

# TRIDENT ALTERNATIVE PROVISION

## Behaviour Management Policy



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## Introduction

At Trident Alternative Provision, our mission is to **build firm foundations for the future**. We will: **nurture** the students in our care - addressing the social, emotional, and learning needs of individual students by providing the necessary help to remove the barriers to learning; **build** on their existing knowledge, skills, and state of personal development; **release** them into the world ready for their next stage of education and for adult life. We believe that positive behaviour and attitudes, will give our students the greatest possible opportunity to get the most from their time at the school and achieve positive outcomes. For this reason, we have drawn up this policy which aims to:

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- promote good behaviour, self-discipline, and respect.
- prevent bullying.
- ensure that students complete assigned work.
- regulate the conduct of students.

This policy outlines the procedures we will follow to promote positive behaviour and attitudes including:

- A consistent approach to behaviour management
- Strong school leadership
- Classroom management
- Rewards and sanctions
- Behaviour strategies and the teaching of good behaviour
- Staff development and support
- Student support systems
- Liaison with parents and other agencies
- Managing student transition.

## A consistent approach to behaviour management

Successful behaviour management hinges on the simplicity of the approach and consistency in implementation. We want our students to be very clear about what constitutes positive behaviour, what is expected of them and what they can expect in terms of rewards and sanctions. We want them to know that this will be consistent throughout the school, in every activity and with any staff member. To achieve a consistent approach to behaviour management we will:

- Ensure absolute clarity about the expected standard of students' behaviour
- Ensure that the behaviour policy is clearly understood by all staff, parents, and students.
- Display school rules clearly in classes and around the building.
- Display the tariff of sanctions and rewards in each class.
- Have a system in place for ensuring that students never miss out on sanctions or rewards.

## Expected standard of student behaviour at school

- Always be on time.
- Maintain a good attendance. Regular attendance is expected by law and the school takes attendance very seriously. A register is taken at the start of each lesson and disciplinary action will be taken against any student who is discovered to be truanting. More information can be found in the school Attendance Policy. Unauthorised absences will be managed in line with the school Attendance Policy.
- Complete all your work assignments to the best of your ability
- Keep your appearance smart and tidy.
- Be polite and respectful at all times.
- Keep yourself and others safe by following Health & Safety procedures
- Do your best at all times.

- Be considerate of others within your environment.
- Take care of your environment; keep it tidy and place litter in the bin.
- Do not tamper with Health and safety equipment – it is only for use in emergency situations.
- The following items are not allowed in school
  - alcohol
  - drugs (in the case of where a student needs to take medication during the school day, please refer to the school's Medication Policy)
  - items that can be smoked, such as cigarettes, cigars, e-cigarettes
  - matches, lighters
  - chewing gum
  - weapons
  - material that is inappropriate or illegal for children to have, e.g., that is racist or pornographic
- Students are forbidden from
  - any possession, use or supply of drugs and substances.
  - bringing alcohol or tobacco onto school premises or being in unsupervised possession of alcohol/tobacco or obtaining or supplying alcohol/tobacco to another or being impaired by alcohol/tobacco while on School premises or in the care of the school.
  - bringing the school into disrepute for any reason associated with alcohol, tobacco or drugs and substances, whether or not the student is in the care of the school at the time.

#### Expected standard of behaviour outside school

- Off-Site Visits - The expectations provided above apply whilst students, staff, volunteers, and helpers are involved in any off-site school visit. Students are also expected to follow the rules and procedures of the sites they visit and follow teachers' instructions about how to stay safe.
- Travel to and from school - The expectations provided in this Behaviour Management Policy apply whilst students are travelling to and from school. In doing so, their behaviour will maintain the positive reputation of the school.
- In the Community- The school will respond to all non-criminal inappropriate behaviour and bullying which occurs anywhere off the school premises when this is reported to the school or when it is seen by members of staff. Responses and sanctions will be in line with this policy and will involve the student's parents or carers. As in-line with legal requirements, staff will discipline the student on the school premises or in a place where the student is under the lawful charge of the staff member.

#### Ensuring that this policy is clearly understood by all staff, parents, and students

- The policy will be made available on the school website, in the school prospectus, on the school site electronically and in hard copy
- During staff induction, all staff will be required to read the policy, ask any questions, and confirm their understanding in writing. Staff will also be given training about behaviour management procedures.
- During students' induction, staff members will discuss the policy with parents and students to ensure that they understand expectations and how behaviour will be managed at the school. The parent and student will be asked to sign our home/school agreement.

#### Ensuring that students never miss out on sanctions or rewards.

- We will track students' behaviour in class and around the school
- We will have a dedicated time each week, and at the end of each term to check these records and identify students who have earned rewards
- Information about sanctions and when they will be applied will be made very clear in this policy
- Staff will be trained to "always follow through" with sanctions
- Records of sanctions will be kept on our critical incident logs

## **Strong school leadership**

The Headteacher and Senior Leadership Team will model the behaviour that is expected from staff. They will also:

- Know the names of all staff.
- Praise the good performance of staff.
- Take action to deal with poor teaching or staff who fail to implement the behaviour policy.
- Monitor the amount of praise, rewards and punishments given by individual staff.
- Ensure that staff praise good behaviour and work.
- Ensure that staff understand special needs of students.

In order to manage good behaviour around the school, they will take turns walking around the buildings and:

- Visiting the indoor and outdoor dining areas; the playground and being around at the beginning and the end of the school day.
- Maintaining a visible presence around the school.
- Checking that students come in from the playground and move around the school in an orderly manner.
- Checking up on behaviour outside the school.
- Checking the building is clean and well-maintained.

In order to promote positive behaviour and attitudes of individual students, the Headteacher and Senior Leadership Team will:

- Praise good behaviour.
- Celebrate successes.
- Have clear plans for students likely to misbehave and ensure staff are aware of them.
- Put in place suitable support for students with behavioural difficulties.
- Build positive relationships with the parents of students with behaviour difficulties.

## **Classroom management**

In order to promote positive behaviour and attitudes within the classroom, teachers will:

- Know the names and roles of any adults in class.
- Meet and greet students when they come into the classroom.
- Display rules in the class - and ensure that students and staff know what they are.
- Display the tariff of sanctions in class.
- Have a system in place to follow through with all sanctions.
- Display the tariff of rewards in class.
- Have a system in place to follow through with all rewards.
- Follow the school behaviour management policy.
- Know the names of students.
- Have a plan for students who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand students' special needs.
- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise students doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Scaffold and differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach students the class routines.

Teachers will also give feedback to parents about their child's behaviour - let them know about the good days as well as

the bad ones.

## Rewards and sanctions

Below are the rewards and sanctions that will be used to promote positive behaviour and attitudes. These will be discussed with students and their parents at the point of referral; displayed in every classroom around the school; applied consistently with the help of the behaviour tracking system, critical incident records and records of students' achievement of the behaviour targets from their Individual Educational Plans – IEP

### Rewards

The school recognises that a positive learning environment can be created by recognising positive efforts, praising students, and building mutual respect between staff and students, and between students themselves.

#### Individual Rewards

The following rewards are available for use by all staff:

- Verbal praise
- Sending students to the head teacher or SLT member to be praised
- Certificates are awarded for good work, good behaviour, and effort.
- End of term certificates for attainment, effort, and good attendance

#### Lunchtime Rewards

It is important that the expectations in the Behaviour Management Policy are reinforced at lunchtime. These are reinforced through rewards such as

- Verbal praise
- Coin tokens to collect
- Responsibilities

### Sanctions

In all disciplinary actions, it is essential for the student to understand that it is the behaviour that is unacceptable, and not them as a person. The school does not issue whole class sanctions.

A paid member of staff, or a member of staff who has authorisation from the Headteacher (for instance, parent volunteers on a school trip), has the authority to issue sanctions. The sanction, by law, must be issued whilst the student is under charge of a member of staff and in proportion and be reasonable, taking into account the student's age, any SEN or disability they may have, safeguarding issue and any religious requirements affecting them.

STAGE	BEHAVIOUR	INTERVENTIONS AND CONSEQUENCES
1	Low level inappropriate behaviours  e.g. calling out interrupting when the others are talking ignoring minor instructions making inappropriate noises	Apply positive strategies to encourage appropriate behaviours in-line with the school's ethos  e.g. catch them being good praise – happy face pre-empting the situation reminder of school expectations talking quietly to children restorative conversations give an object to fiddle with
2	Medium level inappropriate behaviours	Apply positive strategies and sanctions to encourage

	e.g. persistent disruptive behaviour deliberately creating a disturbance general refusal to follow requests offensive language	appropriate behaviours in-line with the school's ethos  e.g. class teacher to talk to parent and student record incidents/log give choice/expectation with timescale use visual timer lose time at break time
3	Higher level inappropriate behaviours e.g. serious challenge to authority harming someone repeated refusal to do tasks harmful, offensive name calling continuing to leave the class without permission fighting and intentional physical harm to others malicious allegations against staff	Apply positive strategies and sanctions to encourage appropriate behaviours in-line with the school's ethos  e.g. Behaviour Plan in place advice from outside agencies upon targets, strategies, and interventions report card record the incident in the critical incident log and report to the Deputy Headteacher involve parents in weekly monitoring of report cards
4	Serious inappropriate behaviours e.g. bullying – physical and emotional deliberately throwing objects with the intention of harming someone repeated challenge to authority extreme danger of violence leaving school boundaries bringing banned substances or items into school	Follow the antibullying policy Involvement of outside agencies Fixed term exclusion – follow the exclusions policy

## Behaviour strategies and the teaching of good behaviour

### Preventative and De-escalation Measures

At Trident Alternative Provision we believe that preventing inappropriate behaviour is more effective and beneficial to students than managing situations when they occur. The aim is to create a safe, positive, and productive learning environment, based on the principles of consistency, fairness, and engagement. In order to provide this, the school manages behaviour through positivity. To do this, we will

- work to ensure positive, professional, and mutually respectful relationships are developed between staff parent/carers and each student
- acknowledge and celebrate the talents, gifts, and differences between individual students
- ask every student to do the best they can. Staff members will teach and facilitate this behaviour.
- praise and reward appropriate behaviour
- use behaviour management strategies, such as distraction, addressing inappropriate behaviour quietly, listening to the student's voice
- restorative practices are used as a proactive measure to de-escalate situations and to explore, restore and repair relationships

### Teaching of good behaviour

- We will use our PSHE, SMSC and British Values curriculum to teach students respect, positive attitudes, and good behaviour
- We will follow the University of Birmingham's Jubilee Centre for Character & Values' Character Curriculum for Key Stages 1 – 4

- We will promote positive behaviour through our rewards and sanctions system
- Teachers and leaders will model the positive behaviour and attitudes that is expected of students

#### Use of Reasonable Force

Under Section 93 of the Education and Inspections Act 2006, all staff members, and any other person whom the Headteacher has given the responsibility to be in charge or in control of students may use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline during teaching sessions and otherwise. **Use of force should only be used as a last resort.**

The school does not encourage the use of force and it will be used rarely. There is no definition of when it is reasonable to use force, as every situation is different and will have to be judged by the staff member in charge at that time. The degree of force used will be the minimum needed and proportional to the situation.

All incidents involving the use of force will be recorded in a bound, page-numbered significant incident book by staff involved as soon as possible after the incident and copies will be given to the Headteacher. Parents will be informed of the incident although, lawfully, the school have the right to not inform a parent if they decide it is inappropriate to do so.

#### Screening, Searching and Confiscation

The guidance provided in the Education and Inspection Act 2006 and the 'Searching, screening and confiscation Advice for Headteachers, school staff and governing bodies' (February 2014), states that staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in possession of a student that are illegal or banned from school, for instance, knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images and articles that have been or could be used to commit an offence or cause harm; the first priority being to ensure that students and adults are in a safe and secure environment when they are in school. Any items that may jeopardise the safety of others or themselves will be taken from the student without notice. A staff member can search a student with the child's permission to look for any item that are illegal or banned from the school. It is only the Headteacher, or a staff member who has been authorised by the Headteacher, who has the power to search a student without the student's consent if they suspect they are in possession of illegal items.

Section 93 of the Education Act 2011 states that staff have the legal right to seize an electronic device to examine any data or files on the device if there is good reason to do so. These data or files may be erased before returning the item to the owner if they believe there is good reason to do this.

### Staff development and support

- During induction, all staff will read this policy and receive training about implementing it effectively
- Staff will complete Character Education CPD from the University of Birmingham's Jubilee Centre for Character & Values
- Staff will also receive Team Teach's Positive Behaviour Management training
- Staff will receive training about supporting students with special educational needs; social, emotional, and mental health needs.
- The Deputy Headteacher will provide support for all staff members in matters of behaviour as the first point of contact is recommended procedures are not working
- Staff will have monthly supervisions during which they will be invited to ask for any additional support they might need in order to manage behaviour effectively and to let leaders know if student behaviour or managing it is causing them stress.
- Trident Alternative Provision will ensure the well-being of staff

## **Student support systems**

Trident Alternative Provision will undertake reviews of the needs of students and involve external agencies, such as the Behaviour Support Specialist, Educational Psychology Service where it is deemed by the school to be appropriate and beneficial to the student to do so. This will be discussed with the parent/carer beforehand and signed consent will be necessary in order to engage outside agency involvement.

## **Liaison with parents and other agencies**

For the Behaviour Policy to be successfully implemented it is essential that its contents are communicated effectively to all members of the school community. The school believes that parental support and acknowledgment of how behaviour is managed within the school will enhance the effective partnership between home and school.

We work with parent/carers and students so that effective learning communities can be established. The school will report behaviour, appropriate and inappropriate, to parent/carers regularly. Parents are encouraged to communicate with the school if they have a concern about their child's behaviour or well-being, initially with their class teacher.

- School expectations will be reviewed at the beginning of each academic year in conjunction with all staff and students.
- School expectations will be placed in prominent places in all areas of the school and also in the Home/School Agreement information of which parent/carers and students are asked to sign. These agreements are reviewed with parents and children annually and are the focus for regular discussion in class as well as during whole school assemblies.
- The policy will be reviewed at the beginning of each school year, to ensure that all staff and students are fully aware of its contents and are implementing it consistently.
- For clarification on any of any points in the Behaviour Management Policy, parent/carers, volunteers, and students are asked to discuss this with a member of staff.

## **Managing student transition**

- We carefully manage the transition of students as they join the school; and as they prepare to leave the school.
- During the referral process, students and their parents visit the school, tour the premises, talk to staff, attend some sessions, and talk to other students.
- During Key Stages 4 students receive transition support as they prepare to leave school or college. The school will use the services of a charity called Talk the Talk to deliver a transition programme which develops the competencies needed to take their next step with confidence and a positive mindset.
- We will also invite SMBC to deliver their progression support for students in Years 11
- We have good communicative relationships with local Further Education Colleges and Independent Training Providers. Students are encouraged to attend taster days and visit prospective new colleges.

## **Review**

This policy will be reviewed annually to assess its effectiveness and update it as necessary.

## **Complaints**

We hope that parents and students will not have any complaints about the operation of our behaviour management policy; nevertheless, copies of the school's complaints procedure can be sent to parents on request and can be found on our website.