



# BEHAVIOUR POLICY

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## 1. Aims

This policy aims to:

- Support the creation of a safe, enjoyable, respectful environment that allows all to achieve
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the Alternative Provision's community with regards to behaviour management

The following principles will be followed in the implementation of this policy:

- A positive approach in addressing all behaviour
- Self-esteem, trust and rapport will be built between staff and students
- There is consistent use, application, and support of the Behaviour Policy by all members of staff and volunteers
- The behaviour is separated from the student
- Communication around behaviours is as important as the enacting of the policy
- The prevention of unwanted behaviours.

## 2. Background Context

Pupils entering an Alternative Provision have either presented a level of extreme behavioural difficulties in their mainstream school, which have not been remediated by extra within school support or have experienced Medical Needs including Mental Health difficulties. A considerable number may also be presenting their parent(s)/guardian(s) with challenging behaviour. Many of the pupils on entry will be underachieving and have low self-esteem, may have experienced little success, or have become persistent absentees in the school setting.

The main aim of the Alternative Provision is to support each student through their difficulties, encourage respectful behaviour in all aspects of their life and aid them in accessing their learning to move to the next step of their journey, whether this be back into mainstream education, another school placement, a full-time college placement or apprenticeship. All those at the Alternative provision, including staff and pupils, have the right to be safe, feel supported and be treated respectfully. It is therefore everyone's responsibility to:

- Have thought for others
- Co-operate with others
- Empathise with others
- Respect the opinions of others
- Respect all forms of life
- Accept differences in others
- Be receptive to change
- Have a positive attitude to learning

### 3. Definitions

Misbehaviour is defined as a lack of respect for others, whether this is directed at staff, volunteers, or other students. Examples of this behaviour include:

- Poor punctuality
- Disruption to learning and break times
- Refusing to access learning and complete given tasks
- Poor attitude
- Inappropriate clothing
- Mobile phones being out, unless directed by a member of staff or volunteer

Serious misbehaviour is defined as:

- Non-attendance and/or truanting
- Repeated misbehaviour or breaches of the AP's rules including Code of Conduct
- Any form of bullying including online bullying
- Physical and/or sexual, assault, or the threat of any such physical or sexual assault
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic/transphobic or discriminatory behaviour of any type
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and related paraphernalia
  - Vapes, e-cigarettes and related paraphernalia
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or could be likely be, used to commit or threaten to commit an offence
- Engagement in any child criminal exploitation/child serious exploitation in any form
- Engagement in any of the above or any activity whether in or outside of the Alternative Provision or which could reasonably be considered to bring the Alternative Provision into disrepute
- Incitement of any of the above

### 4. Roles and Responsibilities

#### Governance and Reporting

The Charity's Trustee Board is responsible for monitoring this behaviour policy's effectiveness and holding the Director of Education and Family Support to account for its implementation. Relevant information regarding incident reports will be delivered to the trustees termly.

## Director of Education and Family Support

The Director of Education and Family Support is responsible for reviewing this policy.

The Director will ensure that the learning environment encourages positive behaviour and that staff and volunteers deal effectively with poor behaviour. The Director should also provide termly reports to the Trustees regarding behaviour and implementation of this policy.

## Staff and Volunteers

Staff and volunteers are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of students
- Recording behaviour incidents
- Empowering and supporting students to build a respectful and supportive learning environment in which all students can gain confidence and achieve their goals.

## Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct

## 5. Student Code of Conduct

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other in all regards including use and tone of language
- Be in the right place, at the right time, doing the right thing
- In the learning environment, make it possible for all students to learn
- Treat the Alternative Provision buildings and property with respect
- Adhere to the Code of Conduct
- Always wear the appropriate clothing
- Accept sanctions when given
- Refrain from behaving in a way that brings the Alternative Provision into disrepute, including when outside of the Alternative Provision
- Report incidents of breach of the Code of Conduct including misbehaviour and serious misbehaviour

## 6. Exclusion

In the first instance of misbehaviour, dependant on the seriousness of the offence, the Alternative Provision may suggest the following to the commissioning school during a review meeting:

- A different timetable
- Short term exclusion as a 'cooling off' period
- Temporary exclusion from activities such as workshops or off-site visits.

If all other avenues of behaviour management and de-escalation fail, and a student repeatedly breaks the code of conduct (section 5) or acts in a manner that constitutes serious misbehaviour (section 3), a final review meeting will be held with the commissioning school and the parent(s)/guardian(s) . The Alternative Provision will issue an advisory to the commissioning school that the placement needs to be reviewed and adjusted where necessary. If poor behaviour persists, the above process will be repeated until such time where the Alternative Provision believes the placement is no longer suitable for the student and advise the placement is closed.

## 7. Bullying

Bullying of any kind is not tolerated at the Alternative Provision and a strong, consistent message is given by all staff and volunteers that everyone has the right to be safe from physical fear and harm, name calling or disrespect.

The pupils have a high level of supervision throughout the day so any opportunity for bullying is limited. All incidents are dealt with either, discussion at a review meeting, withdrawal from the learning environment or, in extreme cases, a fixed term exclusion also referred to as a 'cooling off' period. This includes any bullying, which takes place on the transport to and from the Alternative Provision or on-line.

In all cases, however, staff use the incident as a learning opportunity to enact change in the student's behaviour and build empathy from the victim's point of view through a Restorative approach.

Further information can be found in the Anti-Bullying Policy.

## 8. Damage

In the case of a student causing damage to property on Alternative Provision premises, the student may be asked to contribute to the cost of the repair or replacement of the property. This decision will be made at the discretion of the Director of Education and Family Support after careful consideration of the circumstances. Any decision to pursue legal recompense should be referred to the Chairman of the Charity. Any money raised from such contributions will be deposited into the charity through the appropriate finance officer with acknowledgement of receipt.

## 9. Police

Police intervention will be sought in circumstances where the pupil has caused excessive damage to the building, has assaulted a member of staff or other students, has failed to respond to de-escalation techniques or is in grave danger of harming themselves. Police may also be called when there is persistent harassment, which could result in a crime being committed, could interfere with the normal daily routine, or threaten the good order of the Alternative Provision.

## 10. Leaving the grounds

The Alternative Provision is not a locked facility. However, all efforts have been made to ensure the safety of pupils, including constant supervision. Should a student leave the building staff and volunteers will make every effort to get them to return. Should a student leave the premises boundary staff and volunteers will not pursue them further, as this may cause the pupil to run into the road to get away. If they move out of sight or onto the street in front of the premises, staff will contact the parent(s)/guardian(s) to inform them of the situation. If the parent(s)/guardian(s) cannot be contacted, staff will contact the Police and report them as a missing person. Parent(s)/guardian(s) are asked to contact the Alternative Provision should the student return home and whenever possible to return the pupil to the Alternative Provision.

## 11. Use of Reasonable Force

Physical intervention must only be used when all other options for de-escalating a conflict situation have failed. Staff should have tried negotiation, diffusion, and de-escalation strategies as well as containment in a safe area, without the need to hold, before intervention whenever possible. This policy sub-section has been written using the DfE guidance on the Use of Reasonable Force 2013.

Staff have a duty to protect the safety of others. Full time staff and people whom the Director of Family Support and Education has temporarily put in charge of pupils such as unpaid volunteers, are authorised to use physical intervention in the following circumstances:

- To prevent a pupil from hurting or endangering themselves or others
- To prevent a pupil from damaging property
- To remove disruptive children from the classroom where they have refused to follow an instruction to do so
- To prevent a pupil behaving in a way that disrupts an Alternative Provision event or a trip or visit
- To prevent a pupil leaving the classroom, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- To prevent a pupil from attacking a member of staff, volunteer, or another pupil, or to stop a fight
- To restrain a pupil at risk of harming themselves through physical outbursts.

All physical intervention should be:

- Carried out as a last resort
- Carried out in a way that safeguards the pupil and staff's wellbeing and dignity.
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Never be used as a form of punishment
- Be recorded and reported to parents

All complaints about the use of force should be thoroughly, speedily, and appropriately investigated.

## 12. Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

Staff will also confiscate any item which is harmful or detrimental to discipline. These items will be returned to students after discussion with the director and parents, if appropriate.

Searching and screening students is conducted in accordance with the Searching and Confiscation Policy and in accordance with section 157 of the Education Act 2002 and the Searching, Screening and Confiscation: Advice for Headteachers, school staff and governing bodies DfE 2018.

## 13. Staff training and support

All staff will be provided with training and support in the delivery of this policy and supporting processes. Training includes but is not limited to de-escalation techniques, anger management and conflict resolution, with regular updates provided. Performance management systems actively encourage staff to identify and share ambitions and requests for additional support or further training. Staff welfare is an important part to creating consistency and a supportive, flourishing learning environment and community. f our vision for a positive and effective school community and environment.

## 14. Malicious allegations against member of staff

These will be investigated by the Director of Education and Family Support in the first instance. An investigation will be held to determine circumstances of the allegation. Parent(s)/guardian(s) will be contacted and informed of any restorative work or sanctions when determined.