



## **BEHAVIOUR POLICY**

REVIEW DATE	<b>AUGUST 2019</b>
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## **Introduction**

Take 1 studios believes that all pupils should be aware of the standards of behaviour that are expected of them, and takes responsibility for promoting these standards. We hope that by encouraging positive behaviour we can promote good relationships throughout the school built on trust and understanding, and that through the use of this policy we can support all of our students in developing a high level of social awareness. Our aim is to ensure that all our students leave Take 1 with the key skills they need to continue to progress to the best of their ability in life.

Take 1 aim to promote particular qualities, including; co-operation, responsibility, courtesy and respect for other people. We hope to meet everyone's needs so that all can succeed, provide an enjoyable, stimulating and safe environment and develop respect for ourselves, for each other and for our school community.

## **Aim**

### **The aims of this policy are to:**

- Clarify what is meant by 'good behaviour' to all members of Take 1 Studios including pupils and parents.
- Encourage a positive learning environment where pupils behave well towards each other, and the staff team and where effort, hard work and good behaviour are rewarded.
- Ensure staff have a central role to play in encouraging good behaviour and addressing bad behaviour.
- Ensure that there are clear procedures and interventions to follow in response to both good and bad behaviour.

### **We aim to encourage all pupils to:**

- Learn to control and take responsibility for their own behaviour
- Develop the social and emotional aspects of their education within a learning environment that promotes emotional well-being of all its members
- Share in the creation of a positive and orderly atmosphere where teaching and learning can take place and where pupils feel safe and valued.
- Develop a respect for property and the environment in which we all work.

## **Attendance**

Pupils are supported to achieve high levels of attendance by their Achievement Mentor and a range of support mechanisms are put in place to achieve this. Take 1 has the same attendance requirements as any school and has a legal obligation to ensure high levels of absences are reported to the relevant referral centre. See the Attendance Policy for more detailed information.

Young people who have not returned to school 20 minutes after the end of break time will have their parents contacted to inform them their child has not returned from their break.

In line with the Positive reward system postcards for attendance will be sent out at the end of each term.

All Full time students that attend more than **80 %** every term will receive a postcard home for their attendance. \*\*

All part time students that attend more than **70 %** every term will receive a postcard home for their attendance. \*\*

\*\* Please remember that being late can affect attendance

## **Procedures for Promoting Positive Behaviour**

The procedures make clear to staff, students and parents 'how' Take 1 behaviour expectations can be achieved and maintained. The key to their success is in their consistent application by everyone.

In most instances students respond positively when they are treated respectfully and fairly, all be it firmly if required, and when;

- They are taught effectively by teachers who have carefully planned their teaching such that it provides appropriate pace, challenge and is differentiated to meet the needs of all groups of students in the class
  - They feel that their work and efforts are valued
  - They know what to expect from their teachers

They feel they are a valued member of the Take 1 community Take 1 has in place a range of rewards to reinforce and praise good behaviour and clear sanctions for those who do not comply with the Take 1 Behaviour Policy.

Students who make negative choices will have any opportunity to correct their behaviour before they receive a consequence. In the next lesson with this teacher the student will be given an opportunity to have a fresh start. Staff have been trained to always assume the best of students. Similarly, students returning from a Fixed Term Exclusion are given the opportunity to “reset” their behaviour and to be given a fresh start in their lessons and around Take 1.

### **Behaviour Management Procedure**

**Discipline:** This is the process of teaching someone the right way to do something, or the state of being able to do something the right way Students will be given an induction and training to enable them to practice the routines which are an intrinsic part of the culture at Take 1

**Management:** The process of reinforcing behaviour with consequences and rewards (e.g. Arbor and Good Behavior points) At Take 1 our management system has been designed to enable staff to respond to behaviour quickly and consistently. We train our staff to not become over-reliant on the management system and to deal with the root causes of any behaviour issues.

**Control:** We want all of our teachers to have the skills and capacity to cause students to choose to do what they are asked, regardless of consequences. We believe that enlightened control actually increases student freedom and wellbeing.

**Influence:** Moving students from “behave” to “believe.” Influence is the process of inspiring students to want to succeed. Influence is the biggest driver of student success. It operates when you are not there, because students want it for themselves.

**Engagement:** Giving students something to say “yes” to. Students often change from the outside in – the more they see themselves actively engaged in productive activity, the more they see themselves as positive, productive people.

### **Access**

This document can be accessed by students, all staff, parents and governors. It is monitored throughout the year and is reviewed annually. It is a working document that aims to be clear & concise. It can be found on the Take 1 website.

### **Targets**

Students meet with their Tutor at least once a fortnight for a one to one support meeting. In the support meeting, behaviour targets are reviewed with the pupils and any areas of concern identified. The Tutor will address reasons behind behaviours and agree targets with the pupil including any ways in which the Tutor can support the pupil in continued positive behaviour and choices. The support meetings will also be used as a forum to praise pupils and recognise achievements.

A Code of Conduct (see Appendix A) is applicable in all areas of the centre and gives a clear guide on expected behaviour standards in the centre. In addition to this each pupil will read and sign the Pupil Agreement during their admission meeting which clearly sets out what the expectations are of both parties i.e. the pupil and the school.

### **Positive Reinforcements Procedure**

Take 1 Studios are committed to using positive reinforcement as its primary behaviour management tool as the effectiveness of rewarding good behaviour far outweighs the effectiveness of sanctions for poor behaviour. It is our intention that rewards are seen as a given part of life at Take 1 and not something to be won. Rewards will only be lost if poor behaviour is displayed.

### **Rewards**

- **Verbal praise** – used as often as appropriate and staff will identify to the young person what it is they are being praised for.
- **Phone calls home** – staff will phone parents/carers to promote at home if a young person has achieved or improved well at school.

- **Certificates/Letters from the Education Lead** – certificates and Education Lead letters will be sent home to acknowledge achievements and improvements at school. Regular letters will be sent to young people who have achieved a minimum attendance percentage.
- **Postcards** - Postcards can be issued as a reward (as well as concerns).
- **Behaviour points**- good behaviour points can be exchanged for weekly rewards. – for example, a sweet treat. Our Behaviour system will be visible for students in the classroom.
- **ALL poor / good behaviour will be logged on Arbor.**

Level of disruption	Reasons for deductions
<p>Low level</p> <p>-1 &amp; 2</p>	<p>Isolated incidents of:</p> <p>-Swearing, talking over the tutor, shouting out, refusal of taking outer wear off i.e. coats/ hats, being late to lesson, refusal of work, negative attitude/ tone with staff</p>
<p>Mid level</p> <p>-3 &amp; 4</p>	<p>Incidents of: Walking around the class, swearing on more than 1 occasion, leaving class without permission, refusal of work set, rudeness, graffiti on Take 1 property, not following tutors instructions, refusing to socially distance, refusing to hand in prohibited items, deliberate cross contamination.</p>
<p>High level</p> <p>(Will lead to isolation with SLT)</p> <p>-5</p>	<p>Incidents of: unauthorised breaks, class disruptions, persistent lack of respect, preventing learners from working, refusing to hand mobile phones in, eating &amp; drinking in class, lack of respect for staff &amp; persistently causing low &amp; mid-level disruptions.</p>

### Term treats

Term End	TREAT
1	Take Away
2	Restaurant (class choice)
3	Bowling
4	Cinemas
5	Biking
6	Mini Golf

### Managing Serious Incidents

#### **Physical Intervention**

*(Reasonable Force)*

When pupils behaviour can no longer be managed using the above strategies then it may be necessary to take further action. Such intervention should be reasonable but, still be part of a planned process and include distraction, timely physical presence and various methods of diffusion and de-escalation strategies. Only when it is clear that none of these will have the effect of creating a safe environment for all concerned should physical intervention be considered.

Each student has an Individual risk assessment which clearly sets out what the risks and triggers are, as far as is known, and the best way to approach each individual.

In certain situations, it is appropriate to use physical intervention but only if the following applies:

- When a pupil is presenting a serious danger to themselves or others around them
- When pupils are intending to fight or cause physical harm to another person
- When the pupil is at risk of causing serious damage to property

Physical intervention may take several forms. It might involve staff:

Physically interposing between pupils

Physically blocking the pupils path

Leading a learner by the hand or arm away from a situation

By placing a hand in the centre of the back or (in very extreme circumstances) using a more restrictive hold by staff who have received the appropriate training and for whom there are no physical reasons, such as pregnancy, to not do so)

Physical intervention should only be used for as short a period as possible to enable a safe environment to be re-established for all concerned. It is highly advisable, where practicable and possible, to summon assistance from another member of staff. Physical intervention should only be carried out with another member of staff present and assisting. At all times it is important to remain calm and to continue to verbally communicate with the pupil making it clear that physical intervention will stop as soon as it ceases to be necessary.

The Education Act 1996 allows teachers in schools to use reasonable force to control or restrain pupils. It also allows other people to do so, provided that they have been authorised by the Education Lead. Within Take 1's physical intervention will only be considered necessary when all possible strategies have been exhausted or a situation is so severe that it is the only option to protect staff, pupils or the public. All Take 1 staff have the authority to use physical intervention only if required and they have been trained to do so.



Immediately following any such incident members of staff concerned will inform the Education Lead and provide a written report. Records of physical interventions will be stored by the Education Lead for future reference. Such incidents will always be reported to parents/carers and they will be kept informed of all processes throughout.

### **Serious Incidents**

Serious incidents should be reported to the Headteacher for response and action. If police presence is required the Head teacher will report to 111. In case of severe incidents staff should immediately enlist the support of another staff member and if necessary call 999 for police response.

Take 1 Studios works closely with other agencies to respond to serious incidents and share intelligence and information.

### **Drug and Alcohol Incidents**

For any incident which is drug or alcohol related please also refer to the Management of Drug Related Incidents Procedure found in the Drug and Alcohol Policy.

Serious incidents may, if authorised by the Education Lead, result in a Fixed Term Exclusion from school for a length of time agreed by the Education Lead

Serious Incident Report Forms should be given straight to the Head Teacher. In their absence give the report to the Deputy Head and leave a copy of the report in the post tray of the Headteacher for recording and follow up.

Take 1 Studios can and will search students if there is reasonable suspicion that they have drugs or alcohol on their person.

### **Searching of Young People and Their Possessions**

All searches will be authorised by the Education Lead before they commence.

Courtney Rose, Roshell Mcfarlane, Taiwo Bamiduro and Steph Dalton are to search young people on arrival and if they suspect they hold weapons or substances that pose a threat to others. Should Courtney or Steph not be available then Naomi Fearon shall do so.

All searches will be undertaken in the presence of a second adult witness

Parents/carers will be informed of the search and the circumstances leading to the search either before or after it has taken place regardless of a positive or negative outcome

All searches will be done with the consent of the young person. When an incident arises where consent is not given – the school will notify the young person's parent/carer and the police will be informed and invited to the centre

Every effort will be made to persuade the young person to hand over, voluntarily, any drugs in their possession

If a young person refuses to comply and hand over any substance that is suspected to be illegal then the police will be informed immediately.

### **Damage to Property or Equipment**

The school grounds and the equipment within the school are for the educational benefit and safety of all young people who attend the centre. Incidents of criminal damage will be taken seriously.

**Stage 1** – the young person may be offered to engage in restorative work and help to mend the damage they have caused.

**Stage 2** – repeated damage or more serious damage will result in the parents/carers receiving charges for the repairs or replacement. CCTV can be used as evidence of the damage caused and by who to support the charges. Results in parents/carers being charged for repairs or replacement and the involvement of the police. This could result in the police carrying out restorative work or a charge of Criminal Damage.

### **Exclusions**

Take 1 Studios may if necessary exclude a young person for a fixed term period or multiple fixed term periods of up to 15 days in any academic year. Alternatively, we may find it necessary to permanently exclude a young person when an incident is deemed to be so serious that a resolution cannot be made, this will also be the case if a young person reaches the threshold of 15 days exclusions within a year.

### **Appendix A – Take 1 Studios Code of Conduct**

#### **Behaviour**

- We agree to try our best
- We take responsibility for our own behaviour
- We consider others in everything we do
- We always arrive on time
- We make safe choices

#### **Actions**

- We take responsibility for our own actions
- We care for our learning environment
- We agree not to disrupt others (including entering others classes and using mobile phones or electronic devices that we have been asked not to)
- We aim to raise achievement
- We listen to instructions and do as asked

#### **Self Esteem**

- We always aim to do our best
- We feel good about and celebrate our achievements
- We appreciate others achievements
- We respect those who are supporting us
- We respect everyone's difference

### **Appendix B – Habits of Teachers Who Manage Behaviour Well**

They meet and greet at the door of the room

- They persistently catch students doing the right thing
- They teach students the behaviours that they want to see
- They teach students how they would like to be treated
- They reinforce conduct/attitudes that are appropriate to context
- They agree rules/routines/expectations with their students and consistently apply them with positive and negative consequences
- They sustain a passion for their subject that breaks through the limiting self-belief of some students
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up on any student.
- They keep their emotion for when it is most appreciated by students

### **Practical routines they use**

- They teach routines relentlessly and at times obsessively!
- More mature mechanisms for students to answer questions than hands up
- A routine for delivering instructions
- Checking for understanding to encourage questions – ‘If I haven’t explained that properly please tell me now’.
- Creative signage that reinforces learning thresholds, rules and agreements; fishing for mobile phones, routines on the door, marking physical and learning boundaries
- Countdown – embellished with clear instructions, allowing students to finish their conversations
- Arrival and dismissal – personal acknowledgement, friendly, interested in the individual

### **Appendix C - Managing Behaviour Positively**

## **A checklist of steps you can take**

**Setting a positive model** – at the door, smiling, enthusiastic about working with the children and about the content of the lesson, changing your focus to catching children doing the right thing, modelling the behaviour that you expect to see and making this model overt and easily read, discussing how successful learners deal with the frustrations of learning.

**Maintaining an Assertive/Positive approach** – removing the negatives from your verbal and physical language, being specific about the behaviour that you expect, providing clear choices structured around rewards and sanctions, resisting hostility or passivity, using an assertive performance when there is turbulence in your own emotional control.

**Each day with a clean sheet** – making sure that incidents have been dealt with from yesterday and making a conscious decision to refresh your expectations for the class and for individuals.

**Collaborative agreements with other adults working in the classroom** – having an agreement about how certain children are managed; who applies sanctions/rewards, what happens if an incident occurs; working towards a classroom where the two adults speak with certainty and with one voice.

**Establishing explicit rituals and routines** – verbal routines and rituals written on clear signs (language and image) and posted in two or three areas of the room.

**Acknowledgement** – Saying thank you, acknowledging every child on a personal level and with an informal tone/register, making sure that even the quietest children are acknowledged for their efforts.

**Positive reinforcement and encouragement** – redirecting groups of students, catching students doing the right thing, building a positive atmosphere where children feel emotionally safe.

**Praise** – personal, sincere, and specific and age appropriate praise, eye contact, building relationships and mutual trust.

**Reward** – using positive contact with the home, class rewards negotiated with the children.

**Redirecting low-level disruption** – non-verbal cues, movement and positioning around the room, proximity, use of verbal cues.

**Providing clear choices and time to make a decision** – ‘You can choose to sit where I ask you to, or to sit next to me. Have a think about what you would like to do, I will come back and speak to you in a moment’.

**Private verbal warning** – eye contact, lower than eye level where possible, using a positive model of the child’s previous good behaviour to encourage them to make better choices, making sure that they understand they have been given a warning and what will happen if they ignore it – marking the moment.

**Applying sanctions with care** – showing empathy, patience, care, and your disappointment, concern, attacking the behaviour not labelling the child.

**Slowing the process of applying sanctions** - giving the child time to make the right choices, finding opportunities to reinforce positive choices, catching them doing the right thing.

## Appendix D

What might happen if?

Behaviour	Teacher Response
<b>I'm not very well organised</b>	
I arrive late to school in the morning.	The receptionist will record how late you are. You may lose your morning attendance mark.

I arrive late to my lesson.	Your teacher will ask you to make up the lost time and will record how late you are.  You may be set a break time or lunch time detention.
I chew, eat or drink in lesson.	Your teacher will give you a warning.
I need to leave the classroom.	You can ask your teacher. If they agree this may be monitored by the Teaching Assistant.
I fail to complete the work set during my lesson	I will complete this in my own time (lunch or break).  It will be sent home for parents to facilitate.
<b>I behave poorly in lessons</b>	
I refuse to work or disrupt the lesson.	The teacher may tell you to move seat or ask you to leave the lesson for a short time.
I continue to disrupt my lesson and take up the teacher's time or stop others from learning.	You will be sent to work in isolation.  You may lose your morning or afternoon break.
I refuse to attend isolation.	You will be issued with a fixed term exclusion.
<b>I don't follow school rules</b>	
Consistent refusal to personally search myself	You will be sent home and issued with a fixed term exclusion
I refuse to be searched.	You will be issued with a fixed term exclusion.
I refuse to take off my coat/hat in lesson.	It will be confiscated, and you can collect it from

	reception at 3pm.
My phone is seen by a member of staff.	It will be confiscated, and you can collect it from reception at 3pm.
I refuse to hand my mobile phone in when told to by a member of staff.	You will be placed in isolation for the day. The phone will be confiscated.  Your parents may be asked to collect the phone from reception.
I use a mobile phone or camera to take video or pictures during the school day.	The camera/phone will be confiscated and your parents will be asked to collect it.  We may also inform the police.
I refuse to hand in smoking paraphernalia or I am caught smoking on site.	If this happens again you will be issued with a fixed term exclusion depending on the severity of the offence.
I misbehave at lunch or break times.	You may lose your breaks or lunchtimes.
I behave poorly during isolation.	You will be issued with a fixed-term exclusion.
<b>Serious poor behaviour</b>	
I verbally abuse or assault a pupil or member of staff.  I vandalise property or equipment.  I behave poorly in lessons or around schools.	A proportionally appropriate sanction that could include: <ul style="list-style-type: none"> <li>● A period of time on report</li> <li>● A period of time in isolation</li> <li>● A fixed-term exclusion</li> <li>● Permanent exclusion</li> </ul>



I am involved in a fight with another pupil.

I bully another pupil.

I bring a dangerous weapon into school.

I smoke drugs or bring them into school.

In some instances it may be necessary to involve the police or permanently exclude you from Take 1 Studios.