

Policy Title:	Behaviour Policy
Academic Year:	2018 - 2020
Policy Reference:	CS4
Description:	Behaviour management guidance to help learners develop their social and emotional language
Status:	Approved SWC - Management Committee (meeting 29.01.19)
Category:	Statutory
Review frequency:	Every 2 years
Contact:	Assistant Headteacher Community & Wellbeing- Faye Miller
Version:	V.5
Who was consulted:	Previous PRU policies – created 2009 by PRU (Pupil Referral Unit) headteachers J.Davies and S.Hunter. Modified 2013, 2015, 2019
Other relevant policies:	See item 10 Appendix A
Acronyms:	MC - Management Committee TLC - Teaching & Learning Committee SWC - Safeguarding & Wellbeing Committee FC – Finance Committee H&SPC - Health & Safety and Premises Committee PERS - Personnel Committee LA - Local Authority WBC - West Berkshire Council HT - Headteacher SLT - Senior Leadership Team
Date for Review:	September 2020 (updated January 19)



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1: Key contact list for Behaviour Policy

Assistant Head teacher Community & Wellbeing	Faye Miller	0771989791	fMiller@icollege.org.uk
Inclusion Manager	Charlotte Duly	01635 877114	cduly@icollege.org.uk
Inclusion Manager	Emma Dodridge	01635 48872	edodridge@icollege.org.uk

INSPIRATIONKS1& 2
Foxglove Way . Thatcham
Berks . RG18 4DH
01635 877114

INTEGRATIONKS3&4
22 Highview . Calcot
Reading . Berks . RG31 4XD
01189 416636

INDEPENDENCEY11&KS5
Richmond House . Bath Road
Newbury . Berks . RG14 1QY
01635 48872

INTERVENTIONY9&10
88 Newtown Road . Newbury
Berks . RG14 7BT
01635 49397

The POD KS2&3
88 Newtown Road. Newbury
Berks . RG14 7BT



<p>2: Purpose</p>	<p>Introduction</p> <p>Young people who attend the iCollege may have experienced failure, disruption and alienation within a wide range of educational settings.</p> <p>In many cases family life for these young people is problematic and unsuccessful. They can lead unhappy lives at home and in their local environment. The majority of learners attending the iCollege have poor self-image and are locked into cynical failure. They find consistent reinforcement for this in many of their transactions with other people.</p> <p>Disaffection with society and its organisation is a consequence of these experiences. This reaction can be manifested in anti-social behaviour to peers and adults. Rejection of values, beliefs and systems may create behaviour that is difficult for others to live with. Sometimes young people become self-destructive, depressed, anxious and fearful of many situations, sometimes they respond in a more 'acting out' way by being aggressive, confrontational and violent.</p> <p>In the iCollege we have to help learners develop their social and emotional language to begin to understand, de-construct and re-construct their behavioural responses to other people and situations. Learners need to be able to do this in a safe, secure environment.</p> <p>Preparation for transition or reintegration means that learners need to have a positive experience of teaching and learning. Staff in the iCollege will re-frame the educational experience for the learners, providing relevant learning and opportunities for success.</p>
	<p>The curriculum is the key to the effectiveness of individual behaviour planning. The goal of all behavioural work with learners is for 'learner self-management'.</p> <p>All targets and objectives will evolve to meet that goal, or strive to meet it, wherever possible. A Behaviour Policy document exists to provide a framework for learners, practitioners, parents and any other people involved in the life of the institution which describes:-</p> <ul style="list-style-type: none"> • Ethos • Procedure Guidelines • Guidelines on a Whole Unit Policy • On-site Unit Rules • Off-site Unit Rules (West Berks Off-site Activities Handbook) • Rules for school transport – e.g. mini-buses, taxis, staff cars, buses and trains (West Berkshire Transport Policy) • Circle Time/Group Forum



<p>3: Ethos</p>	<p>The principle that underpins the management of behaviour in the iCollege is 'non aversive'. This refers to the way staff approach challenging behaviour. We believe we need to respond to difficulties in a planned and well considered way using 'Team Teach' strategies.</p> <p>There are five components to the model adopted by iCollege: -</p> <ul style="list-style-type: none"> • Partnership This joins the unit, referring school, staff, learner, and parents/carers in a partnership which promotes and supports good quality learning. An agreement of the main targets will prove a shared focus for all. • Environmental Change This focuses on introducing change to the educational environment to make appropriate behaviour more likely. This includes the curriculum, the building and its organisation and all aspects of teaching and learning styles. • Teaching New Skills This focuses on identifying the intent of the behaviour and teaching alternative ways for the learner to achieve the same ends. • Reinforcement This focuses on effective methods of increasing good behaviour and making inappropriate behaviour less likely and will include a system of rewards. • Reactive Strategies These are strategies which are used to manage inappropriate behaviour at the time that it occurs. This is situational management. Teachers accumulate these skills through practice, experience and accurately targeted professional development. • Curriculum planning / practice will take account of emotional factors in learning. • Learners will be enabled to build self-esteem and to experience themselves as valued members of groups. • The units will encourage learners to be involved in their own formative appraisal. • The success of learners will be positively reinforced in tangible ways. • There will be whole-unit approaches to positive reinforcement of social as well as academic developments.
	<ul style="list-style-type: none"> • There will be whole-unit approaches to developing social skills, e.g. negotiating and working groups.



<p>4: Procedure Guidelines</p>	<p>Procedure Guidelines</p> <p>Lead Teachers will ensure that:-</p> <ul style="list-style-type: none"> • Partnership agreements which include behavioural targets are in place for all learners. • The roles and responsibilities of staff are clear in relation to behaviour policy and all job descriptions. • The “routes” for following up behaviour issues are clear and available within each service / unit. • There is a known and consistent recording mechanism for behavioural issues, common to each unit within the iCollege. • There is an integrated approach to the work of pastoral and academic systems. • The unit has guidelines for supporting bullies and victims. • Unit rules and routines will be clearly displayed. • Learners and staff will review and evaluate the rules and routines at the beginning of each term. • Learners will be given target behaviours to work on. These will be specified and known to the learner and staff teams. • Targets can be identified via a wide range of assessment tools, by observation and by collaboration with the learners. • Learners who achieve their targets will be rewarded.
<p>5: Guidelines on Whole iCollege Policy</p>	<p>Whole iCollege Policy</p> <ul style="list-style-type: none"> • The Units will have a positive atmosphere in which there is a sense of shared purpose and values – a sense of community. • The Units will encourage mutual respect, social responsibility and self-discipline. • The Units will encourage children/young people to take responsibility for their behaviour and that of others. • The Units will ensure that care and control are supportive. • There will be whole-unit approaches to talking about feelings as part of everyday unit experience. • There will be a consistent communication of a sense of belief in all learners. • There will be whole-unit approaches to building self-esteem, e.g. circle time, group forums. • There will be a positive emphasis on achievement and praise. • Expectations will be high and boundaries about unacceptable behaviour are clear. • There will be a unit wide agreement on expectations and boundaries, and how these are communicated to learners and parents. • Expectations will be communicated consistently across the units. • The unit policy document will be perceived to be the responsibility of all staff, and known and owned by all staff and learners. • There will be whole unit approaches to the emotional preparation for transitions, ends of term/years, and for the loss of significant staff/peers. • Classroom management practices will support the behaviour policy. • Whole unit approach should be restorative. <p>In developing the policy, the unit will consider: -</p> <ul style="list-style-type: none"> • The management of unstructured times • The development of a system of rewards and sanctions • Rules for the unit • De-escalating conflict • Team Teach strategies

	The implementation of the behaviour policy will be dependent on the staffs' ability to manage the situations that occur. All new staff should receive in-house training on the unit behaviour policy and attend appropriate other training including 'Team Teach' when required.
6: On-site Unit Rules	<p>Each unit will establish its own rules in conjunction with the learners. The rules will be clear, unambiguous and displayed throughout the unit. These rules should include behaviour in unstructured times, in the class in relation to the staff and learners and how the learners treat the building and environment.</p> <p>The unit rules should be reviewed as part of the circle/group time and the learners' response to them evaluated. Individual learners may have targets relating to the unit rules.</p>
7: Off-site Unit Rules	West Berkshire Off-site Activities Handbook – available electronically on EVOLVE via unit admin staff.
8: Rules for School Transport	<p>Link to West Berkshire Transport Policy</p> <p>http://info.westberks.gov.uk/ltp</p>
9: Systems	<p>Team Teach</p> <p>It is the policy of icollege that all staff working closely with students are trained in the pre-emptive and responsive positive handling strategies and techniques of Team Teach, to complement the behaviour management approaches and strategies reflected in the School Behaviour Policy and Anti-Bullying-Policy.</p> <p>We aim to provide a learning environment that is free from fear and safe from harm. We have policies and procedures followed by all our staff to try and secure the best learning and development for our students. We are an inclusive school that tries to meet the needs of all our pupils regardless of their level of support need and therefore, from time to time, some pupils may present with challenging behaviour. Our health and safety commitment to pupils and staff means that we will carry out a risk assessment to foresee and reduce the risks presented occasionally by their behaviour. This may also mean that there are times when their behaviour requires staff physical support to ensure the pupils' own safety, the safety of other pupils and staff, or that property is not seriously damaged. This can require the use of physical interventions. 'Team Teach' is the approach adopted by us at icollege to manage challenging and aggressive behaviour. The majority of our teaching and non-teaching staff have been trained in the use of this approach and the Head teacher keeps a list of those staff authorised to use Team Teach and they receive regular refresher training from qualified instructors.</p> <p>The basic philosophy of the approach is as follows:</p> <ul style="list-style-type: none"> • The majority of incidents should be managed without restrictive interventions • it is a flexible framework of responses stressing a holistic approach • de-escalation of situations is a priority (e.g. using communication skills, humour, distraction etc)

	<p>• gradual and graded positive handling techniques are based on providing the maximum amount of care control and therapeutic support for the shortest possible time necessary to ensure the safety of all concerned.</p> <p>All incidents of positive handling are reported, recorded, monitored and evaluated. Any injury sustained during an incident involving positive handling is reported to the Parent/Carer, Headteacher and the Local Authority (LA). After receipt of the information the LA will decide if they wish to further investigate the referral. As a Parent or Carer you should be assured that all staff are committed to providing a safe and productive learning environment for all. Staff will ensure that any physical intervention will happen wherever possible as a last resort. Both the Department for Education (DFE) and Department of Health (DOH) issue clear guidelines for the use of physical intervention and the use of reasonable force. More information regarding the Team-Teach Approach can be found via the internet by visiting www.team-teach.co.uk.</p> <p>Group Forum/Circle Time</p> <p>Each Unit will have a Group Forum/Circle Time. It is recommended for all staff and learners to join in group forum.</p> <p>Circle Time/Group Forum has high status. It is a framework within which each individual feels valued and respected.</p> <p>Rules for Circle Time/Group Forum are discussed and established by learners and staff.</p> <p>Circle Time/Group Forum allows learners to explore their social and emotional difficulties in a safe and supportive environment.</p> <p>Circle Time/Group Forum can be used to reinforce behavioural targets. Behavioural targets can be recorded by staff in learners' Individual Education Plans. During Circle Time/Group Forum learners can be rewarded if their target is achieved. Staff must record each success.</p> <p>Circle Time/ Group Forum facilitates the raising of learners' self-awareness and self-esteem. Through Circle Time/Group Forum, learners form a cohesive, supportive group. Learners will encounter various aspects of Social, Moral, Spiritual and Cultural dimensions through Circle Time/Group Forum.</p> <p>The Green Room (a "time in" room at Inspiration)-</p> <p>Purpose To allow learners in distressed, angry, violent, agitated states, time, in privacy, in a safe place, in order to regain inner stability; "Time In"</p> <p>The room is next door to Elms class, is well lit and has adequate ventilation, windows and space. There are two low benches in the room for seating but no other objects. Every attempt has been made to ensure that learners cannot accidentally harm themselves in the room. Learners are easily visible through the large viewing panel in the door. The Green Room is to be used as part of our nurturing and supportive ethos and is not to be seen as a 'punishment' for learners.</p>
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10: Associated Policies and Guidance		MC Standing Orders Child Protection & Safeguarding Policy KCSIE DfE guidance Team Teach guidance www.team-teach.co.uk West Berkshire Off-site Activities Handbook West Berkshire Transport Policy Icollege 'Green room Guidance'		
11: Change Record				
Version Number	Date Approved	MC Minute Reference	Description of Amendments	Review Date
4			Transferred to iCollege format	Oct 2017
5	29.01.19	SWC	KCSIE and contacts, added Team teach info and guidance links. FM and JD	Jan 19

Keeping Children Safe in Education (September 2019)

All staff with the iCollege understand the need to safeguard and promote the welfare of children; this includes protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. Children includes everyone under the age of 18.

Approved by:	Safeguarding and Well-Being Committee
Signed:	E signed
Print name:	Andy How
Position:	SWC Chair
Date:	29.01.19
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