T.I.M.E
Logic House
138 Central Street
St Helens
WA10 1UD
Tel: 01744 808040
enquiries@thisismyeducation.org.uk

Managing Director: Jillian Fairclough
jillianfairclough@thisismyeducation.org.uk

Facebook: This Is My Education

TIME
Behaviour, Discipline & Anti-Bullying Policy
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AT This Is My Education (TIME), it is our aim that our students achieve their academic potential and strive towards achieving their career aspirations within their adult life. We enable this by building mutual respectful relationships with them modelling how to have respectful relationships with each other and other people. This helps them to reflect and take responsibility for themselves and is a form of coaching that is consistent, immediate and consistent.

This document explains out restorative approach. The Warmth, humour and pleasant firmness with which staff engage with students from the moment they arrive in the centre each day demonstrates the way in which we set safe boundaries on behaviour and is reflected throughout the centre.

1. Aims of Our Behaviour Policy

- To Provide a structure that supports and enables effective teaching and learning throughout the school.
- To maintain clear expectations and a code of conduct that revolves around mutual respect and that is adhered to consistently by everyone in the school.
- To create a safe and caring environment where all students are valued equally.
- To encourage student to reflect on their own behaviours.

2. Our Ethos

Our ethos revolves around awareness, understanding of trauma and attachment, consideration of others including SEND, compassion, equality. tolerance and inclusion. Acceptable standards of behaviour are those which reflect these principles.

Every member of staff is responsible for creating this environment, which enables students to engage with effective learning. We believe that by treating our students as individuals and providing them with comprehensive support they will be able to fulfil their potential. We also believe that education can be and should be fun, and that our students benefit from the sense of playfulness that permeates the school, and the creative opportunities we offer.

Our Ethos Aims to:

- Encourage mutual respect throughout the school.
- Help each other to develop a sense of responsibility for their behaviour.
- Foster each student's emotional wellbeing, including their ability to express their feelings and emotions.
- Develop each student's social and communication skills.
- Develop a sense of social and moral responsibility within the school and wider community.

3. Our Practice

Building Relationships and Using Praise

At TIME, everything we do is based on building mutually respectful relationships with our students. We explain that practices to students, offer them reasons to work with us and encourage reflective dialogue and self-regulation. We always use a trauma informed approach within our practice.

We treat each and every student as an individual, ensure that the curriculum is appropriate and that each teaching setting is appropriate and varied to ensure we meet the individual needs of all students.

Staff encourage all students to reach their potential within their behaviours and are equally quick to challenge behaviour that does not work.
Staff consistently reinforce the boundaries that differentiate this from behaviour that does not work.

4. Teaching

Teaching is delivered through a range of structured classroom, workshop and practical lessons that enable learners to learn through a range of practical, physical, creative and dynamic ways. Our students have long histories of failing to engage with education. The complex emotional needs, and the inability to focus on formal learning for long periods of time, mean that it would be inappropriate and unhelpful to expect all our students to reach the National Curriculum Framework by engaging with many hours of formal learning. Our flexible curriculum is designed to meet their needs and includes a strong element of learning through practical and vocational learning throughout the day.

5. Conflict Resolution

Conflict resolution is a verbal process through which staff address any conflicting situations in which a student has been involved. Staff point out immediately the students' behaviour is not working and encourages them to reflect and consider the impact of their behaviour and how they might make a different choice.

Our use of conflict resolution is an open discussion facilitated by an objective and impartial member of staff. Our aim is not to punish but to help students understand why they acted as they did, and encourage accountability and self – responsibility, we regard conflict resolution as a learning strategy. Whilst we believe that punishment merely reinforces authority and does nothing to encourage students to reflect on their behaviour, we teach that students will experience consequences to every decision that they make and we support them through whatever those may be. We are also clear that the consequence can be both positive and negative; consequences are merely" things" that happen following action or decisions. We want to empower our students, not to reduce and humiliate them.

If Appropriate, we will bring together all parties invoiced in the conflict to the discussion and encourage students to take responsibility, apologise, make amends, and commit to make different choices in the future.

6. Keyworker Interventions

The Keyworkers will support with conflict resolution and will work with individuals to devise strategies that will serve them within the contact of the learning community. During these conversations there will be underlying issues that are disclosed. Staff will be there to determine a personalised course of action for each student, which may be about personal issues, needs and circumstances. This could include referring to local or external agencies to support the students, this will always be discussed with the student before any referral is made.

7. Suspension

School suspension is used as a last resort and for the shortest time possible, a student may be sent home during the course of the day and return the next day. It is not a punitive measure, but planned intervention initiated by the Head teacher and Keyworkers when it is felt that it is unsafe for a student to be in the building and when other strategies have not worked. It is done in the interest of a student own health and safety, and the health and safety of others because we feel, that at this time, the school is not the appropriate environment for the student.

When a student is sent home, we immediately plan how best to support them and get them back on track within the school. If the student is to return the following day, arrangement are made to reintegrate them. This involves the student and their parent or carer attending a meeting with the Head Teacher. If the suspension is for more than part of the day, we support them at home so that our work with them continues. Home visits can be made by staff who may work with the students off site, for example at a library or appropriate community venue. A reintegration meeting will be help as soon as possible.

8. Exclusion/Termination of a Placement

At TIME, exclusions/termination of a placement is a decision that will be made when all other strategies have been exhausted and our provision is unable to meet the needs of the individual. An admissions panel will be convened to consider several factors when making this decision and will not exclude/terminate a placement lightly. The factors that may be considered when making this decision include:

- Student commitment to learning.
- Attendance
- Punctuality
- Behaviour
- Health and Wellbeing
- Health and Safety to themselves and others
- Safeguarding

Both Head Teacher and Leadership team need to be in agreement and sanction the termination of any placement.

9. Criminal Activity

If a student becomes involved in criminal activity whilst at the school, we do not hesitate to involve the police. We regard this as part of the process through which they learn about the boundaries of acceptable and respectful behaviour both inside and outside of the school. At the same time, we immediately put a plan together to support the student within the criminal justice system, as well as continuing to support them in the centre and at home.

10. Physical Restraint

Staff at TIME only use physical restrain as a last resort if the student is at risk of injuring themselves or others. Staff at TIME have received Team Teach training to supports students before they reach breaking point.

The rights of the students are outlined in the Principles of Every Child Matters. These are:

- Being Healthy
- Staying Safe
- Enjoy and Achieve
- Making a Positive Contribution
- Achieving economic wellbeing

11. Rewarding Students

This policy acknowledges that good behaviour hinges on secure attachment and the belief that encouraging and rewarding students have a strong association with positive outcomes and relationships. The intention is to focus on the rewarding the positives. The aim of the rewards system is to provide a structed system in which different types of achievement can be recognised, and to foster a culture in which precise and rewards become more widely used and a way that rewards are accessible for all students. The school rewards system is designed to encourage a consistent and wider use of rewards throughout the school. All staff will be involved in celebrating a diverse student achievement across the school. Rewards may be in a form of simple verbal (praise), a positive behaviour log on our MIS system, written feedback on work, certificates, emails and letters of praise and phone calls home or reward trips.

12. Anti Bullying Policy

Within the school we actively promote a culture of awareness, tolerance, and inclusion. We encourage students to welcome difference, embrace diversity and strive to provide them with a safe and supportive environment that is free from intimidation.

We regard all forms of bullying as unacceptable and always challenge them. Bullying can involve: ageism, racism, sexism, homophobia, gender, disability. gender, gender identity, religion, lack of faith and other issuers relating to identity or difference. It can happen at the school, at offsite provisions or online.

Staff are vigilant and ensure that students feel both physically safe and comfortable to report the discuss any bullying issues, including cyber bullying. We work with both perpetrators and victims to use conflict resolution when appropriate.

We recognise that students' attitudes and aggression can also be rooted in cultural influences, such as computer games or music videos. We challenge gender-based stereotypes and encourage students to build relationships based on mutual respect.

13. How do we define bullying?

Threat of physical violence, assaults, verbal abuse, verbal attacks that targets a sense of difference are all forms of bullying because they cause distress to another person or group. We discourage play fighting and other physical games that can be a route for bullying.

Bullying can be:

- Teasing
- Humiliating
- Swearing and shouting
- Horseplay and play fighting.
- Threats
- Whispering
- Inappropriate touching
- Sexting, racist or homophobic remarks, or taunts relating to appearance of family circumstances,
- Exclusion from group activities
- Not taking to someone because of their race, colour, religion, gender or disability
- Damage to personal belongings or theft.

Cyber bullying: Threats, harassment and abuse by email, text, using social networks or any other digital technology.

14. Preventative Strategies

At TIME we:

- Create an inclusive ethos.
- Ensure that students are supervised at all times.
- Raise awareness of what constitutes bullying through formal discussion.
- Give students opportunities to talk about bullying in all forums including keywork sessions.
- Educate students on bullying both formally in the curriculum and also informally at lunch and break times including one to one session.
- Liaise with parents.
- Promote anti oppressive practice at all times.
- Ensure staff are on purpose at all times, listening and noticing at all times even when not engaging with the students.
- Challenge bullying immediately.
- Ensure staff always take responsibility for what they see, not disclosing sources by saying it was the victim who said it.
- Ensuring students hand mobile phones in during lesson times.

We deal with incidents immediately. We ask students weather they understand what they are saying and support them to understand why their language/action constitutes as bullying and how it may have an impact on other people. We talk about bullying consistently, which means that it is easy for our students to discuss it and that acts of bullying can be contained.

15. Risk Assessment

School safety is always our prime consideration. Students or staff must not be placed in situations that expose them to an unacceptable level of risk. For this reason, risk assessments is knitted into our practice. We constantly monitor and asses our student's behaviour and our responses to them, ensuring they have appropriate levels of supervision and striving to find the most effective ways to reduce and manage potential risk.

If a student becomes angry and leaves the site alone, a staff member will follow at a distance and at no more risk than a brisk walk pace, running after them could jeopardise the student safety. This enables us to supervise the students until they have calmed down and are able to return.

We simultaneously operate a policy of inclusion. To maximise our students' learning opportunities, we manage potential risk so that we can involve then in educational opportunities that could otherwise be closed to them. The process for students to take part in educational visits is one on continued risk assessment and involve careful planning.

TIME have a commitment to involving students in their own safety plans, which are calling individual risk assessment plans. This is to empower them and enable them to learn strategies to keep themselves safe when they are both on and off site.

Not all risk assessments can be pre planned. Staff follow a dynamic risk assessment process which involves the continues process of identing hazards, assessing risk and taking action to eliminate or reduce risk.

If we become aware that a student is a risk because of issues outside school, we follow our school safeguarding and child protection procedures as well as those of the Local Authority.

16. Problematic Sexual Behaviour that Requires Intervention

All staff working at TIME have a responsibility to respond to behaviour that could be considered sexually inappropriate in a public place. Staff receive regular training and updates around the Keeping Children Safe in Education guidance, and how to identify and challenge any unacceptable or harmful behaviour.

Steps that should be taken are as follows:

- Stop behaviour – remove the student away from other to speak with them.
- Describe the behaviour – to avoid any misunderstanding.
- Point out the impact in others.

- Remind students of what is acceptable and appropriate in the contact of the environment and the potential risks associated with their behaviour.
- Report the incident to the Designated Safeguarding Lean and follow the school reporting procedure.
- Record the incident on CPOMS. A support plan will be created and implemented if needed.

17. Monitoring and Reviewing

We are always striving to maximise the support we give to our students and to define new, creative ways to engage them and we review students' progress consistently. This policy is reviewed for relevancy and accuracy tri-annually, but as frequently as it is necessary to incorporate new practices and ensure that it meets the standard obligations as defined in Part 7 of the Education and Inspections Act 2006

This policy will be ratified by the school Governing Body.,

18. Useful Websites

www.bullying.co.uk
www.antibullyingalliance.org.uk
www.childline.org.uk
www.kidscape.org.uk
www.each.education
www.youngminds.org.uk
www.youngstonewall.org.uk
www.nspcc.org.uk
www.stoptextbully.com
www.beyondbullying.com
www.childnet-int.org
www.cyberbullying.org
www.chatdanger.com
www.eachaction.org.uk
www.stonewall.org.uk

This policy should be read in conjunction with the following School Policies and Procedures:

- Complaints Policy
- Equality and Diversity Policy
- Child Protection Policy & Procedures
- Staff Code of Conduct
- Behaviour Policy
- Mobile Phone Policy

This policy should be read in conjunction with the following DfE Guidance

Preventing and Tackling Bullying – Advice for Head Teachers, staff and Governing Bodies' July 2017

Cyberbullying: Bullying – Advice for Head Teachers and school staff November 2014