



Redbridge Alternative Provision

Behaviour Policy

Review Autumn Term 2022

Date Approved: _____

Policy

This policy follows guidance under the Equality act 2010 in respect of safeguarding and students with SEN, behaviour and discipline in schools: Advice for Headteachers and school staff January 2016.

Introduction

Redbridge Alternative Provision (RAP) believes that all students, regardless of race, gender, religion, sexual orientation, ability and disability, have the right to learn in a safe, caring, nurturing and supportive environment.

RAP has high regard for its students' spiritual, moral, social, emotional and cultural well-being and all staff endeavour to provide a caring and creative environment. We work hard to promote the right for students to speak out and seek help in all aspects of their well-being.

RAP fosters an environment in which everyone feels safe, secure and respected, where high standards of behaviour and self-discipline are promoted. We have an ethos where all members of the school are valued as individuals.

At RAP, emphasis is placed on the development of positive relationships between all members of our community alongside positive reinforcement of behavioural standards through de-escalation and positive modelling from staff.

All staff (unless it is deemed inappropriate) at RAP are trained in Positive Handling Techniques by Intelligensa.

Positive Handling Techniques aim: through the promotion of de-escalation strategies and the reduction of risk and restraint, to support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviour that challenges, whilst promoting and protecting positive relationships.

This policy sets out the expectations of behaviour where staff, students and parents/carers/families and other professionals, seek to create an environment, which encourages and reinforces positive behaviour and the fostering of positive attitudes.

In addition, it sets out the consequences for poor behaviour, should it arise.

School Characteristics

Some examples of positive behaviour which are promoted and expected are listed below:

- Respectful language
- Active listening

- Respect for the environment
- Turn taking
- Willingly following appropriate instructions
- Acting on recognised etiquette
- Respect for self and others.
- Taking personal responsibility for one's own actions, acting considerately towards others
- Respecting the rights and property of others
- Encouraging self-discipline
- Encouraging tolerance
- Telling the truth
- Challenging and reporting anti-social behaviour
- Demonstrating school values
- Helpful to staff
- Successfully responding to teacher marking comments
- Positive involvement in class discussion
- Completing all work to an exceptionally high standard
- Participation in an out of school events

Through implementation of the behaviour policy, we aim to:

- Create a caring, stimulating and secure environment in which everyone can work and play safely
- Promote good behaviour and accept that it is everyone's responsibility
- Have high expectations of positive behaviour through modelling, coaching and effective implementation of appropriate and understood consequences
- Encourage students to value the school environment and its routines
- Empower all staff to expect and receive appropriate behaviour from, and for, everyone
- Ensure that good behaviour is recognised and rewarded
- Raise student's self-esteem and promote empathy and respect for self and others
- Develop a culture in which we accept the child but not the behaviour
- Ensure that the policy and characteristics are understood, consistently implemented throughout RAP, and that effective mechanisms are in place for the monitoring and evaluation of this policy
- Sound professional judgement from staff is needed
- Support the students that arrive at RAP with a variety of complex needs. It is important therefore, that the school identifies the best support for the student in order for them to achieve. This may involve internal support e.g. academic or pastoral interventions, or external support e.g. assessment and monitoring, external provision, social services, CAMHs etc.
- Ensure that the school's expectations and strategies are widely known and understood by all stakeholders

- Ensure that every member of the schools' community behaves in a considerate way towards others, both on RAP's site and off-site including the local community.

How we will achieve our aims:

- By establishing a set of behaviour expectations that students know and understand
- By having adults who lead by example and model good practice; praise, relationships and reward are key to creating a positive atmosphere where students have the opportunity to succeed
- Through close monitoring of every student on a lesson-by-lesson basis throughout the day
- SEN Support Plans are established for all students. These are read by all staff so that absolute consistency is used around the management of each child's behaviour
- That both the student and parents/carers are made aware of the SEN Support Plan and what strategies will be used to support positive behaviour

The Curriculum and Learning

An appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the personalisation of the curriculum incorporating individual student needs, the active involvement of students in their own learning, and structured feed-back all help to avoid the alienation and disaffection, which can lie at the root of poor behaviour. Lessons must have clear objectives understood by the students which are differentiated to meet their individual needs.

Marking and record keeping will be used both as a supportive activity, providing feed-back to students on their progress and achievements, and as an indicator that the student's efforts are valued and that progress is important.

Classroom Management

Classroom management and teaching methods have an important influence on students' behaviour. The classroom environment gives clear messages to the student about the extent to which they and their efforts are valued.

Classrooms should be organised to develop independence and personal initiative.

Furniture should be arranged to provide an environment conducive to positive behaviour.

Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.

Displays should help develop self-esteem through demonstrating the value of each individual's contribution.

The classroom should provide a calm, welcoming environment.

Teaching methods will encourage enthusiasm and active participation for all. Lessons will aim to develop the skills, knowledge and understanding, which will enable students to work and play in cooperation with each other.

Praise should be used to encourage good behaviour as well as good work.

Rewards

Our approach to creating a positive ethos within the school is to treat students positively, by praising them, offering them encouragement and acknowledging their achievements. We will ensure that students know that their effort, achievement and positive behaviour are recognised and valued by means of a range of rewards

Commendations:

- Reward vouchers
- Share good work with another class or member of staff
- Parents/Carers informed of good work through phone calls or text messages home.

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. (Preventing and Tackling Bullying, Advice for Head Teachers, staff and Governing Bodies, DfE, 2011, p. 4)

All forms of bullying should be taken equally seriously and dealt with appropriately.

We understand that bullying can take place between students, between students and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods. We understand that all students have disagreements with each other and friends fall out for a time. This is not usually bullying.

Four main types of bullying can be identified:

- Physical
- Verbal
- Emotional
- Cyber

Specific types of bullying include:

- Bullying related to race or colour, religion or belief or culture
- Bullying related to special education needs (SEN) or disabilities
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked-after student or otherwise related to home circumstances
- Sexist or sexual bullying
- Bullying of adopted student
- Bullying using electronic forms of contact (cyber bullying)

Styles of bullying include:

- Intimidation and rude gestures
- The 'look' – this is given as an example of non-verbal bullying
- Threats and extortion
- Malicious gossip and exclusion from the group
- Telling tales with the express purpose of causing trouble
- Threatening texts or messages in chat rooms

Preventing Bullying

We aim to create an environment where students can grow and flourish without fear. Each student has the right to be safe in and out of school and to be protected when they are feeling vulnerable.

We aim:

- To ensure that students learn in a supportive, caring and safe environment, without fear of being bullied
- To demonstrate that the school takes bullying seriously and that it will not be tolerated
- To take measures to prevent all forms of bullying in the school and during off-site activities
- To support everyone in actions to identify and protect those who might be bullied
- To clarify for all students and staff that bullying is wholly and always unacceptable
- To demonstrate to all that the safety and happiness of students is paramount
- To promote an environment where students feel they can trust and tell adults if they are being bullied or know about any bullying
- To promote positive attitudes in students
- To ensure that all staff are aware of their duty of care over those in their charge and the need to be alert to signs of bullying
- To ensure that all staff are aware of procedures through regular training

The Role of Governors

The governing body will discuss, review and endorse agreed strategies and will discuss the Headteacher's report on the working of this policy. The governors will be made aware of individual cases where appropriate.

The Role of Staff (duties)

Senior Leadership Team (SLT) have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying amongst students.

RAP's SLT will:

- Ensure that all staff have an opportunity of discussing strategies
- Review strategies regularly
- Determine the strategies and procedures
- Discuss development of the strategies
- Ensure appropriate training is available
- Ensure that the procedures are brought to the attention of all staff, volunteers, parents and students; and report to the governing body
- Be responsible for the day-to-day management of the policy and systems
- Ensure that there are positive strategies and procedures in place to help both the bullied and bullies
- Keep the Headteacher informed of incidents
- Refer and liaise with inter agency working groups, if necessary
- Arrange relevant student training with the Headteacher, determine how best to involve parents in the solution of individual problems
- Ensure proper record keeping

All staff will:

- Be responsible for ensuring that the school's positive strategies are put into practice; know the school's procedure, deal with any incidents that are reported and recorded on the school's MIS.

Keyworkers will:

- Be responsible for liaising with Senior Leaders over all incidents involving students in their groups
- Be involved in any agreed strategy to achieve a solution
- Assist in the delivery of anti-bullying programmes

All Staff and volunteers will:

- Know and follow all relevant policies and procedures
- Keep clear records of incidents on the reporting system
- Be observant and talk to students
- Deal with incidents according to the policy

- Never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity
- Take action to reduce the risk of bullying at all times and in places where its most likely

The Role of Staff (responses) dealing with incidents:

- If bullying is suspected or reported, the incident will be investigated and dealt with immediately by the teacher approached
- If a racial element to the bullying is suspected the Senior Team must be informed immediately
- The teacher will record the details of the incident on the reporting system and inform the relevant senior staff
- All the parties will be interviewed and a record made
- All staff will be informed at the next briefing
- Parents will be kept informed by the relevant keyworker
- Any sanctions will be determined by the Senior Team in conjunction with the relevant tutors

In any incident of bullying, staff should be aware of the following principles:

- It is important that students who experience bullying can be heard
- It is important to note that people react differently to bullying and it is often very difficult to tell if someone is upset or hurt
- It must be emphasised to the students that they should NEVER take the law into their own hands and should remember that physical aggression is not acceptable
- They should be reassured that the adult will try to sort out the problem as calmly as possible
- Parents will be requested to come and discuss matters
- The incident would be noted down and put into the student's personal file
- Students will be told always to report incidents of bullying

Reporting and Recording:

- All incidents must be reported and recorded in full

Anti-Bullying Education in the Curriculum:

- The school will raise the awareness of the anti-social nature of bullying through school assemblies, the school voice, use of tutor time and in the curriculum as appropriate
- There will be an anti-bullying programme as part of the PSHE course
- Changing the attitudes and behaviour of bullies will play a major part in the strategies used by the school

Supporting Students, Bullied Students, Bullies

Staff who deal with students who have been bullied must always offer reassurance, students who have been bullied will be given support.

It is recognised that support must also be given to the perpetrator. Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the school. However, the school recognises that sanctions will also have to be used against bullies.

All of the students concerned should be fully involved in the discussions leading up to the solution and should not be left feeling isolated.

In addition to preventative strategies to combat bullying, action will be taken to deal with bullying behaviour. This will be based on our principle of 'Making it right.' Action will be determined by the nature of the bullying on an individual basis and might include:

- Restorative justice i.e. some form of recompense to the victim
- Withdrawal of privileges
- Withdrawal from group activities
- Additional activities beyond the normal school day to 'make it right' to the victim
- Fixed term exclusion from the school
- Involving Parents
- Parents, as well as all staff and students, should know that the school will not tolerate bullying, and takes a positive, active approach to educating students to combat it
- Parents will be informed of the policy and procedures
- Parents of students who are being bullied and parents of the bullies will be involved in the solution to the problem as appropriate
- Involving Students
- Students will be involved in the positive strategies through both the student voice and tutor groups
- Students will have an input into the anti-bullying strategy
- Students must know to whom they should go if they are being bullied or if they are concerned about another child

Monitoring

The Senior Leadership Team will consider reports of bullying to determine what can be learned from the incidents and how they were handled, with a view to improving the school's strategies. These reports will also enable patterns to be identified.

Consequences and Disciplinary

Sanctions for Students' conduct outside RAP's gates. Students' conduct outside RAP's gates will be managed in line with RAP's behaviour policy. RAP will respond to misbehaviour when the students are:

- Taking part in any school-organised or school-related activity
- Travelling to or from RAP
- Wearing RAP uniform

In some other way identifiable as a student at RAP or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of RAP
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of RAP

In all cases of misbehaviour the teacher can only discipline the student on RAP's premises or elsewhere when the student is under the lawful control of the staff member.

When we discuss inappropriate behaviour, we will encourage students to consider alternative choices they could have made, which would have resulted in a more positive outcome.

Consequences of inappropriate behaviour may be:

- Use of criteria that relate to the inappropriate behaviour.
- Supported time to reflect on their behaviour and discuss the decisions they made; thinking about what other choices are available to ensure positive responses/behaviour in the future
- A sanction imposed on off-site activities
- A student and parents/carers meeting
- A planned supportive intervention from the Pastoral Team or other staff member
- Detention will be available during enrichment or after the RAP day
- A student may be Fixed Term Excluded from RAP

When issues arise, the student involved will have the opportunity to offer an explanation, we will always be fair.

Staff will:

- Provide a consistent approach across the whole of RAP
- Model appropriate behaviour, promoting honesty and courtesy by example
- Provide a caring and effective learning environment and deliver an appropriate curriculum

- Encourage relationships based on kindness, respect and understanding of the needs of others
- Show appreciation of the efforts and contributions of all within RAP
- Ensure fair treatment of each individual, regardless of age, gender, race, sexual orientation, ability and disability
- Follow the agreed Behaviour Policy and support each other in doing so
- Make use of RAP's Whistle Blowing policy, if it is felt that staff are not supporting RAP's ethos, procedures or standards

Students will be encouraged at all times by staff to:

- Treat others as they would like to be treated
- Respect others, regardless of age, gender, race, sexual orientation, ability and disability
- Accept responsibility for their choices
- Demonstrate good manners
- Take care of their personal appearance, school environment and belongings
- Work collectively within their classes and key stages

Key Workers will:

- Analyse the student's daily data and be the key pastoral link for that student in RAP. It is essential that they form positive and trusting relationships with all of their assigned students
- Create a professional, positive relationship with the parent/carers of the students who are in their group
- Be responsible for completing a SEN Support Plan for the student, where longer term targets are set and reviewed each term during our parent consultation days
- Analyse half termly data to formally identify and record patterns of behaviour and planned pastoral interventions, to support the promotion of positive behaviour

We will encourage parents, carers and families to:

- Support RAP so that students receive consistent messages about how to behave both at home and at RAP
- Support and encourage their child's learning
- Inform the class teacher, keyworker, attendance officer, safeguarding team, SENCo or relevant members of the SLT should any concerns arise about behaviour at home

The Leadership Team will:

- Implement the Behaviour Policy consistently throughout RAP
- Regularly analyse trends to ensure RAP is moving forward together
- Ensure the health, safety and welfare of all students in RAP
- Celebrate examples of exemplary behaviour with the whole school

- Support the staff in implementing the Behaviour Policy
- Keep detailed records of all reports of incidents of serious misconduct, physical intervention etc, together with details of the action taken
- Deal with serious, unacceptable behaviour

Conclusion

Detailed data analysis and the development of positive relationships are fundamental to supporting the holistic growth of our students. A whole school reflective approach will ensure that all individuals are supported and develop appropriate attitudes and behaviours for lifelong learning.

Students will not follow a set of expectations just because they exist, or are posted on a classroom wall.

This policy and guidelines must be followed by all staff to ensure a consistent approach to managing behaviour at RAP.