



## BEHAVIOUR POLICY

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## Introduction

At Tower Learning Centre Independent School we have a commitment to our pupils, to provide them with the best possible education in a safe and nurturing environment. As part of this we require students to behave in a way that allows everyone to gain the most from their time with us. By encouraging positive behaviours and supporting the wellbeing of our pupils we aim for the mutual respect of all staff and pupils. This document aims to ensure pupil and staff welfare and enjoyment of the centre is taken care of. We do this by implimenting effective, positive behaviour management strategies and supporting those who struggle to manage their own behaviour.

We value and promote an inclusive culture where students receive praise for their achievements, with staff taking into account any barriers to learning pupils may have.

## **Aims**

- To have high and consistent behaviour standards
- Realise and celebrate achievements made by pupils
- To discourage poor behaviour by promoting good behaviour
- To support pupils who struggle to manage their own behaviours
- To support those pupils who may have underlying issues which may be affecting their behaviours
- To ensure Tower Learning Centre Independent School Staff have a consistent approach to behaviour management
- To keep pupils, parents and carers up to date with information regarding behaviours. This should be for both positive and negative behaviours.

## **Applicability**

Tower Learning Centre Independent School Staff are responsible for the effective use of this policy. This should be observed and overseen by the Centre Manager. The implementation of this policy is the responsibility of all who attend the Centre.

- Pupils are responsible for following the Code of Conduct and managing their own behaviour best they can.
- Teachers are responsible for providing praise and positive reinforcement for good behaviours. Teachers should try to de-escalate negative behaviours in lessons.
- Senior Leadership Team should be known to students, also offering praise and rewards to those displaying good behaviour. They should also assist when negative behaviours escalate beyond a manageable situation.
- Behaviour and Learning Support Assistant should be available to support teaching staff with negative behaviours.
- Mental Health and Wellbeing Team to support those students who may need extra help in order to manage their own behaviours.
- Parents and carers are responsible for supporting Tower Learning Centre Independent School in the praise of educational achievement but also when students are not following the Code of Conduct.

## **Responsibility**

The person with overall responsibility for Management of Behaviour is the Centre Manager with support from BLSA and DSL. All staff are required to co-operate in everyday behaviour management, keeping reports up to date and reporting any issues or concerns to their line manager.

## **Code of Conduct**

Tower Learning Centre has a clear Code of Conduct which can be found in the Teaching Areas/Classrooms as well as in reception and the corridors. This sets out clear expectations which complement the ethos of the Centre, which is to have mutual respect for all to ensure a nurturing environment. As well as a Student Code of Conduct, Tower Learning Centre Independent School has a Code of Conduct for Staff. This can be found in the staff handbook and on SharePoint.

Both students and staff will be given a copy of their Code of Conduct upon induction to the Centre.

Parents and Carers will also be issued a copy of the Pupil Code of Conduct as part of our Home School Agreement.

## **Reward Systems**

### 1. Praise

We encourage staff to offer praise to our pupils for both their behaviour and academic achievement. In order for praise to be an effective reward it must be:

- Specific and linked directly to an achievement.
- Sincere and genuinely expressed through language, tone and body language.
- Personalised to the student through use of their name.
- Used consistently in lessons as part of teaching.
- When appropriate staff may praise pupils discreetly or privately to avoid embarrassment.

Pupils should also expect to receive regular praise from staff via other methods, these may include:

- Non-verbal praise- this could be a thumbs up, a smile.
- Displaying pupils work around the Centre as examples of good work.
- Comments left in workbooks to praise work that has been completed in lesson or at home.
- Praise should also be followed up by informing parents/carers of achievements.

### 1. Daily rewards

Teachers will aim to award Dojo points in every lesson for those pupils that show positive behaviours, adhere to the Pupil Code of Conduct and produce work to the best of their ability.

The Senior Leadership Team should aim to award points at least once per week, accompanied by verbal praise.

Dojo can be displayed on the screen at the front of the class when projector is not in use as an incentive to students to add to their score. The number of points awarded for an action can be found at the back of this policy in Appendix 2. Likewise, guidance for deducting points can be found at the back of the policy.

### 2. Weekly rewards

Certificates will be issued to pupils when they reach point achievement thresholds. This will also allow them to have a small prize given to them by the Centre. Parents and carers will be informed of these achievements via email. The pupil with the highest number of DOJO points will also be named 'Star of the Week'.

### 3. Half-termly rewards

The pupil which receives the most DOJO points in total throughout the term will be awarded 'Superstar'. This pupil will receive a certificate and a £10 voucher. A copy of their certificate will be displayed on the 'Super Student' award board for the rest of the year.

Certificates will be sent home for those pupils who achieve 100% attendance throughout the half term.

### **Creating a Positive Learning Environment**

At Tower Learning Centre Independent School we aim to create an environment that allows the best teaching and learning possible. We believe that every pupil has the right to learn without disruption, and teachers should be able to teach without disruption. In order for this to happen we have certain expectations of both staff and pupils. From our staff we expect:

- Pupils equipment to be ready on their desk prior to the start time of the lesson, this creates a less hectic atmosphere when the pupils enter the classroom.
- Teachers to be waiting in their classroom ready for the arrival of their pupils.
- Learning objectives to be made clear at the start of the lesson.
- Consistency between lessons and between different members of staff.
- Teachers and support staff to maintain a tidy and welcoming classroom.
- High expectations of work and presentation of work.
- Engaging lessons that will grasp the pupil's attention.

From our pupils we expect:

- Appropriate use of language.
- Respect for peers, staff and visitors at the Centre.
- To arrive to lessons on time.
- To engage with work set in lessons.
- To behave in a way that is appropriate for the Centre.

For those students that don't adhere to the rules and display negative behaviours Tower Learning Centre Independent School has developed a behaviour levels chart to show the actions/consequences for those behaviours. (Please see Appendix 1).

In the first instance we hope that low level disruptions can be dealt with in the lesson by staff. We encourage staff to:

- Challenge negative behaviour in a calm, but assertive manner. Distraction tactics may work here by redirecting the pupil's attention to positive options.
- Criticise behaviour and not the actual pupil.
- Making use of Behaviour and Learning Support Assistant in the classroom.
- Communicate in a clear, calm and positive manner.
- Make an effort to set a positive example by behaving in a friendly and tolerant manner, promoting an atmosphere where everyone respects each other.
- Provide well planned and structured lessons, this is to ensure that pupils do not become bored and distracted. Always have an alternative that may peak interest of the pupils if the original plan will not go ahead.

Should these classroom strategies fail to prove effective, staff should use Behaviour Levels Chart as a guide to next steps.

## **Exclusions**

Fixed term exclusions may only be issued to the students with authorisation from the Centre Manager. Before exclusions are issued a complete and thorough investigation will be carried out by a senior member of staff. A record of all written statements and physical evidence will be retained. In making the decision whether or not to exclude a pupil outside factors must be considered, such as bereavement, Mental Health Issues, Special Educational Needs and previous incidents. If a student becomes at risk of exclusion from the Centre, we will explore every avenue before getting to this stage. Agencies, parents and carers should be involved in this process to ensure the pupil is receiving as much support as possible. A decision to permanently exclude a pupil will be an absolute last resort and only be taken if the pupil commits a serious breach or persistently breaches the behaviour policy or where allowing the pupil to stay harms the education or welfare of others.

### **1. Procedure for an exclusion**

Tower Learning Centre Independent School will inform parents/carers straight away either by telephone or face to face, if appropriate and possible, of the decision to exclude. This will then be followed up in writing without delay. The written correspondence must include the following information:

- The duration of the exclusion, if fixed term.
- Reasons for exclusion.
- Arrangements for the pupils to receive work whilst they are not able to attend the Centre.
- A reminder to parents that pupils should not be out in public during school hours
- An invitation to a behaviour meeting prior to the pupils return to the Centre.

## **Lateness and Absence**

Parents/Carers/Agencies will be contacted 15 minutes in to the lesson starting if their young person fails to attend. Attendance and Lateness is recorded at the Centre for every lesson so a pattern of punctuality and attendance can be seen. Parents/Carers will be called into the Centre for a meeting should a pattern of lateness emerge or if attendance drops below 90%.

## **Use of Reasonable Force**

Staff have the right to use reasonable force to prevent pupils from causing harm to themselves or others, damaging property or other actions where it may be deemed appropriate. Please refer to Tower Learning Centre's policy for Use of Reasonable Force.

## **Powers of search and confiscation**

Tower Learning Centre Independent School Independent School can search pupils with consent for any item. This consent does not have to be in writing. If Tower Learning Centre Independent School Independent School staff suspect that pupils have prohibited items with them they have the right to search without consent. These are items which pose a serious risk of harm to the staff and student's welfare.

The Centre Manager or a member of staff authorised by the Centre Manager can carry out the search for prohibited items where there are reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

These items are, but are not limited to:

- Weapons
- Alcohol
- Drugs and other illegal substances
- Lighters and other items which pose a fire risk
- Pornographic images

The member of staff must be the same sex as the pupil and another member of staff should act as a witness. However, a search can be carried out by a member of staff who is of the opposite sex to the pupil and without a witness where the staff member reasonably believes that there is a risk of serious harm to a person if such a search is not carried out immediately and it is not reasonably practicable to call another member of staff. In such cases, staff should take into account the increased expectation of privacy for older pupils.

Members of staff must decide in each case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or notice a pupil behaving in a suspicious manner can rely on CCTV footage to help reach their decision. These powers apply regardless of whether any prohibited item is found on the pupil.

Weapons, drugs and extreme or child pornography is a matter for the police and will be handed over to them in all circumstances. Any other items it is at the discretion of the Centre Manager how and when these items are returned to the pupil.

### **Use of CCTV**

CCTV is in constant operation at Tower Learning Centre Independent School for the purpose of Safeguarding our staff and pupils. CCTV may be used as evidence during investigations into allegations by staff or pupils before the appropriate sanction is put into place. More information on this can be found in Tower Learning Centre's CCTV Policy.

### **Use of Mobile Phone**

Mobile phones must be switched off and out of sight at all times. If a pupil chooses to bring a mobile phone to the Centre it is their sole responsibility. Use of a mobile phone will be sanctioned appropriately in line with the behaviour levels document. Full details on this can be found in Tower Learning Centre's Mobile Phone Policy.

### **Declaration**

This policy will be reviewed at least once per academic year, unless otherwise required. Changes will be communicated to staff immediately and any training that is required will be carried out.

Date of Policy Review:

Signed by:



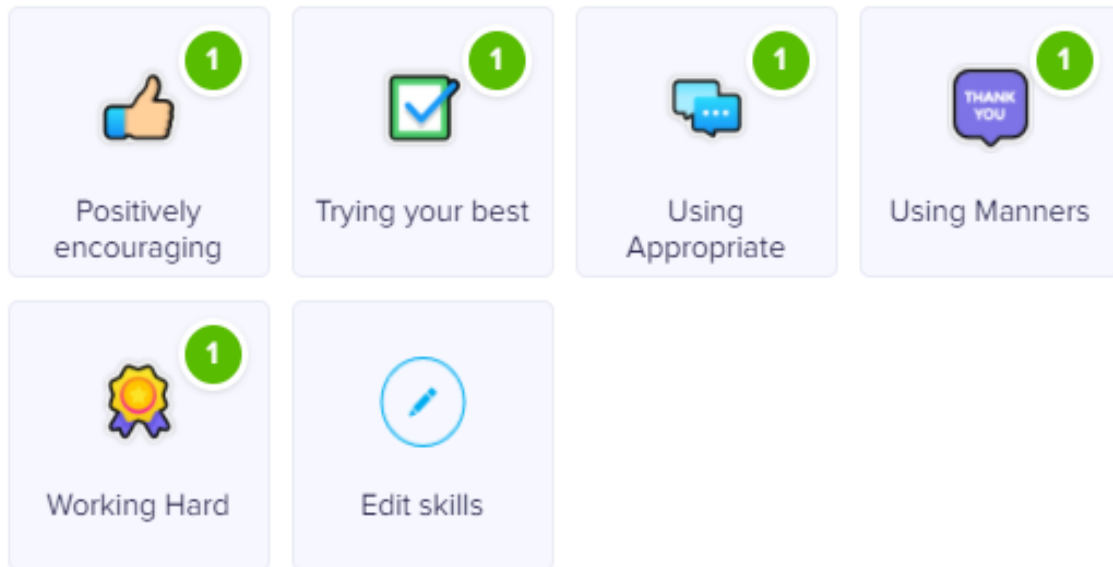
## APPENDIX 1 – Behaviour Levels

Level 1	Level 2	Level 3	Level 4	Level 5
Unacceptable Behaviours	Unacceptable Behaviours	Unacceptable Behaviours	Unacceptable Behaviours	Unacceptable Behaviours
<ul style="list-style-type: none"> <li>Swearing, inappropriate language and conversations</li> <li>Rudeness, disrespectful body language and gestures</li> <li>Inappropriate clothing/appearance</li> <li>Late to sessions</li> <li>Refusal to engage with work set</li> <li>Refusal to follow instructions</li> <li>Lack of effort in the classroom</li> <li>Talking over teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Directly swearing at people</li> <li>Refusing to follow instructions repeatedly.</li> <li>Continued disrespect for teacher and peers.</li> <li>Escalation of previous behaviours</li> </ul>	<ul style="list-style-type: none"> <li>Intimidating behaviour (including sexual)</li> <li>Threatening behaviour</li> <li>Aggressive verbal abuse to others</li> <li>Absconding from the Centre</li> <li>Refusal to work with disruptive behaviour</li> <li>Escalation of previous behaviours</li> </ul>	<ul style="list-style-type: none"> <li>Fighting</li> <li>Violent or high risk behaviour (including throwing)</li> <li>Malicious allegations</li> <li>Smoking on the premises</li> <li>Damage to property</li> <li>Spitting in the Centre</li> <li>Bullying—verbal, physical, racial, sexual, homophobic</li> <li>Escalation of previous behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>Extreme aggression to others</li> <li>Assault</li> <li>Theft</li> <li>Spitting at others</li> <li>In possession of drugs, and supplying to others.</li> <li>Being under the influence</li> <li>In possession of an offensive weapon</li> <li>Accessing/ possession of inappropriate pornographic/ violent material</li> <li>Escalation of previous behaviours</li> </ul>
Actions	Actions	Actions	Actions	Actions
<ul style="list-style-type: none"> <li>Reminder of code of conduct, Centre rules and induction agreement</li> <li>Teacher to de-escalate situation and encourage positive behaviours.</li> <li>Behaviour Learning Support to position themselves to support the pupil in class.</li> </ul>	<ul style="list-style-type: none"> <li>Support of RSW/ agency support staff. (If applicable)</li> <li>Teacher to de-escalate situation and encourage positive behaviours.</li> <li>Behaviour/Learning Support to offer a timeout.</li> </ul>	<ul style="list-style-type: none"> <li>Request support from Manager.</li> <li>Lesson time out with BLS.</li> <li>Behaviour meeting</li> <li>Manager will offer in class support or Time Out as appropriate to aim to de-escalate situation.</li> <li>Manager will discuss consequences with student.</li> <li>Phone call home to parents/carers.</li> </ul>	<ul style="list-style-type: none"> <li>Request support from Manager</li> <li>Manager to remove student; discuss and decide consequences and inform relevant parties</li> <li>Possible Safeguarding Referral</li> <li>FTE</li> <li>Behaviour meeting</li> <li>Possible police involvement</li> </ul>	<ul style="list-style-type: none"> <li>Request support from Manager</li> <li>Manager to remove student; discuss and decide consequences and inform relevant parties</li> <li>Police involvement</li> <li>Safeguarding Referral</li> <li>FTE</li> <li>Possible Permanent Exclusion</li> </ul>

## APPENDIX 2 – Dojo Rewards

The bubbles represent how many points are awarded or removed for the pupil. This is for in class behaviour. Any serious behaviour issues will be dealt with in line with the behaviour policy and behaviour levels chart. Dojo is editable and can be added to as required.

 Arriving on time every day	 Being respectful	 Completing all classwork	 Completing homework
 Excellent engagement	 Exceptional Piece of work	 Good Presentation of	 Other (Add note +)
 Other (Add note +2)	 PHSE display bonus	 Participating	 Persistence



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