

VOYAGE LEARNING CAMPUS



BEHAVIOUR FOR LEARNING POLICY

This policy has been adopted by the Management Committee on:	
Date adopted:	01.05.19
Signed:	
Next review due:	May 2020 (yearly)

Voyage Learning Campus (VLC) Behaviour for Learning Policy

This policy relates to the following Guidance:

- **Education and Inspection Act 2006**
- **School Standards and Framework Act 1998**
- **Education Act 2002**
- **DfE Guidance: Searching, Screening and Confiscation 2018**

VISION

To be a positive, holistic and inclusive community, in which young people are encouraged to achieve high standards of personal progression in a supportive environment that is both safe and respectful.

1. Aims & Values

- 1.1 Our key aim is to reverse the negative trend of behaviour that has resulted in the student being disenfranchised from learning. This policy links clearly with the Voyage Learning Campus Vision and aims.
- 1.2 To provide a safe, secure environment where students feel welcome, valued and not threatened or coerced by any other student.

2. Objectives

- To set clear behavioural boundaries which emphasise respect for others and which encourage effort and achievement.
- To support both staff and students to understand the link between emotions, behaviour choices and consequences.
- To ensure that students understand the impact of negative behaviour on others, including those in our local community.
- To develop the students' self-esteem and levels of motivation.
- To praise, celebrate and reward positive behaviour and achievement.
- To sanction behaviour that is negative, particularly if it is harmful to others.
- To establish and nurture partnership with parents/carers in order to support and encourage each individual.
- To provide training, support and advice for all staff in order to work towards a consistent approach by all.
- To work with support staff from outside agencies where appropriate.

3. Rules and Expectations of Students

- All of our students are expected to wear school uniform – where applicable, details of this are provided on admission.
- Our staff aim is to educate the “whole student” in readiness for adult life. To do this, we aim to build on each student's success.
- Centre rules are clear and fully explained to the student and their family on admission. The rules are prominently on display in Centres. This includes behaviour whilst being transported to and from school on designated school transport.

- Individual targets for behaviour as well as learning are set and reviewed at regular intervals. Parents/carers and other relevant agencies are included in the review process, which is an opportunity to celebrate success and address concerns.
- At the point of inclusion students, parents and carers are required to sign both a “Home School Agreement” and also a “Transport Contract”.

4. **Expectations of Staff in Relation to Behaviour Management**

All staff will:

- Read and sign a copy of this policy on induction and following subsequent reviews of this policy.
- Use the Voyage Learning Campus established Rewards and Sanctions System appropriately.
- Work effectively as part of a team, supporting each other with managing behaviour, under the direction of the Senior Leadership Team.
- Ensure high standards of teaching are in place - this will be closely monitored through the school’s appraisal system and lesson observation processes.
- Through rigorous appraisal, have access to continuing professional development in behaviour management.
- Take into account, when planning and delivering lessons, students’ preferred learning styles, SEN needs etc and differentiate appropriately.
- Deliver an appropriate curriculum and set challenging targets that allow opportunities for student success and provide the right level of challenge for each student which encourages progression and achievement.
- Provide appropriate feedback to students, noting that unwanted praise delivered poorly can be ineffective.
- Provide a safe, stimulating and ordered learning environment – this includes the careful storage of potentially dangerous items, inspiring and regularly-updating displays of students’ work and a clear classroom routine.
- Manage time effectively so that routines are consistently upheld – this includes starting and ending lessons on time.
- Carry out the behaviour management strategies recommended by ‘Team Teach’, which include:
 - The use of calm, non-confrontational body language and facial expressions,
 - Speaking respectfully and clearly to students, using the language of choice and “I” statements and avoiding ambiguous or inflammatory language,
 - Using praise to motivate students whilst acknowledging that, for some students, public or verbal praise is difficult to accept,
 - Being prepared to offer a fresh start and time out when needed,
 - Ignoring, when safe and appropriate, unwanted behaviour in favour of a relentless focus on learning,
 - Working towards improving students’ self esteem and avoiding the use of unconstructive or shaming feedback,
 - Keeping adult-talk to a minimum, particularly during escalation,
 - Applying the agreed sanctions, communicating such decisions to the student at the appropriate time.

5. **Restorative Justice**

- 5.1 Voyage Learning Campus is committed to seeking a restorative approach to all incidents, where the school deems it appropriate. This process does not assign blame but encourages the pupils to look at their own and others' behaviours with a view to providing a positive outcome for all involved.
- 5.2 Following an incident, the pupil/s and their parents/carers may be invited to a meeting at which it is decided whether the restorative approach should be offered.
- 5.3 Whilst this work is in the early stages, all members of staff are nonetheless expected to discuss incidents with the students at an appropriate time and in a solution-focused, non-judgemental manner, seeking the support of an experienced colleague as mediator when appropriate.

6. Rewards and Sanctions

- 6.1 A reward system is in place at each Centre in order to recognise the achievement of individual students who have reached their identified targets for behaviour, learning and/or effort. Each system reflects the vision and values of the school and the specific guidance given within this policy, however the systems differ because of the range of ages and needs of our students. The rewards and sanctions system of each Centre must be on display throughout the Centre, regularly reviewed by the Centre staff team, clearly explained to parents/carers and new students on admission, and regularly referred to and upheld by all staff.
- 6.2 Flexibility is essential where sanctions are applied. While positive behaviour should be emphasised wherever possible and change encouraged through praise and reward, a range of sanctions are available where unavoidable. These include verbal or written warning, parental involvement, temporary withdrawal of activities, temporary or permanent change of programme and fixed term/permanent exclusion.
- 6.3 Records are kept of rewards given and sanctions applied. These are monitored by the Senior Leadership Team (SLT).

7. Support to improve Behaviour

- 7.1 Within each Centre, a range of appropriate actions will be taken to support those students who consistently struggle to manage their own behaviour appropriately and to minimise the disruption to students' learning caused by the poor behaviour of their peers. These may include:
- A named key tutor who is the first point of contact with parents/carers,
 - Short timetabled interventions for the explicit teaching of social skills, emotional literacy and anger management, in line with the Centre's provision map.
 - Support from both staff – including our Campus Student and Family Liaison Officer – and outside agencies e.g. Social Services work with an advisory teacher with experience in supporting young people with ASD through counselling support.
 - The use of a report card or other personalised target-setting plan,

- The establishment of a Pastoral Support Plan (PSP) involving support and input from parents/carers and other agencies where appropriate,
- The use of a personalised Behaviour Management Plan which details triggers, typical behaviours and helpful strategies to ensure a consistent approach from all staff members to managing the behaviour of a targeted individual,
- The use of a Time Out card and other behaviour management tools and resources,
- Frequent assembly and tutorial sessions focusing on community cohesion, expectations and positive citizenship,
- The use of a chill out room at our Primary site – please see appendix 1 and 2 for further information on the guidelines and risk assessment.

8. **Power to Use Reasonable Force.**

8.1 Members of staff have the power to use **reasonable force**. Teaching and support staff are trained in and adopt the methods of Team Teach.

8.2 Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others (including self-defence), or damaging property, and to maintain good order and discipline in the classroom.

8.3 The Principal, Heads of Centres and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, legal highs, stolen items, tobacco and cigarette papers, fireworks and pornographic images.

8.4 Staff must ensure that:

- Positive handling is only used to prevent a student from harming her/himself or others, damaging property or causing serious disruption,
- Holding involves a minimum of two members of staff and minimum reasonable force should be used to avoid injury,
- Parents/carers are informed of any positive handling,
- All serious incidents are recorded in the Serious Incident folder and a restraint form is completed following any incidents of positive handling. These records are shared with the Principal – as well as with the Local Authority,
- When appropriate, steps are taken to ensure that the student involved understands why positive handling had been necessary and to discuss ways to avoid a recurrence,
- Where records indicate that positive handling has been used several times with a given student, or where records from a sending school suggest that this has been the case, a risk assessment is completed and shared with the Principal and with the Local Authority.

9. **Searching, Screening and Confiscation**

9.1 The Principal, Heads of Centres and authorised staff have a statutory power to search pupils and their possessions, without consent, where they suspect that a student has brought a prohibited item into school.

9.2 The student will not be required to remove any clothing other than outerwear. The student will only be searched in the presence of two members of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practical to summon an additional staff member.

9.3 Disposal

- It must be made clear to parents and pupils that we will not allow weapons of any description to be brought onto school site or on any school activity off site.
- If a member of staff suspects a pupil is carrying a weapon of any description they will ask that pupil to volunteer any weapon or empty their pockets. This will be done calmly and in private. Staff may choose to ask senior staff to do this, or request another member of staff to act as a witness.
- If the pupil refuses to comply in emptying pockets, senior staff will be called. If necessary the Police will be called to ask their advice in the first instance and if necessary request they attend to search the pupil.
- Any confiscated offensive weapons (knife, gun or other item intended to harm), including imitation, will be securely locked away and will only be released to the Parent/carer in person under Police advice, or directly to the Police. It will not be returned to the pupil under any circumstances.
- Controlled drugs will be passed on to the police.
- Staff will contact the police to deal with stolen items.
- Pornographic images may be disposed of unless they constitute an offence (i.e. extreme or child pornography). In these cases, they will be passed on to the Police.

9.4 Other Prohibited Items

- Alcohol,
- Illegal Drugs,
- Legal highs,
- Stolen items,
- Tobacco and cigarette papers,
- Fireworks,
- Mobile phones or personal devices suspected of containing inappropriate material or emails used in 'cyber-bullying' incidents,
- Pornographic images,
- Any items that the member of staff reasonably suspects, or is likely to be used to commit an offence or cause personal injury to, or damage to the property of any person (including the student).

9.5 Mobile Phones

Each Centre has its own response to incidents of students bringing legal but unwanted items to school e.g. mobile phones. Students are either expected to restrict the use of such items to non-lesson times, or required to hand in these items on arrival at school. The Centre procedure will reflect the age and needs of students. The agreed expectations and procedures are shared with students and their families.

10. Exclusions

10.1 The vast majority of behaviour is managed through numerous intervention strategies, however; on occasion a learner may be required to leave the school premises if a serious behaviour occurs that stops others students learning or disrupts the smooth running of the school. This could result in an exclusion or review of placement.

10.2 These would include

- Verbal or physical abuse of staff/students,
- Bullying - physical, verbal, emotional,
- Sexual Harassment of any kind,
- Prejudice on grounds of race, age, gender, sexuality, disability and others,
- Use or sale of alcohol and other mood changing drugs,
- Deliberate damage or theft of property,
- Smoking in our around the building/premises,
- Gambling,
- Persistent disruptive behaviour.

10.3 Reintegration

Reintegration meetings will be chaired by a member of the SLT and attended by other appropriate staff, professionals and student/ parents/carers.

A return to school meeting form, including actions/strategies will be completed, signed and reviewed. If necessary, a Pastoral Support Plan will also be initiated.

11. Management Committee

In very serious cases, students will be required to appear in front of a panel which will include a member of the Management Committee. This could be for some fixed term exclusions of more than 5 days and all permanent exclusions.

12. Monitoring and Evaluation

12.1 This policy will be monitored by the Principal and SLT by drawing evidence from student monitoring, behaviour logs, student/parent questionnaires, incident logs including race hate and bullying central records, SIMS data etc.

12.2 Reports and data will be presented to Management Committee meetings.

12.3 Currently Primary Behaviour & Achievement Tracking data is completed in SIMS.

13. **Links**

This Policy should be followed in conjunction to the following Voyage Learning Campus policies:

- Special Educational Needs and Disability Policy,
- Attendance Policy,
- Equality Statement and Equal Opportunities Policy,
- Safeguarding Policy,
- Drugs Policy,
- Online safety policies, including acceptable use staff and students,
- Exclusion Policy,
- Anti-Bullying and Harassment policy.

Appendix 1

Chill Out Room Guidelines – Primary Provision

1. Introduction

These guidelines have been prepared to support all staff, pupils and parents/carers. It is designed to explain the school's arrangements for the use of the schools 'Chill Out Rooms' (Garden & Ocean Room).

2. Purpose of these Guidelines

The purpose of these guidelines is to outline and clarify the appropriate use of the 'Chill Out Room' in order to ensure that the children who use it benefit from the resource at the same time ensuring the safety and welfare of all children and staff.

3. Definition – What is a 'Chill Out Room'

A 'Chill Out Room' is a safe space for children to use either independently or with adult guidance when they are dis-regulated.

4. Rationale – Why have a 'Chill Out Room'?

Due to the nature of the children we work with, there are times during the school day when situations happen which cause a child to become dis-regulated.

When children become dis-regulated they need a safe space to allow them to express the emotion and become regulated again.

A room away from other children and adults which is a safe, calming environment allows the above.

5. Aims of the 'Chill Out Room':

- To provide a safe environment for children to express emotions.
- To prevent situations escalating and ensure children's safety.
- To allow children to express emotions away from public display.
- To provide a safe space for a child to talk and sort out a situation.
- To act as a tool to allow children to be regulated and soothed, working towards them managing their own feelings, self-soothing and regulating themselves.

6. Using the 'Chill Out Room':

Main Uses:

- It is used as a space that an adult can suggest a child and them use to help them regulate their emotions. For example, I can see that you are feeling worried so let's go into the Ocean Room together, sit together on the sofa and get the sensory box out, I can see you are feeling angry let's go into the Garden Room and throw balls at the targets. This may also include being more direct if the situation needs it. For example, we need to go to the garden room now.
- It is used as a space that a child can take themselves to as part of their behaviour plan that allows them to begin to regulate themselves and thus manage their own behaviour.
- For a very small number of children, they may be escorted there as part of their behaviour plan if physical intervention will escalate a situation more or put them or others at greater risk.

Guidelines:

- The chill out room will never be used as a punishment, to threaten students, to humiliate them or make them feel shamed or afraid.
- A child will never be 'put' in the Chill Out Room except for rare unanticipated situations that pose an immediate concern for the physical safety of the child or others.
- The use of the Chill Out Room (putting a child in the room) does not replace physical intervention unless it is specifically identified on a child's individual plan. However, it is an ideal room to go after for the 'Recovery' stage.
- An adult must always accompany a child into the Chill Out Room to help them regulate. A dis-regulated child must never be left in Chill Out Room on their own. This is unless the child has specifically asked to be left on their own or it felt too unsafe for the adult to remain in the room.
- If a child is in the Chill Out Room on their own then it would be worth trying a change of adult to see if this would allow an adult to be in the room with them.
- If even a change of adult does not resolve the situation and the child is still in the room on their own (either voluntarily or because of Health & Safety) then an adult must always be stood outside the door watching the pupil at all times. Regularly talking to them and regularly asking them if you can come in.
- A child will never be held in the room against their will unless by letting them out they pose a risk to themselves, others or they would disrupt the good running and order of the school.
- Staff to be aware that some children may have raised anxieties about going into a small room and this could escalate behaviour. Alternative strategies will then be used instead of the Chill Out room.

7. Health and safety

A risk assessment will be completed for the Chill Out Rooms.

8. Parents/Carers

All parents/careers will be shown the 'Chill Out Room' during their initial tour.

For children who require the use of the 'Chill Out Room' instead of the use of physical intervention will have a behaviour plan which will be shared with the parents/carers.

Appendix 2

Risk Assessment



Date of Assessment: 01/05/18	Assessed by: A Mitchard
Review date: 31/05/19	Role: Assistant Vice Principal

What is the task, activity, person or environment you are assessing?
Chill Out Rooms (Garden and Ocean Room)

What hazards are present or may be generated?	Who might be harmed by the hazards and how?	What control measures/ precautions are in place to eliminate or reduce the risk?	Is the residual risk acceptable?		If no to the previous question, what additional control measures/ precautions are needed to manage the risk?	Additional control measures implemented:		
			Yes	No		Action by whom?	Action by when?	Date complete
Self-Harm e.g. children banging their head against the wall.	Children using the room.	<ul style="list-style-type: none"> Children are supervised at all times when using the room, either in the room or outside the room. Children with a history of self-harm are not left in the room on their own even if they ask to be left alone. Physical Intervention will be used on anyone who is self-harming. 	Yes					

What hazards are present or may be generated?	Who might be harmed by the hazards and how?	What control measures/ precautions are in place to eliminate or reduce the risk?	Is the residual risk acceptable?		If no to the previous question, what additional control measures/ precautions are needed to manage the risk?	Additional control measures implemented:		
Supervising Adults getting hurt.	Adults supporting children when using the Chill Out Room	<ul style="list-style-type: none"> Adults follow guidance and make a decision about whether it is safe to go into the room with a child if they are behaving in an unsafe manner. When in the room adults position themselves by the door so they can make a quick exit. Adults begin by standing in the doorway and move into the room when they feel it is safe. All adults are trained in de-escalation strategies. Whenever possible the door is to be left open. Any adult walking past always checks the room and whether an adult needs help. 	Yes					
Sharp objects in the room that they can harm themselves or others with.	Children using the room. Supporting adults.	<ul style="list-style-type: none"> Everything in the room is soft or cannot cause harm. E.g. chalk, laminated pictures to pull off the wall. Any objects with dangerous parts are either removed from the item or the item is removed altogether. For example, cushions with zips have the zip sewn up. A fabric bin with a wire rim was removed. 	Yes					

What hazards are present or may be generated?	Who might be harmed by the hazards and how?	What control measures/ precautions are in place to eliminate or reduce the risk?	Is the residual risk acceptable?		If no to the previous question, what additional control measures/ precautions are needed to manage the risk?	Additional control measures implemented:		
Dangerous Objects being taken into the room and used to harm others or self.	Children using the room. Supporting adults.	<ul style="list-style-type: none"> Children are supervised at all times when using the room. Adults always remain on guard when supporting a pupil in the time out room and follow guidelines. After using the room adults and children always tidy the room and leave it as they found it. Part of this will be checking for anything that is left in there which shouldn't be there. 'Chill Out Room' monitors tidy and check the room at the end of each day. Cleaner cleans the room and checks again for anything broken or which shouldn't be left in the room. 	Yes					
Trapping Fingers in the Door	Children using the room.	<ul style="list-style-type: none"> There are finger guards on one side of the door. 		No	To investigate having guards on both sides.	AVP to contact Premises Officer	02/05/18	02/05/18
Mats causing a trip hazard.	Children using the room. Supporting adults. Adults walking through the room.	<ul style="list-style-type: none"> After using the room adults and children always tidy the room and leave it as they found it. Part of this will be ensuring the mats are all laid out flatly. 'Chill Out Room' monitors tidy and check the room at the end of each day. Cleaner cleans the room and straightens mats when vacuuming. All mats to stand out and are 	Yes					

What hazards are present or may be generated?	Who might be harmed by the hazards and how?	What control measures/ precautions are in place to eliminate or reduce the risk?	Is the residual risk acceptable?		If no to the previous question, what additional control measures/ precautions are needed to manage the risk?	Additional control measures implemented:		
		of a bright colour. <ul style="list-style-type: none"> Everyone is aware of the rooms and their use. 						
Throwing things at the ceiling and ceiling tiles (ocean room) and the light (Garden Room) come down	Children using the room. Supporting adults.	<ul style="list-style-type: none"> There are only soft items in the room. Children are supervised at all times Children have targets on the wall to throw things at. The plastic light coverings are clipped onto the light in a number of places making them secure even if they are hit. 		No	The ceiling tiles in the ocean room need to be clipped to stop them moving.	AVP to contact Premises Officer	02/05/18	02/05/18
Climbing (window ledge Ocean Room)	Children using the room.	<ul style="list-style-type: none"> There is nothing in the rooms to aid them in climbing. Children are supervised at all times. Children are warned about the hazards of climbing and that they will have to get back down. Soft furnishings e.g. sort artificial grass underneath the window ledge. 		No	Remove the window locks/handles.	AVP to contact Premises Officer	02/05/18	02/05/18