

Behaviour Policy

The Darley Centre

Aim of Policy

All of our students have shown that they have difficulty in managing their behaviour in such a way that they can maintain a place in mainstream school. Our aim is to support students re-engage with their education and be able to return to mainstream school. If this is not achievable, then we will seek to find an alternative educational pathway. The over-riding aim is to support students make appropriate choices about their behaviour and to begin to take responsibility for their actions.

Promoting Good Behaviour

During the initial meeting with parents, the behaviour policy is briefly discussed and a copy is given to the parents to take away and read. There is also a copy on the school's website for them to access at any time. Parents and carers are asked to sign the policy through the schools' contract that they agree to support their child by regular attendance and to follow the school rules. The child is also asked to agree to this and sign the home school contract.

Our policy encourages students to make the right choices in terms of their attendance and behaviour. Good behaviour is rewarded through the Good Day Note system which focuses on achievements on a lesson by lesson basis. By accumulating Good Day Notes, students are able to opt into the reward system at various levels, either weekly, monthly or termly. Negative behaviour is also recorded through the Good Day Note system. Good Attendance is vital to raising achievement and this is celebrated on a termly basis.

Within the behaviour process, it is vital that the students voice is heard. There are many ways that this can happen, but it is essential that a close working relationship is fostered in order to achieve this. The student council and termly reviews are a key means to achieving this. All staff are expected to be role models to our students and to support them through example.

Governors have a key role to support The Darley Centre with its behaviour policy by ensuring that it is fit for purpose but also to support the management of the school to implement it effectively. Governors expect regular feedback on behaviour and exclusions through full and sub-committee meetings. Visits by governors are actively encouraged with this in mind.

Clear set of rules for students

Our rights and responsibilities show what we expect our students to follow. These are displayed in the classrooms and are in the information pack given to all students and parents/carers during their induction meeting.

These are

Everyone in the Darley Centre Community has the right to:

- A safe and secure environment
- Learn
- Be listened to
- Their own personal space

Everyone at the Darley Centre has a responsibility to uphold those rights by:

- Having a duty to care to ourselves, others, property and the building.
- Taking part fully in the educational opportunities on offer.
- Constructive and reasonable dialogue.
- Respecting individual needs.

Consequences

If you choose not to follow the school rules you will be given a verbal warning.

If you choose to continue not to follow the rules, you will lose a point against your individual targets and this will be recorded on the Good Day Note Sheet. By continuing to break the rules, you could lose a potential six points for that lesson against your individual targets.

By continuing to break the rules, you will be given time out to discuss your issues with staff outside of the classroom.

We will listen and support you and agree that if you keep to the rules, you can go back to class if this is possible. Alternatively, if a return to class is not appropriate at that given time, you will complete your work with staff in another room.

If deemed appropriate by Senior Leaders, you will be required to stay after school to catch up on the work that you have missed in order to start the next school day with a 'clean slate'.

If you are seriously disrupting the learning of your class or the school, you will be placed in isolation or issued with a Fixed Term Exclusion. Decisions regarding isolation or Fixed Term Exclusion are decided by the Headteacher (or Senior Teacher if the Head is absent)

Parents and Carers will be informed initially by telephone and then letter of the decision to issue a Fixed Term Exclusion. On your return to school, you and your parent/carer will meet with a member of staff to revisit the home school agreement and to plan for reintegration.

Team Teach/Assertive Discipline

At The Darley Centre, we use a combination of assertive discipline and Team Teach in supporting our students. Both of these have a strong emphasis on the language of choice and taking responsibility for one's actions. We need to consistently state what we expect from our students. To correct students in a positive manner means we direct attention to the behaviour we want to see. This we do in a calm, logical and professional manner.

Avoiding confrontation, does not mean that staff should avoid confronting poor behaviour. Staff must ensure that when students comply with what they are being asked to do, that this is recognised and praised. It may mean that staff have to repeatedly ask the same thing over and over again, but this helps in establishing a level of expectation that is not negotiable. Below is an example of techniques to use

- Remind students of their individual targets on a regular basis, especially in target setting time.
- Catching students doing the 'right' thing and giving praise
- Tactical Ignoring; Ignoring small things or secondary behaviours, but picking it up again when the situation is calmer
- Windscreen Wiper praise: praise those behaving across the room

- Take-up time: Giving students space or take up time might help the student to gain his/her self-control that you can address later
- Others will exist that you will find work for individual students

Rewards

We celebrate the success' of our students in a variety of ways. Rewarding good behaviour is essential to supporting a student to make the right choices. We will use every opportunity to celebrate this with parents/carers and mainstream schools.

These include

- Positive phone calls: Staff will phone parents/carers to give verbal praise about their son/daughter. These will be recorded in the phone log books kept next to the telephone.
- Good Day Notes: These will be given at the end of the day for students gaining more than 45/50 points against their individual targets. These are sent home with the student.
- Progress Postcards: These are sent out after each module of work to show the academic progress made in Maths, English and Science.

Special Rewards.

Special Reward Trips: These are given on a termly basis for students that have shown sustained progress against their individual targets. To date, our students have enjoyed Fishing, Laser Quest, Paintballing and visits to Outdoor Pursuits Centres.

Consequences

Time outs: If a student's behaviour is such that the normal lesson cannot continue, a student will be given 'Time Out' with a member of staff to complete their work away from other students. During this 'Time Out', pupils will work alongside the member of staff to discuss their behaviour and to find a resolution to the problem. This will be recorded on the 'Good Day Note' sheet in the classroom.

Recording incidences): If a serious incident occurs staff must make a record using the Serious Incident Book which is kept in the staff room. If the incident is considered serious enough to warrant a Fixed Term Exclusion, this must be discussed with the Headteacher (or Senior Teacher in his absence) and they will complete the paperwork for this sanction.

Debrief: Staff meet every day to discuss;

- I. **Detention** for 10 minutes or more after school. Detentions may be given to students who have exhibited low-level persistent behaviours during the day or who have not completed the work set in lessons. Detentions are decided at debrief for the next day or can be 'same day' e.g. punctuality and non-school uniform if agreed with a member of the SLT/Parents in advance.
- II. **Internal** is normally given as a sanction for students who have presented with a pattern of poor behaviour throughout a day, rather than a one-off incident. SLT will decide whether students will need time in internal isolation on the next working day. Students are given the opportunity to reflect on ways in which they can resolve any difficulties, so that they can return to learning.

Appropriate work will be provided for the student, by the class teacher. Internal isolation can be repeated if students do not adhere to the boundaries in place or do not complete the work set.

- III. **Fixed Term Exclusion (FTE)** is the most serious sanction the school would normally impose. Students who exhibit persistently poor behaviour, violent or threatening behaviour, or who have not responded to the opportunities provided for them during the day to resolve the situation, will need a period of reflection away from school. The school imposes this sanction reluctantly, and students are normally excluded for half a day, a whole day, or if appropriate, longer. Students are asked to learn at home and are provided with appropriate materials by the school to enable this to happen.
- IV. **On Report** is a consequence for serious and/or repeated behaviours such as bullying. It will usually follow a Fixed Term Exclusion. If the staff have agreed that the behaviour warrants a further sanction, a student can be put on report for a fixed period of time (1 or 2 weeks). This will be with the Headteacher or Senior Teacher in his absence.
- V. **Permanent Exclusion** is a consequence that The Darley Centre would try to avoid but is an option when dealing with the most serious or dangerous situations. We will consider a permanent exclusion for any child receiving numerous fixed term exclusions or a serious 'one-off' event.

Repair and Restore: The school aims to resolve any conflicts that may arise, between students as well as between students and staff. When difficulties do occur it is often useful to 'Repair and Restore' relationships.

Accusations: The school will fully investigate any accusation made against staff and students through the correct and appropriate channels. Should these investigations be proven to be false or malicious, the school will set out disciplinary action against the perpetrator. The school will use every channel of evidence available to substantiate or disprove any claims and that could include statements from witnesses and the use of CCTV.

Damage or Theft of School Property: The school will challenge any incident where there is wilful destruction of school property as set out in the Non-Accidental Damage to Property proforma agreed to on induction. This states that any deliberate damage will be paid for by parents or in the case of extreme hardship, a contribution made. Persistent damage to property will be reported to the police and could result in a criminal conviction. This includes any actions detrimental to the school and its environment.

Bullying: In any incidents of bullying, the school will fully implement the anti-bullying policy. This is available to all parents through the school website. As such, the needs of the victim are addressed and the re-education of the perpetrators form part of the procedures. The school takes an active part in national anti-bullying campaigns and this includes e-safety. Bullying is covered in the classroom in PSHE and at a cross-curricular level. This would be reflected in schemes of work and objectives under teaching and learning. The significance of LGBTQ bullying is also outlined in the anti-bullying policy.

Sexualised behaviours: Sexualised behaviours are to be recorded as such on the Serious Incident Book and if appropriate, the Cause for Concern sheets. This could lead to a referral to Social Services and any other appropriate agencies. This will allow us to respond consistently and effectively to young people who have problems with their sexual behaviour and may be harmful to themselves and others. These behaviours are

- serious and cause physical and emotional damage to self or others, and where there are little or no balancing factors, that is they are repetitive; planned; use of force; they are denied and no empathy or remorse are shown etc.
- would fall within the definition of a sexual offence under the Sexual Offences Act 2003.

Day to Day Behaviour Management

The following preferred procedures have been agreed with staff and all staff are expected to follow them:

Implementing Consequences

A. 'Time-Out' system

The intention behind removing a student from their lesson is to enable the lesson to continue normally. Taking a student away from their usual learning environment is a serious matter and should therefore not be undertaken as a consequence of trivial behaviours that can usually be managed in the classroom. In order that we provide maximum opportunities for our students to learn, we should only ask for students to be taken away from their normal class as a last resort.

The purpose of having a period of time away from the normal lesson is to allow the student to address whatever issues are preventing them participating in an acceptable manner. Therefore, members of staff may find that:

- Situations may be resolved after a short period of reflection, in which case it may be appropriate for the student to return to the lesson.
- It may take some time to enable a student to gain enough insight into their behaviour so that they can then try to re-engage with learning. This may be an ongoing piece of work.
- A pattern of behaviour emerges through a day, when a student has been only able to engage in a few lessons.

The member of staff will record the incident on the Good Day Note Sheet for further discussion in the debrief meeting. In cases of violence or other extreme behaviour this may not be appropriate, and the student may need to be removed from class straight away and in some cases the Head/Senior Teacher will make the decision to exclude.

Therefore, Staff will need to -

- Be available around the school
- Assess and implement whatever short term interventions are needed regarding the student you have been asked to remove from class.
- Try to ensure opportunities for learning are not wasted; work with the student if they will not work in class.
- Discuss ways forward with the student,

- Inform SLT if situation does not appear to be resolving itself

B. Internals

Internals are set aside for students if detentions are not an appropriate consequence or if there have been numerous incidents of poor behaviour or if a serious incident has occurred and internal is 'free'. Internals are set up in a room away from other students that is conducive to work and reflection; so that support staff have a place to take the students where they can work in isolation. Internals are normally arranged from at a previous day's Debrief Meeting.

C. Going off-site without permission

It is expected that all students remain on site once they have entered the building until the end of the day at 2.35 pm. Should a pupil choose to go off site without permission, parents/carers will be informed as soon as possible by the staff who identified the situation supported by admin staff. This will be recorded on SIMS. An appropriate consequence will be given and decided by SLT. The incident will be noted on SIMS and other agencies such as Educational Inclusion Officers, YOT, Social Services and the Police will be informed where appropriate.

D. Smoking

In light of legislation against smoking in a public place, The Darley Centres has a zero tolerance to smoking. If a pupil is seen smoking they either stop when asked and hand it over to be destroyed (this is recorded as a behaviour incident on the Serious Incident Book) or it is seen as smoking with defiance and refusal to follow instructions. Electronic cigarettes/smoking pens cigarettes, lighters, matches are not allowed and will be confiscated if seen. Parents will be informed. The substance misuse policy is used when dealing with any concerns regarding smoking and/or drugs.

E. Drugs and Weapons

Safety is a key priority at The Darley Centre and we strive to maintain a safe environment for staff, students and visitors at all times. We have a zero tolerance to drugs and weapons being on site, and if found, the Police will be informed. All students can be subject to a search when present on the school premises. Any illicit objects will be removed and disposed of appropriately. Parents are informed accordingly.

Our Police Liaison Officer and school staff may carry out random checks of students for drugs and weapons to ensure that our policy is complied with. If any students are found under the influence of any substances, including alcohol, staff will follow the school's drugs and alcohol policy. This may result in exclusion and/or a referral to other agencies.

The Darley Centre's substance misuse policy is used when dealing with any concerns regarding smoking and/or drugs.

F. Discipline powers inside and outside the school

Teachers and other paid staff with responsibility for students have the power to discipline students both in school and outside school. Students must not bring the school into disrepute when travelling to and from home during the school week. Students will face consequences for any such action outside school time.

All school staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others and damaging property (*see appendix 1*). Staff will endeavour to maintain good order and discipline in the class room and the school environment.

G. Searching Students

School staff can search students (*with their consent – gained at admissions*) for any item deemed inappropriate for school. Items include: weapons, mobile phones, alcohol, illegal drugs, tobacco and associated products, lighters, fireworks, stolen items, food and drink items, pornographic images and any items likely to cause offence or harm. The school will endeavour to have students searched by a same-sex member of staff.

The Headteacher and staff authorised by the Headteacher can use such force as is reasonable when searching a pupil without consent for prohibited items. If necessary, the school will use the Police Liaison Officer for this purpose and as a last resort the Police will be called if students are suspected of being in possession of something that is illegal or may cause harm to themselves or another person.

H. Confiscation of Items

School staff can seize any prohibited item found as a result of a search or which they consider to be harmful or detrimental to school discipline. The student's parent/carer will be required to come to school to discuss the item or alternatively, if appropriate, the parents can give permission for the item to be destroyed. If illegal drugs are found on a student the police and parents of the pupil will be informed immediately by an appropriate person, usually a member of the SLT.

Behaviour Policy Appendix 1: Use of Reasonable Force

Positive Handling Procedures

The **Education Act 1996, 2006, 2011** forbids the use of corporal punishment, but allows all teachers (staff) to use reasonable force in order to prevent a pupil from:

- Harming themselves or others Seriously damaging property
- Committing a criminal offence
- Acting in a way that is counter to maintaining good order and discipline at the school
- Injury, (or harm to self or others), as actual or grievous bodily harm, physical or sexual abuse, risking lives of or injury to self or others by wilful or reckless behaviour and self-poisoning.

Staff are trained in the use of positive handling techniques through the Team Teach programme. All Darley Centre staff are trained to the requirements of the 12 Hour Team Teach Course and are required to retrain every two years.

Procedure

The Darley Centre recognises that positive handling may be necessary and in such an event, the following procedure should be followed.

Whenever possible positive handling should only occur when witnesses are present. Once a pupil is positively handled they should be taken to a quiet area so the pupil can be calmed. Positive handling should only be used as a last resort when other strategies have failed. It must serve to defuse or prevent a violent or potentially violent situation. It must not be used purely to force compliance with staff instructions when there is no immediate risk to people or property.

Staff should have good grounds for believing immediate action (positive handling) is necessary in order to prevent a pupil from injuring themselves or others, or causing serious damage to property. Where possible staff should take steps in advance to avoid the need for positive handling, e.g. through dialogue and diversion. The pupil should be verbally warned that positive handling may be used unless the pupil desists.

Positive handling must not be used in anger. When it becomes apparent that the pupil is not responding to verbal instructions and a violent incident is imminent, the member of staff, wherever possible, should call for assistance, before engaging in positive handling. When it becomes necessary to positively handle a pupil, the member of staff must, if possible, continue to talk to the pupil in a calm manner, offering choices and time for the pupil to become calm.

Remember

Only the minimum force necessary should be used in order to prevent physical injury or damage. Particular care must be taken to avoid inflicting any unnecessary pain or injury.

By using Team Teach, we are trying to avoid injuring the child, however there are occasions were a child may sustain injuries.

Positive handling must not involve deliberately painful or dangerous procedures.

It must:

- Never interfere with breathing, blood supply or genital areas
- Be discontinued as soon as the situation is deemed safe

- As soon as it is safe, restraint must be gradually relaxed as the pupil regains self-control

A pupil must never be asked to restrain another pupil

Operational/ Procedural Points Relating to the Use of Positive Handling

The circumstances and reason for the use of positive handling must be recorded immediately (Serious Incident Book), or as soon as possible, but ideally no later than the next working day.

The member of staff must inform the Headteacher as soon as possible after the incident.

The pupil's views must also be recorded as soon as possible, preferably on the same day.

The Headteacher/Senior Teacher should discuss the incident with the staff member within 24 hours.

Supervision may be needed for staff, who following the incident are distressed.

Following the incident, the pupil should be counselled on the reasons why it was necessary to use restraint.

Students will be interviewed about the reasons that led to the incident and the circumstances that followed.

Parents/carers will be informed when positive handling has been used and will be given the opportunity to discuss the matter. A record of this is kept in the Serious Incident Book.