

ACT Schools Behaviour Policy

Commitment

ACT Schools are committed to creating a caring, supportive and engaging learning environment, where teaching and learning is underpinned by a strong approach to managing behaviour. We believe an inclusive and integrated approach offers our learners the support they need to manage any emotional and social difficulties, equipping them with the skills they need for life, further study and the world of work.

Purpose

The aims of this policy are:

- To encourage and acknowledge good behaviour and discipline.
- To provide an engaging curriculum designed to stimulate and challenge learners.
- To promote self-esteem by encouraging learners to value and respect themselves, their peers, Staff and the wider community.
- To provide a safe learning environment free from disruption, violence, bullying and any form of harassment.
- To promote early intervention to effectively support areas of difficulty.
- To ensure a consistent response to both positive and negative behaviour.
- To encourage a positive relationship with parents/guardians and related professionals (where appropriate), developing a shared approach, involving them in the implementation of the policy and procedure.
- To encourage learners to take responsibility for their behaviour.
- To explain unacceptable behaviour and the consequences for such.
- To display and reinforce learner and staff standards every day.
- To deal with behaviour fairly and consistently, ensuring fair investigations into incidents take place.

Scope

Information detailed within this policy applies to all staff at ACT Schools directly and/or indirectly involved with the teaching and learning and support for learners attending ACT Schools Provision.

Responsibilities

The Head of 11-16 Education and Delivery Director have overall responsibility for this policy.

Centre Managers will take overall responsibility for the implementation and day-to-day management of this policy/procedure within the provision, as well as supporting staff within ACT Schools in its implementation.

Delivery staff are responsible for ensuring awareness/understanding of this document, and in reporting any concerns in relation to learner behaviour to Centre Managers. Delivery staff are responsible for ensuring that this policy and procedure is followed, and is consistently applied.

In cases of serious behaviour incidents, staff should follow separate policies and procedures in relation to the use of physical intervention, and processes for investigation/confiscation are outlined in the procedures below. All serious incidents of behaviour should be reported to Centre Managers/Head of 11-16 Education and recorded on MyConcern.

The Staff Learning & Development Officer will work with staff across ACT Schools to ensure that staff have access to high quality training in relation to behaviour management, working closely with the Head of 11-16 Education to identify needs.

Parents and Carers will take responsibility for the behaviour of learners both inside and external to the school, and to work collaboratively with ACT Schools staff to establish and maintain high standards of behaviour.

Learners are asked to take responsibility for their behaviour, and to support ACT Schools by reporting any incidents of disruption, bullying and any form of is reported to a member of staff.

Communication and Storage

The ACT Schools Behaviour Policy and Procedure will be stored externally via the ACT Schools Website, and internally via IRIS HR, under company information

Learner Code of conduct

ACT Schools believe in adopting a team spirit to ensure learners within any tutor group are valued and making an equal contribution. As part of this, we ask our learners to sign up to the ACT Schools Code of Conduct (below), with the support of their parents and/or carers:

- To arrive on time, every day.
- To bring any extra equipment as identified by the tutor, in advance.
- To wear comfortable and practical clothing, to be able to take part.
- To enter the school rooms calmly, and be polite to the tutor.
- To avoid all distractions and only use mobile phones, iPads and other technologies when instructed to by the tutor.
- To be an active learner, willing to try all activities set by the tutor.
- To show self-respect, and respect for everyone else present.
- To help other members of the tutor group, if they are finding any part of the learning experience difficult.

We will always try to ensure our learners have access to new and different experiences. We recognise that many of these will occur outside the classroom, or in the community, and we expect our learners to respect the rights of others by:

- Listening to members of staff and following instructions politely and calmly.
- Walking, not running or shouting and going straight to the destination as directed.
- Not congregating in large groups unless required to do so as part of the learning experience or all-Centre activities.
- Not damaging the property of ACT Schools, defacing the building, dropping litter or spitting.
- Not insulting, undermining or swearing at other learners, staff or members of the community.
- Respecting others when using ACT Schools transport or public transport.
- Respecting the environment, being considerate to the local community, following rules and instructions and never dropping litter, defacing or trespassing private property e.g. crossing private grounds, sitting on boundary walls.
- Remembering each learner is considered an ambassador of the schools provision and the organisation.

Strategies to promote positive behaviour

ACT Schools aims to utilise strategies for promoting positive behaviour of learners, for example:

- Use of a calm, assertive, non-confrontational approach
- Provide clarity and consistency in instructions, or requests
- Public praise and private criticism, where appropriate and possible to do so
- Acknowledge learner feelings
- Provide a choice in relation to learning, where appropriate and possible to do so
- Promote inclusive practice within the classroom to remove barriers to education which may be a trigger
- Being consistent and reliable in how school staff behave
- Modelling the desired behaviours we expect from our learners

Management of learner behaviour at break and lunch times

We value break and lunch times as an opportunity for learners to relax away from the classroom, and that this can lead to some instances of behaviour challenges. During breaks and lunch times, we encourage learners to:

- Interact well with others, and the need to cooperate with peers
- Be involved in positive exchanges/experiences, and prevent instances confrontation
- Involve themselves in activities which improve their coordination, strength, agility and fitness in a bid to promote increased learner wellbeing and fitness.

To achieve this, ACT Schools utilise a whole-school approach to supporting in the supervision of breaks, and where it is needed:

- Making clear where behaviour(s) are acceptable, and challenging those that are unacceptable
- Praise good behaviour
- Encourage cooperation with peers
- Look for concerning behaviour, including bullying and/or harassment and where learners are on their own
- Deflect a problem that may be arising by giving learners involved a task/activity to distract their attention.

Serious Behavioural Incidents

The guidance below supplements the ACT Safeguarding Policy and Handbook. All significant incidents should be recorded on My Concern and the procedure in the safeguarding policy followed at all times.

When a learner shows signs of poor behaviour, de-escalation, prevention strategies and calming measures will be employed and the following action should be taken.

- Conversation, distraction, coaxing skills, gentle persuasion or redirection to other activities
- Put distance between the learner and others-move others to a safer place;
- Calmly remove anything that could be used as a weapon, including hot drinks, objects, furniture.
- To prevent a learner continuing to pose harm in a dangerous situation, advise others to leave but
- remain with the learner;

- Use seclusion only if necessary for a short period while waiting for help, preferably where a staff member can observe the learner;
- Keep talking calmly to the learner, explain what is happening and why, how it can stop, and what will happen next;
- Use first aid procedures in the event of injury or physical distress when safe to do so.

If the above attempt is unsuccessful, for example if an individual was in immediate risk of injury or on the point of inflicting injury on someone else, any member of staff would be entitled to intervene. Staff that feel confident and safe to do so, may use reasonable force but should not feel pressurised to do so. Everyone has the right to defend themselves against an attack provided they do not use a disproportionate degree of force to do so.

Please see separate policy and procedures that relate to the use of Physical Intervention, and what to do in instances where this is used.

Investigating incidents, searching, and confiscation

The following procedures should be followed if a serious disciplinary offence (suspected offending and/or any situation where there is significant risk of harm) is thought to have taken place. These procedures are for guidance and they may be altered if circumstances require, for example if specific members of staff are unavailable or if the matter requires expeditious action.

Investigating incidents

- Internal investigations may inadvertently prejudice investigations by Social Services or the Police. If it appears that a serious disciplinary offence is a matter for the aforementioned community agencies, staff employed by ACT Schools must stop the internal investigation and refer the matter to the Lead Safeguarding Officer as appropriate.
In situations where other services need to be informed, ACT will attempt to contact the parent/guardian to inform them of the referral, unless it is, in their judgement, inappropriate to do so.
- If a serious offence appears to have been committed, the member of staff concerned should inform their line manager as soon as possible. In the event that this is not possible, the referring member of staff should seek to contact another member of the Management Team. In the absence of both personnel, the matter should be referred to the attention of a Designated Safeguarding Person (DSP). The Manager or designated colleague in his/her absence will decide the nature of the investigation required, usually conducting an initial interview with the learner/learners concerned and facilitating the recording of statements regarding the incident.
- CCTV footage may be checked to provide evidence of the facts presented.
- It is important to note that all disciplinary matters, particularly those of a serious nature are investigated at a measured pace and that no premature judgements are made.
- When an investigation for a serious offence begins, it may be necessary for the learner/learners to be supervised by a member of staff, or removed from the learning environment. ACT will ensure that wherever possible, any investigation is conducted with sensitivity to the privacy of all involved and away from the public gaze.

- When a learner is interviewed, he/she will be made aware of the matter being investigated at the start of the interview. It will also be made clear that learners will be expected to speak truthfully and additional interviews may be needed. Careful contemporaneous notes will be taken during the interview and signed and dated by all present.

Searches and Confiscation

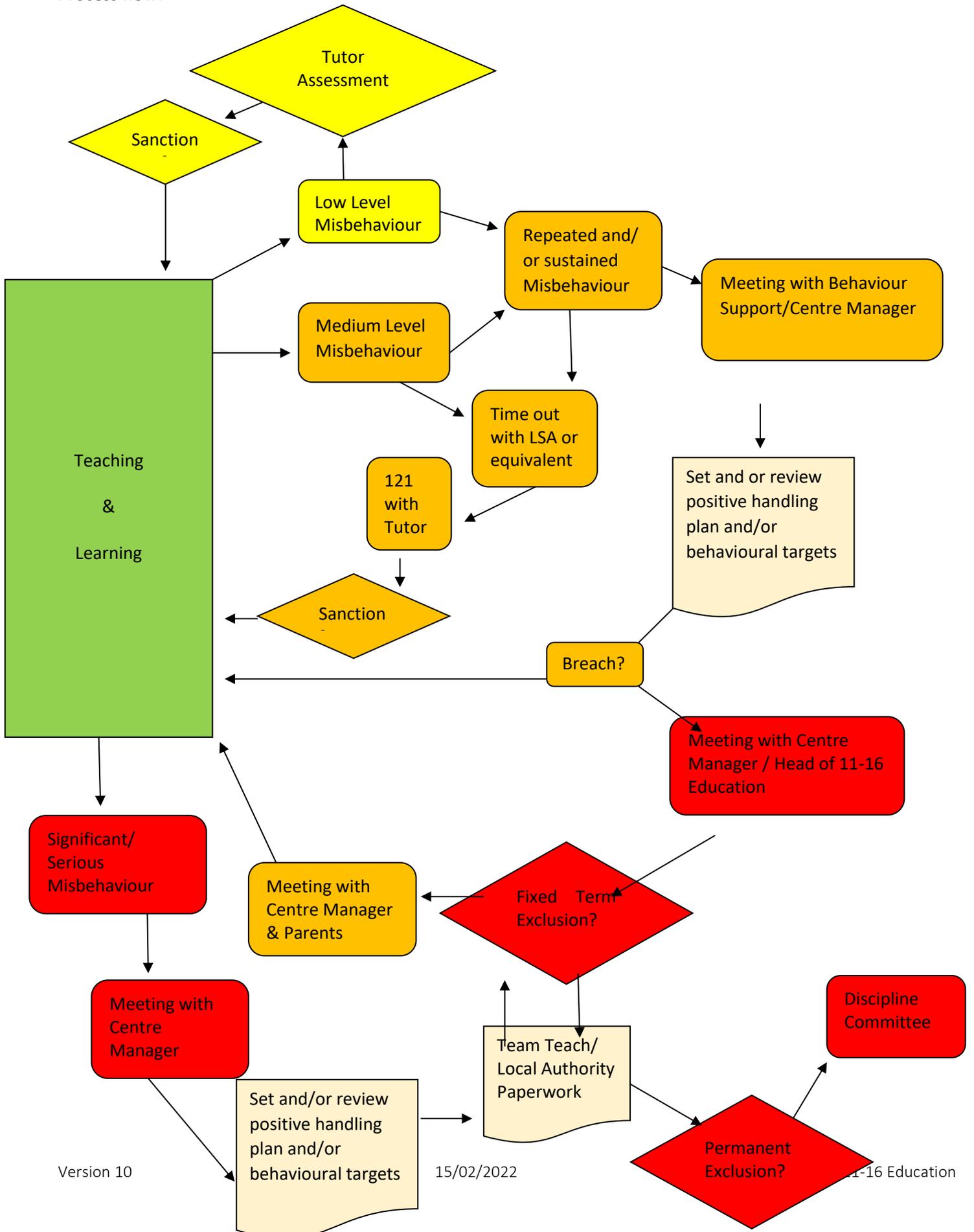
- If a member of staff suspects that a learner is in possession of a prohibited object the learner will be given the opportunity to hand over the item in amnesty, to prevent the matter escalating any further.
- Where there is a suspicion that a criminal offence has taken place, ACT Schools will refer to the Police and relevant agencies.

Risk Assessment

- Learners who come to ACT with a criminal conviction or known behaviour issues, will be risk assessed.
- All cases of criminal conviction are reviewed by the safeguarding board prior to the learner being offered a place at ACT Schools.
- Each case is managed sensitively and, on a case-by-case basis to ensure the welfare of all staff and learners.
- Where possible ACT Schools seeks to support individuals to engage in training and positively move forward with their learning and career plans.
- Where there is a suspicion that a criminal offence has taken place, ACT Schools will refer to the Police

Please see Covid 19 Addendum 1

Process flow:



Document / Policy Change Request

All changes to this Policy will be authorised by, or made to the Head of 11-16 Education.

Document / Policy Reviewing and Approving

This document will be reviewed annually by the Head of 11-16 Education.

References

- Disciplinary Procedure
- Safeguarding Policy and Guide
- Code of conduct
- Covid Code of Conduct
- Anti-Bullying Policy
- Fair Access to Assessment Policy
- Appropriate Practice Policy
- Appeals Policy & Procedure
- Complaints Policy
- Respecting Others: anti-bullying guidance 2003
- Safe and Effective Intervention – Use of Reasonable Force and Searching for Weapons 2013

Glossary

- Reasonable Force – minimising the risk of significant harm, by using the least amount of force to deescalate learners and ensure the safety of all involved
- Early Intervention – identifying and providing early support to prevent problems occurring, or manage them effectively.
- De-escalation – an approach to conflict resolution with specific measures being taken to reduce the risk of a situation spiralling out of control.
- Dysregulating – an emotional response that is poorly modulated, and does not fall within the conventionally accepted range of responses.

Covid 19 Addendum 1

This addendum is to be used in conjunction with and alongside our full behaviour policy. The rationale behind its inclusion is to ensure that the pupils and staff at ACT Schools act in a manner that fully supports the increased safety measures that have been put in place during the Covid-19 pandemic.

Some behaviour concerns referred to in this addendum may previously have been deemed as less serious behaviour however, if an action now results in the potential compromise of a person's ability to socially distance and stay safe, it will now hold more significant consequences.

Category	Concern Example	Consequence/Action
1	<ul style="list-style-type: none"> - Not following expectations about sneezing, coughing, tissues and their disposal etc in line with government guidance - Low level class disruption 	<ul style="list-style-type: none"> - Staff reminder given and documented with centre manager via email - Parent/carer informed - Learner and parent/carer informed that if incidents become frequent then consequences will be escalated to category 3
2	<ul style="list-style-type: none"> - Not following classroom rules with regards to sharing equipment and other items- once - Not following instructions on hygiene such as hand sanitising and washing- once - Moving in to unauthorised areas in the school- once - Not maintaining distance from other bubbles at break time- once 	<ul style="list-style-type: none"> - Staff reminder given and documented with centre manager via email - Parent/carer informed - Learner and parent/carer informed that if incident is repeated then consequences will be escalated to category 3
3	<ul style="list-style-type: none"> - Deliberately using other learners equipment in order to breach rules - Deliberately tampering with hygiene stations, bins and their contents and toilet areas - Deliberately entering unauthorised areas such as other bubbles classrooms - Spitting in the outdoor area - Breaching the smoking policy - Deliberately removing mask in unauthorised area 	<ul style="list-style-type: none"> - Learner will be isolated from cohort until they can be taken home - Exclusion to be put in place, usually 1 day but may be more depending on severity of the incident - Learner to return to school following exclusion but any repeated breaches will result in the learner being educated off site for a period of time due to the health and safety risk they pose on others in line with category 4 consequences
4	<ul style="list-style-type: none"> - Deliberately coughing or spitting at someone - Any action that would require the need for restraint in line with the safe touch and positive handling policy, which would severely compromise staff ability to remain socially distant 	<ul style="list-style-type: none"> - Learner will be isolated from cohort until they can be taken home - Exclusion to be put in place to address incident - Learner to be educated off site for a period of time due to the health and safety risk they pose on others. To be reviewed every 2 weeks.