home
- To record verbal feedback from staff and key students' behaviour
- Operate a 'pick up' system if necessary

#### Between lessons

- To support teachers in managing behaviour in corridors
- To ensure smooth transitions by moving students on and escorting them to lessons

#### Break and lunchtimes

- To complete duties and be a visual presence around The Gillford Centre
- To ensure all students areas are kept tidy
- To undertake activities with students
- To coach students informally by eating and chatting with them
- To patrol and guard potential problem areas
- To enforce no smoking policy

### **Teaching Assistants and Senior Teaching Assistants**

#### In lessons

- To act as a positive role model
- To monitor behaviour and support teachers with enforcing the Behaviour policy
- To praise students who score 4 points
- To re-iterate basic behaviour expectations
- To facilitate behaviour for T&L

- To remind students about their targets

#### Before and after school

- To call parents to report positive/negative behaviour
- To reporting on behaviour/issues in staff briefings
- To monitor student attitudes and report to teachers at the beginning of lessons

#### Between lessons

- To remind students of where they should go next
- To escort students to their next lesson
- To ask students whether they understood what was being taught
- To encourage and praise students to improve attitudes and behaviours for their next lesson
- To remind students of their targets

#### Break and lunchtime

- To enforce no smoking policy on site
- To complete break/lunch duties
- To escort students to lunchroom to reduce chances of running around or abusing school property
- To ensure students clear up after themselves

#### **Key Workers:**

##### All of the above

- To act as a positive role model
- To ensure that daily and weekly conversations on behaviour, attendance and punctuality take place
- To ensure that IEP's are set and monitored every half term
- To liaise with social workers and other professionals to ensure that information is shared and acted upon, following discussions with the SLT.

## **Monitoring and Evaluation**

- Incident logs and SIMS-behaviour statistics will be shared and scrutinised at Leadership Team meetings on 2-3 weekly and half-termly basis – with a view to maintaining effective policy and practice.
- Behaviour statistics form part of the data review at the end of the academic year.
- Daily morning and afternoon briefings act as a forum for staff to discuss behavioural issues and practices.
- The Head teacher operates an 'open door policy' if parents/carers, students or staff wish to provide feedback on effectiveness of the policy and/or suggest on how to improve it further.

## **Appendix 1**

### **The Gillford Centre Statement of Shared Principles for Behaviour Policy**

1. Learners have the right to access learning in a safe, secure and orderly environment, free from bullying, harassment and discrimination.

Learners have the responsibility to ensure this right for others.

2. Students and staff in the learning community should demonstrate respect for each other and for themselves.
3. Learners should act as ambassadors for their learning community at all times.
4. The whole learning community (students, parents/carers, staff and other stakeholders) should be listened to and actively engaged in consultation on improving behaviour.
5. Rules and codes of conduct should be clear, agreed, understood and followed by all.
6. Good behaviour should be rewarded and sanctions should be applied consistently.
7. All adults in the learning community should model positive behaviour and this should be promoted through the curriculum.
8. Priority should be given to identifying and supporting vulnerable learners.

9. Learning communities should actively promote community cohesion through their practice and policy.
10. Policies should be monitored and preventative action taken, to ensure there is no disproportionate impact on particular groups in the learning community.