

Behaviour and Discipline Policy

(To be read in conjunction with the 'Anti-Bullying' Policy)

At CEAL we expect and encourage self-regulation from the learners and understand that behaviour is their way of communicating. We will provide a safe environment for learners to explore their emotions through their behaviour in order to achieve an environment which enables emotional development, effective learning and high standards. We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of learners with Special Educational Needs.

Aims

- To develop a moral framework within which learners can mature emotionally and in which sound relationships can flourish
- To enable learners to develop a sense of self-worth, respect and tolerance for others
- To produce an environment in which learners feel safe, secure, accepted and respected without being judged, forced, coerced or manipulated.

Objectives

For learners to show

- Self confidence
- Self control
- Acceptance of others thoughts, feelings and behaviours
- Respect, courtesy and tolerance towards staff and each other
- Pride in their achievements
- Interest in their activities
- Empathy with others' feelings
- Respect for their environment and community.

Staff are expected to be good at recognising emotional triggers in themselves and their learners and able to use their skills of active listening to manage and improve learner behaviour.

Behaviour Management Methods

A variety of methods are used to encourage and support learners to behave appropriately but mostly it involves active listening to the concerns of learners and using non-judgmental, non-violent communication with them to ensure that they feel that they are being heard. We promote a 'person-centred approach' and consider that 'behaviour is communication'.

The theories of Carl Rogers and Marshall Rosenberg underpin our views on communication and person-centred approaches and facilitators are encouraged to use the Day's 3Rs of Communication as their main form of communication with learners as this non-judgemental approach can improve the level of understanding, leading to an improvement in behaviour.

Rewards

CEAL prefers the learner to be able to identify when they have behaved well and works on encouraging 'intrinsic' rewards. This is often achieved with 'reporting' what the learner has been doing and highlighting the good practice.

Extrinsic rewards in the form of treats, prizes or rewards are avoided as much as possible although we recognise the value of external qualifications and the motivation that can occur when a learner is awarded a certificate.

Unacceptable behaviour includes

CEAL recognises that if the learner is behaving in a way that may be considered 'unacceptable' in many situations it is often because they lack the skills to express their anxiety, fear, frustration or anger in any other form. In most cases of unacceptable behaviour from a learner we can often identify a trigger from an adult communication or other event.

The following list gives an idea of what might be considered to be unacceptable in many situations but can also be interpreted as the learner's reaction to anxiety, fear or an inability to communicate effectively with words.

- Disobedience to a reasonable instruction.
- Biting, spitting, hitting and/or kicking.
- Foul language and swearing.
- Making unkind remarks.
- Damaging property, including defacing property e.g. graffiti
- Aggression to adults or others.
- Stealing, including hiding another person's property.
- Carrying knives, drugs, alcohol or any offensive weapon into school.
- Racist or derogatory comments e.g. use of the word 'gay' or behaviour that causes offence e.g. all forms of bullying (see Anti-Bullying Policy)
- Fighting or encouraging others to fight.
- Forming gangs for the purpose of intimidating others.
- Bullying, in any form, e.g. cyberbullying (including from home), homophobic bullying.
- Wearing of any symbols that could cause offence to individuals and or groups, either by gender, sexuality, race, colour, culture, disability or religion.
- Putting themselves, other learner or adults at risk.
- Creating or spreading malicious 'gossip' about adults who work or volunteer in school, about other learner and families, and including the use of social media
- Leaving the premises without permission.

Management of Behaviour

CEAL's aim is to understand the causes of unacceptable behaviour and work with the person to help them to find more acceptable ways of communicating.

CEAL does not punish or exclude learners but aims to support them in managing their behaviour.

Incidents of unacceptable behaviour, including leaving the premises without permission, will be recorded in the Incident Book.

Leaving the premises without permission

CEAL works to support learners by providing a safe and secure environment. Learners are very closely supervised, usually on a 1:1 basis and would not be able to leave the premises without being seen. Because of the communication techniques that CEAL uses, it is highly unlikely that a learner will leave the premises without permission. However, in

the unlikely event that a learner does leave the premises without permission:

- staff will take a mobile phone and follow at a distance
- staff will call the parent / carer
- staff will attempt to support the learner and identify the trigger for the behaviour
- staff will use their professional judgement to decide if it is necessary to call the police
- if the learner is on roll at a school, the school will be informed immediately
- staff will inform the parent / carer in every incident of a learner leaving the premises without permission
- staff will complete an incident report.

Confiscation of Inappropriate Items:

A member of staff may confiscate, retain or dispose of a learners' property so long as it is reasonable in the circumstances. The law protects staff from liability of damage to, or loss of confiscated items, provided they acted lawfully.

Once an item is confiscated, the member of staff must make an effort to keep the property safe. The confiscated item must then be returned to the child's parent, at which time, the member of staff will explain to the parent why the property was confiscated. Staff also have the power to search without consent for prohibited items, including;

- Knives, weapons
- Stolen items
- Cigarettes, lighters, matches (incl lighter fuel and propellants)
- Drugs, alcohol
- Fireworks
- Pornographic material
- Any article that could be used to commit an offence, damage property or cause injury to self or another person.

Where appropriate, items may be handed to the police. The Centre Manager will decide whether it is appropriate to involve other outside agencies e.g. Social care Team.

Racist remarks:

Any words or actions that cause offence to another person and are considered racist by the offended person will be deemed as a racist remark. In this case the learner will be reprimanded, the Centre Manager is informed and a record of the incident will be kept.

Proprietor's Signature: Sophie Keene

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