



Camden Centre
for Learning

Behaviour Policy

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Challenge Yourself, Celebrate Achievement, Focus on Success, Learn for Life

Behaviour Policy

Camden Centre for Learning

C- Challenge Yourself

C - Celebrate Achievement

F - Focus on Success

L - Learn for Life

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Background

The Camden Centre for Learning provides education for Key Stage 3 and 4 students:

- who have been permanently excluded from their mainstream school or those who are at risk of exclusion.
- who have a statement for social, emotional and behavioural difficulties.

These students have usually displayed significantly disruptive behaviour in their mainstream school. For the majority of our students, difficulties in relating to others and anger and frustration about their personal situations, result in them finding it hard to avoid sudden loss of control and outbursts of temper. There will also be some students who find it hard to stop continual disruption or behaviours that could be described as bullying of others.

The way people behave towards each other within the CCfL is based on clear and consistently applied Expectations and a Code of Conduct, which work in conjunction with the Rewards and Consequences systems. We work on the premise that all students have made a commitment to work with the staff towards improving their own behaviour in order to achieve both academically and socially.

Rewards are used in order to encourage, monitor and acknowledge progress and achievement. Consequences are implemented as a result of inappropriate behaviour in order to encourage appropriate behaviour, prevent a student from endangering others, prevent hindrance to others' learning or prevent the smooth running of the school.

We make a commitment to keep parents and carers informed about appropriate and inappropriate behaviour but this is not seen as a sanction. We aim to work in partnership with parents and carers to support students to take responsibility for their behaviour. We will discuss and agree ways forward following any incidents of concern, which may be through a restorative meeting or as part of an individual agreement.

We believe that students need help to accept and understand the causes of their inappropriate behaviour and the impact this may have on others. We use a restorative approach in dealing with incidents of conflict, where one or more people have been harmed by an action or behaviour, to help our young people understand how they might work with us to change their future behaviour. A restorative approach allows students and staff to meet and resolve conflicts together.

We encourage parents/carers to share relevant information about students with us, and to expect full information from involved professionals. We encourage students to talk as much as possible to members of staff including, where appropriate, our clinical psychologist and educational psychologist. We also enable students and parent/carers to have direct access to a wide range of outside agencies and services.

The Behaviour Policy within CCfL is based on our expectations of behaviour for both students and staff. We aim to create an environment where everyone is valued and respected, regardless of differences in our skills, cultures, gender, personalities, difficulties and circumstances. Through our Home School Behaviour Agreement, our Expectations, Rewards and Consequences Systems and our Code of Conduct, we aim to provide a framework which encourages students to improve the management of their behaviour by acknowledging achievement and success, as well as difficulties and challenges, and by giving clear boundaries, which are applied fairly and consistently.

Aims

- To provide a safe environment through a system of rewards and a praise culture, which aims to enable students to recognise, celebrate and enjoy their achievements and develop their skills socially, emotionally and academically.
- To provide opportunities for students to develop positive relationships with adults within an educational setting and enable them to transfer these skills and make a positive contribution to their communities.
- To remain professional and flexible at all times and to work in partnership with parents, carers and students.
- To recognise that each student is an individual with their own personal history, which affects the extent to which they can respond to particular adults and situations.
- To provide opportunities for access to a range of appropriate agencies, in order to maintain a healthy lifestyle into adulthood.
- To provide a multi-professional approach to working with students to encourage them to acknowledge their current needs honestly, and enable them to experience success in improving their behaviour, raising self-esteem and moving forward towards achieving success in their future educational placement and beyond.

Objectives

- To accept that no child sets out to fail or to behave badly, and it is with this understanding that it is the duty of all staff to use strategies to help students become successful in managing their own behaviour.

- To provide a structured framework that can be adapted to the needs of the individual and which promotes success by setting achievable targets.
- To support each student's learning needs in order to raise their self-esteem and to enable them to access the curriculum and experience success.
- To provide an environment in which students can learn to trust the adults around them, and feel secure enough to voice any worries or concerns.
- To help students understand their behaviour and the importance of being able to manage it, and to work together to develop strategies to enable them to do this.
- To use a regular and open review process to establish a reflective and adaptable approach to meeting each student's needs.
- To involve parents and carers in all aspects of our work, acknowledging the effect that the home experience has on a student's behaviour and its management.
- Ensure systems are in place to facilitate good communication within the staff team and with external agencies to ensure that all staff understand the needs of all students.

The Role of Staff in Positive Behaviour Management

To promote positive behaviour we will:

- Use effective and motivating teaching methods such as VAK, accelerated and personalised learning, in line with the teaching and learning policy.
- Ensure that all work is marked, positively acknowledging all effort.
- Provide opportunities for students to have control over their learning and environment.
- Ensure regular reference to our expectations, group agreements and code of conduct.
- Provide support for students' learning within the classroom, anticipating, responding to and resolving difficulties and encouraging students to use their support constructively.
- Encourage and acknowledge appropriate verbal and non-verbal behaviours in the classroom.
- Provide students with opportunities for 1:1 discussion of concerns and difficulties.

- Communicate to all students that they are valued, whatever their background or abilities
- Enhance and develop positive relationships between students and staff.
- Model and reinforce the personal and social skills required to participate fully in the school.
- Ensure consistent use of the reward policy in lessons.
- Provide opportunities for students to talk about themselves, their concerns and feelings.
- Provide opportunities for discussion and review of students' personal targets through mentoring sessions.
- Use restorative meetings to provide a forum for discussion of incidents of conflict between students, or between students and staff, and support the resolution of conflict.
- Use restorative approaches to manage incidents involving racism, sexism and homophobia, in such a way as to provide students with opportunities to discuss and explore these issues leading them to greater understanding and acceptance of differences. (Equalities policy/PSHE and Citizenship policies)
- Provide opportunities for self-expression and for members of our community to find acceptable ways to resolve conflict and take responsibility for their behaviour, for example through circle-time, reflection time, restorative meetings, drama and role modelling.
- Communicate regularly with parents to inform them of good work and behaviour. Also to involve them at an early stage of any difficulties so that they can participate in helping to find a positive way forward.
- Supervise and participate in break and lunchtime activities to encourage appropriate interactions between students.
- Model appropriate behaviours at mealtimes and encourage students to take responsibility for clearing away after they have eaten.
- Maintain daily contact with home to communicate progress and concerns and provide support for parents' and carers' concerns.
- Model appropriate behaviour whilst on offsite activities, demonstrating road safety awareness, general health and safety awareness and appropriate behaviour whilst on public transport.
- Encourage respect and consideration for the local community and environment whilst off site.
- Communicate regularly with other staff members, through the systems in place, to highlight any concerns.
- Strictly follow all school policies and procedures.
- Liaise with mainstream schools, colleges and alternative providers to ensure successful reintegration where appropriate.
- Seek advice, guidance and support from colleagues when needed.

Expectations at Camden Centre for Learning

For staff and students to treat themselves and each other with respect and consideration at all times by:

- Following group agreements both during lessons and around the building.
- Following the CCfL Code of Conduct, Home School Behaviour Agreement, and Behaviour Policy.
- Agreeing to work restoratively with others to put right any harm caused when there has been an incident.
- Taking responsibility for helping other people, including new students and staff.

Behaviour Management Procedures:

In addition to the role of staff in promoting positive behaviour, guidance on strategies for positive behaviour management, de-escalation techniques and responses to serious incidents are set out in the three-level response guidance below:

Positive Behaviour Management Strategies:

- Positive reinforcement - noticing and praising good behaviour
- Simple, brief instruction - finishing with please or thank you
- Take up time - issue an instruction and allow a student time to act on the instruction before taking further action - give a time limit
- Use of simple choice - and being explicit about the reward or consequence that will follow
- Modelling - model the respect, consideration, tone of voice etc. that you would like to see
- Be fair - assurances to students that problems will be resolved fairly and restoratively
- Tactical ignoring - of some unwanted behaviours
- Non-verbal instructions / redirections - to return to seat / stop talking etc.
- Use of body language to give direction - where appropriate
- Use of humour
- Time out - as part of an agreed strategy, with time limits
- Allowing students some power in classroom decision making
- Solution focused thinking - remind a student of when they did something well and how they enjoyed the experience

De-escalation techniques:

- Non-judgemental language - eg "What's happening? / What has happened? / What is happening for you?", rather than "What are you doing? / Why are you doing....?"
- Volume of voice - lowering your voice in some cases, matching the volume in some cases
- Tone of voice - assertive, clear, direct instructions
- Broken record / when and then - "when you stop shouting then I will listen to you"
- Use of 'I' statements - eg. "I find your behaviour unacceptable"
- Offering choice and take-up time
- Offering time out / 1:1 with a BLSA
- State consequences explicitly
- Diversion / redirecting / pattern interrupt
- Observing and recognising the signs of anger
- Removing the audience - take the other students out of the room.

Dealing with more serious incidents of verbal / physical aggression:

- Seek assistance
- Calm clear instructions
- Positive encouragement to make the right choice / calm down
- Be aware of a student's personal space
- Approach student from the side where possible
- Lower the volume of your voice
- Remove any other students from the area

CCfL staff are trained in Team Teach, which is an award winning package that provides bespoke de-escalation and positive handling training for staff. It is proven to reduce incidents, improve safety and boost staff confidence. Team-Teach training is affiliated to The General Services Association and is accredited by The Institute of Conflict Management (2015). The training has received the highest level of award in the U.K, a National Training Award.

Physical Interventions:

On occasion it may be appropriate for staff to intervene physically with or between students. These include:

- Injury or risk of injury to another student
- Injury or risk of injury to a member of staff
- Serious damage to property

All staff owe a **duty of care** to students and the safety of students and staff should always be of primary consideration. To take no action, where the outcome is that a child injures him/herself, or another, including staff, could be seen as negligence.

Physical intervention procedures:

As soon as a member of staff has decided to intervene physically in order to prevent injury occurring to any person, or serious damage to property, then s/he should:

a) Give clear instruction, warning the young person of the consequences of failure to comply. Note: this warning must not comprise any threat of unlawful assault. "I need you to come with me, if you choose not to I'll have to ask your parents to come in".

b) Summon a second adult, though in some circumstances this may not be possible. This can help to:

- Reduce the risk of injury (to staff or child) - some positive handling techniques require 2 people
- Act as a witness to the situation (for the protection of adult and child)
- Diffuse the situation - the second adult may not be the focus of anger and could indeed take over
- Remove other children from the situation

c) While intervening the member of staff must:

- Employ minimum physical force necessary for the minimum period needed to restrain the young person
- Keep talking to the young person, e.g. 'if you stop kicking I will release my hold' (unless an individual protocol is in place)
- Avoid committing any act of punitive violence
- Keep his or her temper under control
- Ensure that there is a record of the incident

Any intervention should be a last resort and be '**proportionate**', '**reasonable**' and '**appropriate**'. Any intervention should be done with the aim to **reduce** not **provoke**. Staff should always use Team Teach trained positive handling strategies, except in exceptional circumstances.

Staff are strongly advised not to physically stop students from leaving their room unless absolutely necessary - give choice and consequences.

In the event of a serious incident e.g. a fight, staff should:

- Make their presence felt verbally - "stop fighting, stop fighting"
- Send for assistance
- Spell out sanctions
- Remove the 'fuel' by clearing the 'audience' away
- Be a witness
- Intervene physically if confident and having assessed the degree of risk

But should not ignore or walk away.

Key question: Does the risk of not intervening outweigh the risk of intervening?

Responses to situations of serious concern - the guiding principle should always be to keep all students and staff safe:

- In any situation where there is an escalation in aggressive behaviour by a student or students, all staff have a responsibility for the safety of other students and staff in the area. In such a situation, **all staff should seek to remove uninvolved students from the area and ensure there are sufficient staff remaining to deal with the incident.**
- If a student becomes angry / aggressive and wishes to leave the classroom or the building, **they should be allowed to leave, unless to do so would put themselves, another student or a member of staff in danger.** In most classroom situations, the teacher should not leave the classroom, but should send **a staff member to follow any student who leaves the room.** The staff member should seek further assistance outside the classroom if required. **If the student leaves the building, a staff member should follow at a distance and observe the student to ensure s/he is safe. The staff member should usually be the BLSA.**
- In a situation where more than one student is outside the building and their behaviour is of concern, **two members of staff** should go out to them.
- In a situation where a conflict develops between a student and a member of staff, **it is the responsibility of other members of staff to be aware and if appropriate, intervene to allow the original staff member to withdraw.**

Recording incidents of serious concern:

All incidents which are deemed to be of serious concern (examples of which are given above), should be written up on an incident report form. These forms are available electronically on the shared area. The report should include staff and student details; the date, time and place of the incident; full details of the incident itself; any follow up action. Once completed, the incident report should be sent to SLT and any further action by him/her should also be recorded. The reports are then copied for individual student files and the incident record file. All incidents should be shared during debrief, and will be monitored by the appropriate staff.

Informing parents/carers of incidents of serious concern:

A standard letter should be sent home to parents/carers following an incident of serious concern, with a copy to file. The letter will inform parents of the incident and detail any immediate follow up actions. Parents/carers may be asked to attend a restorative meeting with their child following such an incident. Any further consequences following a meeting will be recorded and parents/carers will be informed.

Follow up restorative meetings:

Where there has been an incident of serious concern, a restorative meeting should take place between the student, other involved students or staff, another staff representative and parent/carer as appropriate. The purpose of the meeting should be to enable all involved parties to have opportunity to tell their version of events, to hear those of others and to work towards a shared agreement about what should happen next.

Risk Assessment:

When there are concerns about ongoing challenging situations, risks or serious incidents, staff will work together to formulate a risk assessment. This will identify: areas of risk; situations when such risks are likely to increase; proactive interventions to reduce risks; early interventions to manage risks; reactive interventions to respond to any challenging situations. Risk assessments will be reviewed regularly with key staff and shared with the whole staff team.

Reward System at CCfL

Daily rewards:

All classes have a reward point system. Students will be awarded points for their performance in each lesson according to the following statements; a student should only be awarded 5 points in exceptional circumstances, for doing everything they have been asked and expected to do, extending themselves above and beyond this:

- 5 Very focused, fully engaged with all learning tasks to the best of your ability. Excellent behaviour, effort and participation.
- 4 On task, engaged with all learning tasks, generally good behaviour and good participation.
- 3 Engaged in most learning tasks, mostly positive behaviour, and some participation.
- 2 Engaged with some learning tasks, some positive behaviour.
- 1 Little engagement with learning tasks, little positive behaviour.
- 0 Students sent to on-call during the lesson will not achieve any reward points for that lesson.

Students will receive an average score each day and these scores will be converted to an average weekly point score. As students earn points they will qualify for certificates and rewards.

In addition to the class point reward system students may also qualify for rewards in the following categories:

- Student of the week
- Class of the week
- Group social target
- Attendance and punctuality

A performance report will be sent home to parents / carers and to students' school, where appropriate, on a weekly basis.

Consequence System at the CCfL

Consequences may be given for:

- Not following the group agreements / expectations of the CCfL
- Disrupting the learning of another student
- Refusing to work
- Inappropriate verbal comments to staff or students
- Physical / verbal intimidation of another student or member of staff
- Bullying, including cyber bullying
- Sexist / racist / homophobic behaviour / discrimination on the grounds of disability
- Poor behaviour whilst off site
- Abuse of property

Students will move onto the consequence process if they have not responded to intervention from the Teacher or BLSA.

The Process:

Verbal warning from staff member

- This should be given as a direction for what you *want* the student to be doing - eg: "I need you to be looking at the board without talking so that everyone can learn", rather than "That's a verbal for talking"
- You might ask the student, using non-judgmental language, what the problem is - eg "what's going on? / what's happened / happening?"
- Staff should use the positive behavior management strategies before moving to stage two.

2nd verbal warning

- Again be clear about what you *want* the student to be doing - eg: "I still need you to be quietly facing the board"
- You might suggest time out - eg: "Do you need time out of the classroom? / Do you need to talk something through outside the classroom?"
- Continue to use positive behavior management strategies.

Removal from class

- If a student has not responded to redirection, is breaking group agreements and refusing to take chances being given they will be asked to leave the room and sent to a break out room.
- It might be helpful / necessary to complete a restorative enquiry with the student before they return to the group.
- You may need to discuss the incident with other students / staff who have been effected by the incident and the student may need to work in on call until this has happened

Incidents of serious concern

- If there is an incident of serious concern, the student must be removed and a senior member of staff informed to manage the situation and complete follow up procedures.
- If a student refuses to leave the room following a request to go, support should be called for from a senior member of staff.

In addition to our Expectations and Reward and Sanction Systems, we have a Home School Agreement and Code of Conduct which is given to students and parents / carers at interview and encourages all students to acknowledge that they not only have rights but also responsibilities towards themselves, the wider school and local community.

CCfL Home School Behaviour Agreement and Code of Conduct

The CCfL aims to work co-operatively with students and parents/carers, recognising the important contributions each of us make to a student's progress, development and achievement. To facilitate this we have certain expectations of behaviour and boundaries that we ask staff, students and parents/carers to agree to, which are set out in our **Home School Agreement** and our **Code of Conduct**. We ask you to go through these documents with your parent/carer and a member of staff, and then sign a contract to agree to follow these expectations.

Home / School Behaviour Agreement

The Home School Behaviour Agreement sets out what you can expect from CCfL staff and also our expectations of our students and parents/carers.

What you can expect from staff - We will

- Ensure students are offered a good education through well prepared lessons and activities.
- Support and encourage students to attend all lessons and engage fully in their learning.
- Support and encourage students to manage their behaviour and follow the School code of conduct.
- Set learning and behaviour targets, discuss and monitor them with students.
- Reward positive behaviour and give consequences for incidences of poor behaviour.

- Encourage and support students to use restorative approaches to resolve any conflict.
- Respect the rights of students by talking to them in an appropriate way and ensuring they are listened to.
- Support students to return to mainstream school where possible or transition to a KS4 placement (KS3). Provide guidance and support for students regarding options for further education, training and work (KS4).
- Provide daily updates on students' behaviour and their academic progress.
- Set up regular meetings to discuss progress and behaviour with parents, carers and students.

Parent Agreement - I will

- Support my child to attend school on time every day.
- Encourage my child to engage in his/her learning and achieve to the best of his/her ability.
- Ensure the school have up-to-date telephone contact details.
- Keep school informed of any issues or changes that they might need to know relating to my child.
- Work in partnership with the school regarding rewards and consequences and support my child in managing their behaviour by following through with any agreements at home.
- Participate in restorative meetings to help resolve any incidents of conflict.
- Attend meetings regarding learning, progress and behaviour when required.

Student Agreement - I will:

- Attend all my lessons and be on time.
- Engage in my learning and complete tasks to the best of my ability.
- Work hard to achieve my learning and behaviour targets in every lesson.
- Keep myself and others safe.
- Respect the rights and feelings of others and behave in a considerate and fair way to all.
- Engage in restorative meetings to resolve incidents and keep to the outcomes that are agreed.
- Follow the school code of conduct.
- Hand in phones and electronic equipment at the beginning of the day.
- Attend and contribute to regular review meetings to discuss my learning, progress and behaviour.

CCfL Code of Conduct

These expectations of behaviour and boundaries in the Code of Conduct encourage all students to acknowledge that they not only have rights but also responsibilities towards themselves, the wider school and local community. They are strictly **non-negotiable** and choosing not to comply may lead to a **fixed-term exclusion** and/or changes to your programme. In all cases your parent/carer will be informed. **If necessary there will be Police involvement.**

Inappropriate Behaviour

If you should behave in such a way that you are disrupting others or presenting a Health and Safety risk then you will be warned and given the opportunity to stop the behaviour. If you choose to persist in the behaviour, you will be sent to on call. If you are still unable to resolve the difficulties you are experiencing, or refuse to go to on call, you may be asked to leave the site and return home. Your parent/carer will be informed and may be asked to come in for a restorative meeting the next day, before you return.

You must leave the site immediately and not return until the agreed meeting time.

Harassment, Bullying and Aggressive Behaviour

If you should behave in such a way that you are harassing others verbally or physically (eg. being verbally or physically aggressive or insulting) or acting in an inappropriate way physically (ie. touching), then you will be asked to move away and go with a member of staff to discuss what is happening/has happened. If you are unable to resolve the difficulty, or refuse to discuss the situation, you may be asked to leave the site and return home. Your parent/carer will be informed and may be asked to come in for a restorative meeting the next day, before you return.

In serious cases of assault and/or repeated incidents, students may be excluded immediately; the Safer Schools Officers will be involved and police action may follow. Parents will be called and a meeting will take place involving a member of staff and the Safer Schools Officer.

You must leave the site immediately and not return until the agreed meeting time.

Illegal Drugs / Alcohol / Weapons

If you bring any of the above on site, then the item will be confiscated and you will be asked to leave the site and return home. Your parent/carer will be informed and you may receive a fixed-term exclusion. The Safer Schools Officer will be informed. You must leave the site immediately and not return until the agreed meeting time.

Smoking

Smoking is not allowed within the CCfL buildings, anywhere outside or in the immediate vicinity of the school site. If you are found smoking within these areas, you will receive a warning and your parents/carers will be informed. If you continue to smoke onsite you may receive a consequence. Lighters and matches present a Health and Safety risk within the building and anywhere on the school site. If you choose to bring lighters and matches onto site and they are found on you, you must to give them to a member of staff, who will return them to you at the end of the school day. If you refuse to hand them in your parents/carers may be contacted.

Damage To or Theft of Property

Either of these actions is totally unacceptable. In the case of theft or damage to property, you or your parent/carer will be expected to make a contribution to any repairs or replacements. If appropriate, the Police will be informed and you may be charged.

Activities

We provide a wide range of college courses and/or offsite learning activities, which may be reached by public transport. If you are not able to behave appropriately either on the way to or from an activity, or whilst at college or on an activity, students will be expected to take part in a restorative meeting where appropriate which may involve parents/carers.

School Site

You will not need to go outside of the school premises without a member of staff or a member of staff's permission. This is because we have a responsibility for your Health and Safety. You should be respectful to local residents at all times.

Mobile Phones and Electronic Devices

Mobile phones and similar electronic equipment can be brought on site but must be handed in to a member of staff on entry. Students are not allowed access to their phone during the school day and the phone will be returned at the end of the school day. If students do not feel able to hand in their phone *they should leave their phone at home.*

Student & Parent/Carer Contract

I have read through the Home School Behaviour Agreement and Code of Conduct as well as the Expectations of Behaviour and have discussed them with my parent / carer and a member of staff.

I understand the importance of these agreements in helping me to accept responsibility for my actions and the management of my own behaviour. I understand what the consequences are if I choose not to follow the Expectations and the Code of Conduct and I will make every attempt to work within them.

I understand that I will keep a copy to take home.

Student signature:

Parent / Carer signature:

Staff member signature:

Date: