



Behaviour Management Policy

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| Last reviewed | September 2023 |
| Reviewed by | Head of Centre |
| Next review | September 2024 |

Policy Statement

Alternative Centre of Education (ACE) is committed to the creation of a teaching and learning environment where the learning, social and personal needs of young people are addressed. We aim to empower children to achieve in an atmosphere of safety and mutual respect, by removing barriers to learning that have been entrenched in former educational settings. Everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour and to encourage others to do the same.

Aims

The policy aims to:

- provide a consistent approach to behaviour management
- define what we consider to be unacceptable behaviour including bullying
- outline our system of rewards and sanctions
- incorporate the school values

Purpose

The purpose of the policy is to provide a simple, practical code-of-conduct for staff, learners and parent/carers which:

- recognises positive behaviour
- positively reinforces behavioural expectations
- promotes self-esteem and self-discipline
- teaches appropriate behaviour through positive interventions

Legislation, statutory regulation and statutory guidance

This policy has taken into consideration the following legislation and advice from the Department for Education (DfE)

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- o Section 175 of the [Education Act 2002](#), which outlines a school’s duty to safeguard and promote the welfare of its pupils
- o Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils’ behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils’ property
- o Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school’s duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

Expectations

At ACE we believe all of our students can do well. We encourage success by supporting them to meet the following expectations:

| | | | |
|--|---|---|---|
| Everybody has the right to learn, to feel safe, to be respected and to be fairly treated | | | |
| Be ready to learn | | | |
| Be on time everyday | Dress appropriately | Eat and drink in appropriate places | Hand in your mobile phone and be searched on arrival. |
| Be respectful | | | |
| Use appropriate language | Listen to others and expect to be listened to | Keep hands, feet, objects and personal comments to yourself | Look after the building, displays and equipment |
| Be safe | | | |
| Follow the rules Health & Safety | | Be in the right place at the right time | |
| Reminder | Warning | Time out to Reflection room | Talk about the behaviour later |

Positive Behaviour

One of the most effective behaviour management strategies in schools has been shown to be careful planning that prevents difficulties from arising. Preventative strategies create a context where acceptable behaviour is positively encouraged and misbehaviour is reduced. An ethos is developed which emphasises co-operation, responsibility, concern for others and self-respect. Students know what kind of atmosphere they prefer in school and what they expect from a ‘good teacher’. Our experience has shown that over a range of ages children produce a very similar list of characteristics that they look for in adults who work with them. Children want adults to:

- treat them as a person
- help them learn and feel confident
- make the day a pleasant one
- be just and fair
- have a sense of humour

And not to:

- Get upset or angry in the face of misbehaviour

Although they want this for themselves, they also want it for other young people because it makes the learning situation more comfortable. It is evident that young people prefer to learn in a relaxed yet purposeful atmosphere and where the adults are safely in control; where they can progress their learning with success and be acknowledged as ‘people who matter’. We believe that where learners feel they are valued they respect adults and accept their authority. Similarly, we recognise the implicit need for young people to develop the skills that make positive relationships with adults possible.

It is critically important that staff working at ACE build strong **Relationships**, develop high levels of personal **Resilience** and have high expectations where the quality of learning behaviours is concerned. We aim to ensure that learners have clear boundaries reflected in a behaviour expectation framework that is underpinned by a clear system of rewards, sanctions and individual support. A common language is used across the school, providing consistent responses where behaviour is unreasonable. Restorative justice and informal mediation approaches are adopted to enable children to repair and maintain any relationships that they have damaged.

Positive behaviour expectations form the basis of our reward system. Students collect **TAS** points (Transform, Aspire, Succeed) and earn rewards according to how many **TAS** points they achieve. Learners also have weekly personal targets set for them by their behaviour mentor. These are usually negotiated with learners and encourage them to deal with specific issues that impact negatively on their school experience.

Learner Support

A skilled team of professional individuals deal with ambivalent feelings or personal crises. Similarly, our outstanding learning support professionals provide pastoral and academic interventions that are underpinned by positive relations and the careful management of anger or frustration in a safe setting. Structured ‘time out’ space is available to allow students to articulate concerns whilst simultaneously giving staff the opportunity to “re-set” boundaries. Where possible it is always our aim to put young people back into their classes where we know our personalised curriculum pathways give them the greatest chance of success.

Alternative Centre of education (ACE) expects parents/carers to:

- support the ACE policy on attendance and punctuality by notifying the school of any absences or lateness
- notify ACE of any factors which may affect the behaviour of their child
- support their child by attending regular reviews and other meetings
- be aware of and support the ACE Behaviour Policy

Suspensions

The vast majority of behaviour is managed in school, however, on occasions a student might be required to leave school premises. In cases where she/he refuses to leave an appropriate staff member will contact parents and, if necessary, the security for Edmonton Green or the police.

There are a number of more serious behaviours that stop students doing well and could result in exclusion or a review of placement. These include;

- Physical abuse of staff
- Verbal threats towards staff or other students
- Bullying- physical, verbal, emotional
- Sexual harassment or harmful sexual behaviour of any kind
- Prejudice on grounds of race, age, gender, sexuality, disability and other
- Carrying an offensive weapon
- Use or sale of alcohol or other unauthorised drugs
- Deliberate damage or theft of property
- Smoking or vaping in or around the building
- Refusing to leave the premises when asked

Timeout Procedure /The Reflection room

At ACE a student's behaviour may make it necessary to remove them from a lesson in order that others exercise their right to learn. Timeout is a formal method of achieving this whilst ensuring that the student concerned remains in the care of an adult at all times and continues their academic learning.

- The student will be moved to the **Reflection room**
- Timeout is to be instigated by staff in situations where other behaviour management strategies have been exhausted and a learner:

“persistently exhibits low-level, disruptive behaviour that prevents teaching and learning”

During timeout students will be given “cool off” time in the Reflection room.

In the Reflection Room

- I. Students are to be kept apart during Reflection Room sessions. It is imperative that the supervising adult follows this instruction
- II. The supervising adult will use the time to work through the incident with the student and record their responses on the record of events form. Completing the form encourages the student to think about the events leading up to the problem; what actions they took or might have taken; what other did and how the situation might satisfactorily be resolved. This will help to restore the “broken” relationship whilst providing an opportunity to support the

young learner as they take responsibility for their actions. Reflection Room should be viewed as a learning opportunity not as a punishment or a way of overlooking poor behaviour

- III. The completed records of event should be passed to the pastoral lead who will meet with the student or nominate a mentor to meet with the student to further discuss the behaviour
- IV. students will be given time, where possible to speak to the subject teacher in line with the "follow up of incidents" statement

Any student who is taken to the Reflection room will receive an immediate text home to inform parents of the incident.

When behaviour breaks the code of conduct can expect:

1. First verbal warning
2. Second verbal warning
3. Removal from lessons and spoken to – returned to lesson where appropriate
4. Regulation room

Senior support

Senior support comprises of a senior member of staff supporting teachers and support staff in engaging learners in lessons and acting as first port of call for any incidents. The aim is to manage situations where pupils are having difficulty staying focused or displaying behaviours which prevent teaching and learning. In consultation with the class teacher the senior support should make a judgement about the course of action to be taken. This could involve a brief cooling off session outside the classroom or the time out where they will be supervised by a member of staff in the Reflection room until they are ready to return to their learning.

Staff Guidelines

Timely and clear communication between staff and family support the management of good behaviour and promotes good discipline. Routine attendance at briefing and meetings allows the staff team to make expert use of the information management system to record and analyse behaviour. Informal conversations during the school day are also critical. Without the timely sharing of information, detailing personal events outside of school for example, staff members are forced to react to behaviour that might otherwise prevented or prepared for.

We believe that it is not always possible to respond to negative behaviour in the same way for every child but it is useful to have a guiding framework of responses to good and poor behaviour. This

ensures that learners at ACE can be certain that every behaviour, positive or negative, will elicit some form of adult interventions. The tables that follow are intended to provide such a framework.

Responses to positive behaviour

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|---|---|
| Meeting Behaviour Expectations | <ul style="list-style-type: none"> • Verbal Praise • TAS points leading to rewards • Extra-curricular activity • Parents informed of consistent good behaviour • Praise Postcards |
| Helping others Responding appropriately to request to change behaviour | <ul style="list-style-type: none"> • Verbal Praise • TAS Points leading to rewards • Head of Centre Award • Parents informed for consistent behaviour • Praise postcard |
| Excellent work Meeting personal targets Working as an ambassador for the Centre | <ul style="list-style-type: none"> • Verbal praise • TAS points leading to rewards • Head of Centre Award • Parents informed about excellent work • Display of work around school and online • Reward trips |

Responses to negative behaviour

| | |
|---|--|
| Failing to observe behaviour expectations in lessons and around the school | <ul style="list-style-type: none"> • Classroom management by the teacher as stated in the behaviour expectations. Verbal Warning |
| Persistent failure to observe ACE Behaviour Expectations in lessons and around the school | <ul style="list-style-type: none"> • 2nd Verbal warning from staff • Phone calls to parents • Notification to school/LA |
| Persistent lateness Unauthorised absence from lessons and from school Smoking | <ul style="list-style-type: none"> • Automatic text or call home • Referral to school/LA- Letter to parents • Letter home/notification to school/LA |

| | |
|---|---|
| <p>Learners deemed to have used mood altering substance Vandalism Bullying, racism, sexism, homophobia, ageism, discrimination</p> | <ul style="list-style-type: none"> • Possible fixed term exclusion • Parental meeting/notification to school/LA • At this level incidents are |
| <p>Refusal to leave a class or a building Physical or verbal abuse of staff Physical or verbal abuse of another student Theft Possession of an offensive weapon Selling or using illegal substances Sexual assault – any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation Possession of fireworks</p> | <ul style="list-style-type: none"> • Verbal warning (SLT, police, YOT) where appropriate • Internal or suspension • Parents invited in by Senior Staff to meet appropriate parties • Referred back to school/LA |

Prevention

Inappropriate behaviour is more likely to occur when learners lack a sense of purpose and/or structure, are presented with opportunities to misbehave or are struggling to deal with external factors unrelated to school. It is preferable to prevent unwanted behaviour from occurring as dealing with unacceptable behaviour wastes time, can lead to confrontation and is stressful for everyone involved.

This principle is relevant to all aspects of our behavioural work, both academic and social. Measures can and should be employed to prevent potentially damaging situations from arising. **The ACE Learning Entitlement** makes it explicit the things that children at our Centre can expect staff to do to maintain a calm and productive atmosphere that is conducive to learning.

| ACE LEARNING ENTITLEMENT | | | |
|---|--|--|--------------------------------|
| Everybody has the right to learn, to feel safe, to be respected and to be fairly treated | | | |
| Communicate | | | |
| Expect your teacher to be ready at the beginning of the lesson with something interesting | Expect to be told how to be successful during the lesson | Expect your teacher to share with you your current level of achievement and how you can move on | |
| Investigate | | | |
| Expect to be regularly assessed and for this to be shared with you so that you and others can see the progress you are making | Expect the classroom you are working in to have a positive atmosphere for learning for both staff and learners | Expect your teacher to work with you to achieve your potential | |
| Achieve | | | |
| Expect your lessons to have a variety of activities, some more challenging | | Expect your teacher to guide you in developing skills for independent learning that you will take with you from ACE into your future | |
| Reminder | Warning | Time out in Regulation Room | Talk about the behaviour later |

Record and Respond

At ACE any behaviour deemed by staff to warrant an official response is recorded on our in-house database:

- The information is recorded in full, including date and time of day
- The information is recorded in detail
- All the facts are recorded, avoiding personal or emotional response
- All those present during an incident provide a written account of events
- All incidents are referred to Head of centre for decisions about outcomes

Mediation and Restorative Justice

Following an incident where a student has presented particularly challenging behaviour, Mediation should take place at the earliest convenient time (e.g. break or lunchtime). This is after the learner has had sufficient time to 'cool off' and is able to talk about what happened, clearly and rationally.

Following an incident with another student, a Restorative Justice meeting must take place between the young learners involved in order to ensure that positive relationships are restored. In cases where the student refuses to take part in the process a more official response will be made. Adults and young learners have the right to defer mediation and Restorative Justice to a later time to give the process a greater chance of success. However, in cases like this, the student must be made aware that the process is compulsory and cannot be delayed indefinitely.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- deliberately hurtful
- repeated, often, over a period of time
- difficult to defend against

Bullying can include:

| Types of Bullying | Definition |
|---------------------------|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Racial | Racial taunts, graffiti, gestures |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Roles and Responsibilities

The Head of Centre

The Head of Centre is responsible for reviewing and approving this behaviour policy.

The Head teacher

The Head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

The Pupil Code of Conduct

I will:

- attend the centre every day on time
- work to the best of my ability to achieve my targets
- participate in all required personal development programmes
- behave appropriately at all times
- respect all teachers and other pupils including individual beliefs and opinions
- respect all property belonging to ACE and other young people
- use appropriate language at all times
- not bring any illegal items into the centre (this includes drugs, weapons)
- not use my mobile phone in the centre
- not bring or call any strangers to the centre
- dress appropriately as stated by the Head of Centre
- not leave the centre premises without permission from a member of staff

Rewards and sanctions

List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- TAS points (Transform, Aspire, Succeed)
- Letters or phone calls home to parents
- Messages to school/LA
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class to the Regulation Room
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parent
- Agreeing a behaviour contract
- Putting a pupil 'on report'

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head of Centre will discipline the pupil in accordance with this policy. Please refer to our safeguarding policy for more information on responding to allegations of abuse. The Head of Centre will also consider the pastoral needs of staff accused of misconduct.

Behaviour management

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
- Greet pupils in the morning/at the start of lessons
- Establish clear routines
- Communicate expectations of behaviour
- Highlight and promote good behaviour
- Conclude the day positively and start the next day afresh
- Have a plan for dealing with low-level disruption
- Use positive reinforcement

Physical intervention

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical intervention must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation [latest guidance on searching, screening and confiscation](#).

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

This Behaviour Policy will be reviewed every two years.

Links with other policies This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying policy