

Behaviour for Learning Policy – July 2022

Revised June 2023 – Classroom Management Booklet Appendix Change

Revised March 2024- Correspondence protocol Reviewed July 2024

Revised September 2024 – Overview of the policy.

Ethos and Values

At Progression 4Work we always attempt to fulfil our Mission Statement to provide an educational and social experience to meet the learning and emotional needs of our young people within the framework of a caring, supportive and structured environment. Young people will be helped to develop their individual potential for growth, self-worth and self-control through experiencing clear and consistent guidance and support on appropriate ways of behaving towards other people within the Hub and the outside world and realise an ambition for future, economic independence.

Aim of Policy

Our aim is to encourage all pupils to:

- Learn to develop an understanding of the ways their behaviour affects other people. Learn to respect the reasonable needs, wishes and feelings of others.
- Learn to control and take responsibility for their own behaviour
- Learn to develop a responsible, supportive and caring attitude towards other people.
- Learn to develop a respect for property and for their environment.
- Consider the impact that their behaviour has upon learning.
- Understand that a partnership between home and Progression 4Work exists

Classroom Management

We have a consistent approach throughout Progression 4Work in the management of pupil behaviour, this ensures optimum learning can take place. Staff meetings at the start of each term with appropriate CPD throughout the school year, have a clear focus on behaviour and safeguarding in relation to school policy.

Every classroom / 1:1 Mentor has a Classroom Management List which clearly outlines the expectations of the Hub. The list can be found on the wall in every classroom or is carried by the 1:1 Mentor at all times. It informs and gives guidance to all staff of the

day-to-day management of the Hub / young people.

All staff are made aware of this list and encouraged to read it before the pupils arrive at the Hub or are picked up for their 1:1 Outreach session.

Each week through the appropriate team meetings which are used to inform staff on updates regarding Behaviour, Safeguarding, staffing and any other relevant information required for the following week. If there is an issue with staffing, appropriate notes from the meeting will be communicated to all staff via email. There are timetabled whole Hub / team staff meetings throughout the academic year to discuss Behaviour Management within the Hub or on Outreach. Staff can request a meeting with the Headteacher, Head of Progression 4Work, Outreach Manager or Behaviour Manager at any time if they have concerns over a group or individual pupil. The Headteacher, Head of Progression 4Work, Outreach Manager or Behaviour Manager can also request a meeting with groups or individuals at any time to discuss with them their concerns regarding behaviour management. The Headteacher or Head of Progression 4Work will then feedback to Directors when necessary.

To ensure and maintain good behaviour in lessons teaching staff are expected to have considered the following points in their planning

- The structure of the lesson to ensure a consistent approach to behaviour for learning
- The seating arrangements / venue
- Encourage / model appropriate behaviour for optimum learning
- Engage pupils and maintain pace
- Consider the lighting, heat, noise level
- Adapted work
- Good use of personalised support

Individual Behaviour Support Plans / Risk Assessments are in place to support the pupils that can display challenging behaviour. These plans have been written by staff that are most familiar with the pupil and have proven strategies to help support the pupil if they are displaying challenging behaviour. These plans are a working document as the behaviour of a pupil can change significantly over a short period of time and staff should update as required. Pupils that have challenging behaviour also have an individual risk assessment for onsite and offsite visits.

The Behaviour Support Plans are discussed with the parent/carers and commissioning schools as appropriate, and a copy is provided for them if required. If parents have any concerns over the plan they can request a meeting with the Headteacher to discuss their concerns. All plans are reviewed as and when required. All plans are reviewed by

the Headteacher / Head of Progression 4Work / Outreach Manager/ Behaviour Manager.

The Behaviour Plans / Risk Assessments are structured in the following way:

Stages of behaviour

GREEN = calm and relaxed

Proactive strategies are part of the behaviour support plan and aim to support the student stay focused and happy. Proactive Strategies are designed to meet the needs of the student without them needing to focus on challenging behaviour. This part of the plan should include any strategy that can be used to support a pupil to remain focused and on task.

AMBER = anxious or signs of becoming distressed

This part of the plan describes what to do in response to the early warning signs and to help you intervene as early as possible to prevent the pupil displaying challenging behaviour

RED = incident.

A reactive plan to describe what you should do or how to manage in response to challenging behaviour as safely and quickly as possible, to keep the student and those around safe. Physical intervention should be a last resort and not used as a long-term solution

A copy of the Behaviour Plan can be found in the Progression 4Work office.

Support Strategy throughout the Hub

All students throughout the Hub or on Outreach are aware that they can have five minutes out of the classroom to 'calm down'. The 5 minutes out is managed in different ways depending on the individual.

- Some pupils prefer to sit for 5 minutes alone and then be told when the time is up
- Some pupils use a 5-minute timer and return to lesson when the time is up
- Some pupils prefer a member of staff to sit with them but not speak
- Some pupils prefer to talk the situation through, solutions given and then they can return to the classroom

The IBP will inform staff of the most appropriate strategy for the individual.

To help pupils to achieve their academic aims, guidance is given about which behaviours are supportive and helpful and make the Progression 4Work Hub / the Outreach venue a better place to be, and to identify which behaviours are not acceptable. These targets also apply on all off-site visits.

Progression 4Work Behaviour for Learning Targets are:

- Be kind, considerate and polite
- Everyone listens to each other
- Respect each other and each other's property
- Be responsible for your own actions and decisions

These targets are displayed in all classrooms / carried by all Outreach staff and all staff are expected to remind students of Progression 4Work expectations.

Showing Respect for Other People

This would include behaviours such as:

- Speaking to adults and young people politely and without saying anything which could offend or upset them.
- Understanding what might upset and offend other people and taking care to respect their views and opinions. Any comments which put people down, upset them, are offensive, racist or sexist, or threaten those in any way are not acceptable.
- Showing respect for other people's personal space by not touching, hitting, bullying or intimidating them. Any threat or action which might physically harm, hurt or frighten another person is not acceptable.
- Understanding that people have tasks and work to do and allowing them to get on with their work without disturbing them. It is not acceptable to interfere with another person's learning or teaching.
- Showing concern and support for other people, especially when they are having difficulties. Co-operating with other people and understanding that this involves considering their views. It is not acceptable for young people to join in with, or encourage, another person when they are having a difficulty.

Showing Respect for Property

This would include behaviour such as:

- Respecting other people's property and work and not damaging it. It is never acceptable to interfere with somebody else's work.
- Respecting and contributing to displays around the Hub / venue (if appropriate). These are a celebration of our success at Progression 4Work and in community.
- Looking after Progression 4Work equipment that we use.
- Looking after the building, its furniture and furnishings and the environment.
- Understanding that damage to property upsets people, spoils our environment and is not acceptable.

Working in Lessons

This would include behaviour such as:

- Listening to teachers' / mentors' instructions and explanations about the lesson – doing the task asked of you as well as you are able.
- Asking for help when it is needed.

Refusing to take part in a lesson or causing disruption to classes or public buildings prevents other people from learning and is not acceptable.

Keeping to the Routines of Progression 4Work, in the Hub or on Outreach

This would include behaviour such as:

- Going to the right place for different lessons and activities during the school day. Wandering away from a designated area is unacceptable because it can be dangerous and prevents learning from taking place.
- Keeping away from places where access is not allowed either because they are private or dangerous. This would include people's offices and personal rooms, staff rooms, the roof and the boiler house.
- Ensuring that all aspects of Progression 4Work's Non-Smoking/Vaping Policy are always adhered to.
- Handing in any personal items not appropriate to the Hub environment, including hats, personal stereos, cigarettes, mobile telephones, Vapers etc., either on entry to the building in the morning to members of SLT or to the class

staff to go into the locked cupboard, these are returned at the end of the school day.

- Any pupil suspected of being in possession of knives/ weapons, alcohol, drugs, stolen items, tobacco, Vapers, cigarette papers, fireworks, pornographic images or any article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence, cause personal injury, to or damage to the property of, any person (including the pupil) will be searched by a member of the Leadership Team with a second member present. The Headteacher and other staff authorised by them have a statutory power to search pupils or their possessions, without consent from the pupil.
- Staff can also seize any item, they consider harmful or detrimental to school discipline.
- The Police may need to be contacted in certain circumstances. Parents will be contacted to inform them of confiscated items.
- Behaving in ways that are safe and therefore do not put other people at risk.
- Everyone at Progression 4Work has a responsibility to use safely, the equipment that is available.

Encouraging Appropriate Behaviour

To encourage pupils to develop an awareness of their own behaviour and its effects on others and to help them develop mature and thoughtful self-control, we use a variety of strategies based on the following beliefs:

- That appropriate and supportive behaviour should always be acknowledged, valued and rewarded.
- That young people's self-esteem should be enhanced.
- That inappropriate behaviour will be challenged.
- The principle strategy that we use to value and regard appropriate and supportive behaviour is our daily points system.
- Progression 4Work staff extensively use informal rewards to acknowledge the value of appropriate positive behaviour and these include:
 - Certificates
 - Visual reward
 - Verbal praise from staff
 - Phone calls, text message or email home
 - Informal rewards – additional Reward Points
 - Home/School diaries

Rewards System

AIM:

- To reinforce positive behaviour within Progression 4Work Hub and on Outreach
- For pupils to collect as many points as they can to use towards a trip out or to spend in the virtual reward shop.
- For the pupil to take control of their own behaviour and recognise the rewards for doing so.

How to use the Reward System

- Each lesson will be worth 10 target points.
- Exceptional work or achievement can be enhanced with additional Reward Points
- Reward points will be awarded for behaviour, conduct or actions that you think are above the normal expectation for that individual pupil.
- All staff are encouraged to use the Reward System.
- All rewards are recorded on class dojo.
- Dojo will automatically add up the total points earned for the week and add this to the previous week. An opportunity will then be given to spend or save their points.
- Reward points can only be deducted from pupils by the Head teacher / Head of Progression 4Work / Outreach Manager / Behaviour Manager after an incident has been recorded on an incident form if necessary.

Discouraging Unacceptable Behaviour

We recognise the need to challenge inappropriate behaviour when a pupils conduct falls below the standard which could be reasonably expected of them, within an understanding, caring, supportive context, but equally recognise that at times the acting-out behaviours of the young people with whom we work can be so extreme that the challenge needs to be very structured and very direct.

Staff are encouraged to use a range of strategies depending upon individual circumstances and information in the pupils IBP / Risk Assessment. We aim to ensure that these strategies are supportive and helpful to the young person in enabling them to recognise the gravity of the difficulties that their unacceptable behaviours present. We do this in order that they should develop an understanding as to why their

behaviour may well be viewed as inappropriate. Strategies in order to achieve this might include

- Verbal challenge and reprimand from staff.
- Discussion of incidents with a senior member of staff.
- Discussion of the difficulty with individual parents and carers.

Level of behaviour have been broken down into two sections LOW and HIGH

Sanctions for low level behaviour

Low Level behaviour

- Abusive or inappropriate comment
- Low level isolated incident of bullying
- Refusal to co-operate
- Throwing a small object
- Low level disruption to the classroom
- Leaving the room without permission

Low level behaviour incidents are managed by the staff within the classroom and the pupil can re-engage with their lesson or activity quickly with minimal disruption to self or others.

High Level Behaviour

All incidents involving high level behaviour need to be reported to the Headteacher / Head of Progression 4Work / Outreach Manager / Behaviour Manager immediately. This is to offer additional support or take over a situation enabling the member of staff to return to the classroom / educating others / other designated tasks.

High levels of behaviour incidents could result in fixed term suspension, or permanent exclusion depending on evidential severity. This will be discussed with commissioners (if they are available) within the statutory guidelines for suspensions and permanent exclusions.

All High-Level behaviour incidents are recorded on an incident CPOMS. These forms are filled in on the day of the incident and are signed by members of staff that dealt with the incident and any other staff that were involved or witnessed the incident. All incident forms are recorded on the Hub recording system and actions, interventions are put in place as necessary to support the individual, staff member, or whole class.

Behaviours such as those highlighted above may also result in pupils requiring physical intervention, we would hope that such incidents would be rare. However, when physical intervention does take place, every care will be taken to protect the well-being of both pupils and staff. If, through the recording of such incidents it becomes apparent that the management of a pupil's behaviour requires more than occasional physical intervention, then an Individual Handling Plan will be developed and is attached to the pupils IBP. The purpose of such a plan will be twofold:

- For the Hub / staff to be proactive in planning for such an eventuality.
- To demonstrate our commitment to pupil welfare by planning for them as individuals with individual needs.
- The safeguarding of the pupil and the members of staff

In determining whether a sanction is reasonable, section 91 of the Education Act 2006 says a penalty must be reasonable in all circumstances and that account must be taken of the pupil's age, special educational need, any disability they may have or religious requirement affecting them. It must not breach any equalities or human rights.

The Progression 4Work hub has rooms/areas which can be used to support pupils reflect on behaviour, calm or rest after an incident.

Once control is regained and staff feel that a pupil can move forward, they will either return to the classroom, work in a separate area for the remainder of the lesson. A pupil with a sustain behavioural issue or a very high-level incident can be moved to outreach for a period.

There may be times, following a serious incident, when a period of exclusion from Progression 4Work is felt to be appropriate. If a commissioner/parent/carer is unavailable at the time of the incident, and this could escalate further which could become a safeguarding concern for staff and students, then the decision will be made and followed up with an email and voicemail due to inability to talk to the commissioner or get any replies.

Such a decision to exclude a young person from Progression 4Work will never be taken lightly and will always be the result of a discussion with the Headteacher, Head of Progression 4Work, commissioning school (if available and contactable) and Directors which will review the circumstances of the incident.

An internal exclusion will always be discussed as an alternative to an external exclusion, but each serious incident will be discussed on its own circumstances.

Absconding

Progression 4Work has preventative measures in place to try and prevent pupils from absconding the Hub or Outreach setting.

Pupils that abscond from the classroom are to be observed and encouraged back into the classroom, if a student chooses to abscond out of sight / off site we will inform parents, commissioning schools and the police that they have absconded straight away. If they are in sight of staff, monitor and try to verbally encourage them back into the Hub / Outreach venue. If after 5 minutes this has failed, inform office staff to contact parents. The Headteacher / Head of Progression 4Work will always need to be informed if a pupil has absconded from the Hub / Outreach venue. If the pupil decides to climb wall/fence it is Progression 4Work's decision not to use physical intervention to try and prevent them from doing this ensuring the health and safety of all parties.

Recording and Monitoring Behaviour Data

The Headteacher / Head of Progression 4Work is responsible for co-ordinating information regarding pupil's behaviour. Through robust recording by all staff members, detailed information regarding pupil's behaviour can be analysed and frequency of behaviour issues, lessons, and times of day or any loss to learning can be identified and addressed. The analysed data will be matched against any concerns raised following lesson observations or Learning Walks.

Progression 4Work staff use behaviour points system to monitor pupil's behaviour. The behaviour points enable a quick reference to individual pupil's performance regarding behaviour incidents at Progression 4Work.

The Headteacher / Head of Progression 4Work is responsible for reporting to the Directors on behaviour management and physical intervention.

Correspondence

Any correspondence should always be posted in sealed envelopes marked 'Confidential', with the recipient's name written clearly on it. If there is any data protection breach, disciplinary action will be applied.

Legislation and Statutory requirements

This policy is based on advice from the Department of Education

- Use of Reasonable Force – advice for Headteachers, staff and governing bodies July 2013

- Screening, Searching and Confiscation– advice for Headteachers, staff and governing bodies February 2014
- Safeguarding Keeping Children Safe in Education most recent advice
- Behaviour and Discipline in Schools- Advice for Headteachers and school staff January 2016
- Equality Act 2010
- Education Act 2002
- Education and Inspections Act 2006

Signed  Director Date July 2022
Appendix 1 Classroom Management List

Students Behaviour Expectations - Supporting Reward Points

- Respect: Students will demonstrate respect for themselves, for others, and for the Hub / learning environment.
- Responsibility: Students will accept responsibility for their actions and decisions.
- Honesty: Students will be truthful in their words and actions.
- Attendance: Students will attend regularly and arrive on time to classes.
- Dress Code: Students will dress appropriately.
- Safety: Students will adhere to safety guidelines and not engage in any behaviour that poses a threat to themselves or others.
- Academic Honesty: Students will not cheat, plagiarize, or engage in any form of academic dishonesty.
- Bullying and Harassment: Students will not engage in bullying, harassment, or any form of discrimination against others.
- Use of Technology: Students will use technology responsibly, ethically and in compliance with Progression 4Work policies. Mobile phones must not be out in lessons unless being used for learning and research purposes or to toggle music.
- Participation: Students will participate actively in their academic and extracurricular activities.
- No smoking or vaping: Students will not smoke or vape in any part of the Hub / Outreach building.
- No energy drinks: Students are not allowed energy drinks on Progression 4Work premises; staff must not allow students to consume energy drinks whilst travelling to the Hub / Outreach venue.

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- No play fighting: Students must keep hands and feet to themselves.
- No running in the hub / Outreach venue: Students must not run to prevent slips, trips and falls.
- Music to be kept to a low volume: Students who listen to music to aid concentration must keep the volume to a sufficient level as to not distract any other students or teachers.
- No throwing: Students must not throw objects to avoid injury.

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