



Everyone matters, every day counts

Behaviour for Learning Policy

Policy created:

Policy first adopted:

Signed chair of Management Committee:

Re-adopted & signed:



Behaviour for Learning Policy

Introduction

This policy outlines the practice and philosophy adopted by Oak Grove College in respect of all matters relating to the behaviour of students. The policy has the following principal objectives:

- To support students in learning how to behave as responsible adults, who have regard for themselves, others and their community.
- To support students in maintaining and developing behaviours that are beneficial for their learning.
- To support safety and well-being in the college.

Oak Grove College takes a long term view in addressing issues of behaviour; our aim is to facilitate the long term social and emotional development of our students. Our consistent approach has enabled many students to make great progress in understanding and managing their own behaviour.

The policy also intends to provide frameworks and guidance for staff in how to effectively achieve this and to ensure that there is a consistent approach, both to behaviour management and the recording of behaviour across the college.

This policy builds upon, yet replaces the previous policies of the college.

Positive Approach

The college believes that a positive approach is essential to the effective management of behaviour. Simply put, this means we believe that is better to tell students what is required of them and praise and reward them for the achievement of this than to tell them what they should not do and prohibit them from these behaviours.

This does not mean that the college is against saying 'no' to particular behaviours or that there should be no sanctions or boundaries, it does mean that the balance of the college's interactions with its students should be positive and rewarding for the students with a clear focus on outlining and rewarding positive behaviours.

College Rules

In common with the rest of society, the college has rules that govern behaviour. In 2017, after consultation with staff and students, the college developed and adopted the following rules:

Be Kind. Be Safe.

We respect ourselves and those around us.

We use polite language and kind words

We stay safe and keep others safe

We try our best in everything

We follow instructions

We look after our College and put rubbish in the bin.

Additionally the 6th form adopts:

Be a role model for younger students

These are the college rules and they positively express the ethos of the college;

Respect and care for self and others, a commitment to work and self improvement, safety and a commitment to the college and the wider community.

The following definitions of respect are ways that we would explain this concept:

Thinking and acting in a positive way

Thinking and acting in a way that shows others that you care about their feelings and well being.

Regulations

The above are adopted as rules for the college due to their ability to be applied to a very wide range of situations and contexts and all have moral content. The school also needs to use regulations (rules that are based on reasonable practicality rather than 'rightness') and students and staff are expected to abide by these. These would include:

- Access to different parts of and movement around the building
- Mobile phones
- Clothing and uniform

It is not the intention of this policy to deal extensively with regulations, but to note that other school policies and practices will create these as a matter of course and it is expected that these will be followed.

The application of some key regulations will be set out in an appendix to this document.

Promoting and Rewarding Positive Behaviour

Strategically Oak Grove College staff take the following positive actions to support the motivation, behaviour and achievement of students:

- We create a culture where 'free', 'golden' or 'chill out' time will be given regularly to celebrate the completion of work. (The specifics of this rest with individual teachers (or departments) but the recommendation is that the earning of free time at the end of lessons should be used to create a culture where students earn a short break at the end of a session. We recommend this, as it is flexible, immediately contingent, work focused and what the students say they want.)
- We support a merit system. All teachers are prepared to award students merits (up to 10m a session) that feedback to a Family Group system of recognition and reward. NB This operates differently in Koa, where students are always with their class. Koa class staff identify 'student of the week' for Koa assembly.
- We notice and celebrate exceptional performance by a) noticing the performance and identifying what is great about it, b) offer a choice of rewards (sample menu in the appendix) additionally the student can be nominated as a school star or be asked to show their work to the Head (see below). Staff can also contact the student's home.

School Star System (and using the Head!)

The school star system is an opportunity to provide a reward that is common to the school community. Any student who has achieved particularly well is entitled to be nominated as a school star. The process for this is to email the Deputy Head. The star is logged in SIMS (and is therefore a record and available for reports/references) the students picture is displayed and all staff are informed by email of the achievement. The aim of this is to enable as many as possible to recognise the student's achievement.

Students getting 5 school stars (or multiples of 5) in a year will have a postcard sent home, letting their parents know about their achievement.

Good Work from the Head

Students who have done great work can be sent to the Head for recognition. They will be rewarded!

From time to time the head will organise congratulatory events for students who have done particularly well.

Phone calls/Notes home

Are really powerful in establishing expectations for future behaviour. They are also a great opportunity to develop rapport with parents and a much better time to get to know them than when making a negative call.

How to deal with poor behaviour

It is our expectation that we will deal principally with good behaviour in a positive way. We aim to:

- Set clear expectations about how to behave in class (or other areas)
- Develop positive relationships with students, that reinforce good behaviour
- Provide appropriate and interesting things for students to do
- Create a positive classroom environment that supports learning
- Anticipate and minimise problems that may arise due to the learning difficulties of our students (e.g. provide a range of different activities that suit the students' learning styles)
- Model appropriate behaviour ourselves

Doing these things well will greatly diminish our need to respond to negative behaviour, however there will be negative behaviour and we will deal with it effectively.

NB - All that follows applies, unless there is an established behaviour plan which says to do something else. Our aim across the college is that each student will be dealt with consistently, in a manner appropriate to their age and understanding, not that each student will be treated exactly the same.

Intervention

Poor behaviour should always be challenged with an appropriate intervention (this does not necessarily mean 'confronted', which may well cause escalation).

These include:

Making eye contact

Redirecting or setting an expectation in a general way ('now it is time to')

Reminder of our rule ('in class we listen to each other')

Diversion (e.g. asking the student for help)

Interventions should (ideally) be:

Positive

At the lowest level

Brief

Maintain the dignity of both parties

Impersonal

Delivered at eye level

It is possible that poor behaviour will recur and it is important that staff have strategies for managing the situation. A model of intervention is shown below; it can be freely adapted, however

its intention is to give many opportunities to resume normal working and to provide as little escalation as is possible.

1. Notice that poor behaviour has occurred and that it is not approved (this can be done with eye contact, or very minimal use of words.)
2. Challenge the behaviour by positively reinforcing the group through use of rules or desired behaviour (I like the way that you are all looking at your work')
3. Re challenge the behaviour with an explanation why the desired behaviour is beneficial (Thanks to all the people who have logged on, we will be able to get the work done now) Or reinforce an expectation (we all do well in this lesson)
4. Offer a closed choice to help engage the student (you can work here or sit with Dave)

After each step allow take up time and avoid using more language

5. Directly address the problem and ask the student to help solve it (We aren't getting the work done, how can we do that?)

It is reasonable to make (reasonable) compromises and it is not vital to 'win' today, our students make progress (behaviourally) over years and it is acceptable to say, 'we didn't do as well as I would have liked today, but we have another lesson tomorrow' this is infinitely better than 'I never want to see you in my class again!'

It is also often useful to remember a time when the student resolved an issue and to remember that they did this and can do it again.

It is also important to remember that as a situation becomes more tense and emotional the student's (and our own) ability to use and process language decreases. Keep it simple!

Sanctions

We prefer not to use sanctions, but sometimes it may be appropriate that a student will need to complete work outside of a lesson (if they didn't get it done), or, need to apologise or make amends to someone they have upset, or repair or restore things they may have damaged or displaced

These are consistent with the college rules and are reasonable expectations for us to have of each other.

Managing our Emotions

Conflict, which can occur around behaviour, often causes stress or strong emotion. As professionals dealing with young people we need to be very aware of this and take care to look after ourselves and safeguard our students. It is very important that staff dealing with stressful situations discuss these with colleagues and that as a team of staff we all 'look out' for one another.

It is perfectly acceptable (and often desirable) to get help when dealing with a challenging situation.

It is also important that we approach the issue of managing young people's behaviour from a professional, rather than a personal point of view. It is our job to manage behaviour in accordance with college policy.

Response to Serious Misbehaviour

Even with the best behaviour management available, there will still be behaviour that needs a higher level of attention. Serious misbehaviour is:

- continuing to behave unacceptably, despite being given help and support
- significant disruption to the college
- verbal or physical assault to an adult or student
- damage to property
- racial abuse

Occasionally, due to circumstances, a student will behave in one of these ways in a 'one-off', out of character incident. Where this occurs, while pointing out the wrongful nature of misbehaviour we would wish (where possible) to understand the student's circumstances and act appropriately in response. (The behaviour should still be recorded as outlined in the following.)

Serious Misbehaviour, that does not fall under that heading, should be addressed as follows.

- A consequence should be agreed with the student and this should be followed through.
- An incident form should be completed by the member of staff and this should be saved in the pastoral folder on the CRL.
- If the duty manager has been called, the duty manager should record the incident details in SIMS.
- If the incident involved restraint this must be recorded (on the incident form and using a record of restraint form and in the serious incident book).
- If the incident is considered as serious enough to possibly warrant exclusion (either fixed or permanent) then the Headteacher or Deputy should be informed and they will need to be provided with sufficient evidence on which to make an exclusion.
- If an exclusion is decided upon, it will follow appropriate legal procedure in terms of notification, recording and right of appeal.

- All serious incidents should be reported (or copied) to the Pastoral Support Team, who keep the serious incident book.
- Racial abuse is separately reported to the county. Incidents of racial abuse should be entered into the serious incident book.
- If an incident has left a member of staff upset and unhappy the Senior Leadership Team would like to know this, so that support can be given and help (if necessary) to resolve the situation.
- If the incident results in an injury or damage to property an online WSCC form should be completed. Advice about how to do is available from the Business Manager.

Advice and Support

Within the college, there is a wealth of expertise in dealing with behaviour. Staff are encouraged to see each other as a resource for dealing with behaviour. It is perfectly acceptable to not know what to do about certain things; however, someone in the college will most probably have experience that is useful.

Where there is serious concern about behaviour it can be appropriate to make a referral to the Educational Psychologist who may give advice in consultation or be able to observe the student and make recommendations. To make a referral contact the Deputy Head.

The college's behaviour policy has much in common with the behavioural approach used at Pivotal Education. There is often useful advice on their website. <https://pivotaleducation.com/>

Behaviour Plans and Positive Handling Plans

Behaviour Plans

Students who are experiencing difficulty in behaving within the college rules need a greater level of help and support. Once it has been noticed that a student needs this support then the following should happen.

Where a student struggles with a particular aspect of behaviour continuously, but the behaviour falls short of 'serious' as defined by this policy, the student's form tutor should devise a behaviour plan, with the student to help the student manage their behaviour. This can include giving to student time out, strategies, and structured rewards for improvement. This should be shared with other staff and the student's family (who may be helpful in both understanding and addressing the student's behaviour). A copy of the plan should be made available centrally and kept in the student's file. A photo of the student should be attached.

There is considerable expertise within the college in understanding behaviour and in writing effective behaviour plans. If a member of staff is unsure about how to write a plan or respond to a particular behaviour they should seek further advice from colleagues including the student's Pastoral Leader.

A behaviour plan can also be triggered by a significant incident of behaviour. In this case, the duty manager will ask the appropriate Pastoral Leader to work with the tutor and the student to produce a behaviour plan with the student.

Students identified as having recurring behaviour problems will be referred to the Behaviour Panel Meeting, which will determine who will take the lead responsibility for drafting and implementing a behaviour plan.

Behaviour plans should (where possible) be written in language the student can understand, focus on particular areas of behaviour and have a timely review built into them. The objective of the plans is to help support the student in managing their own behaviour more effectively.

Positive Handling Plans

A positive handling plan should be drawn up for students who are known to behave in such a way that restraint is a possible outcome from dealing with their behaviour. (This is not to be confused with a Personal Handling Plan, which is a series of instructions for supporting students with mobility issues.) If a student is requiring restraint (in any other way than a very unpredictable 'one off' way) then the tutor (supported by the PLC) should prepare a Positive Handling Plan.

This plan should describe the behaviours that are likely to occur, what the best possible ways of defusing these are and what the proper procedure for restraint is if it should be necessary. These plans should be shared as other behaviour plans.

Learning Difficulties and Behaviour

Pupils with severe learning difficulties.

In order to determine why a pupil with a severe learning difficulty is behaving negatively, it may help to keep a record of a specific behaviour using an 'abc' behaviour chart. This will involve noting the antecedent to the behaviour, a description of the behaviour itself (using clear, descriptive language rather than general terms) and the consequences of that behaviour. It may also be beneficial to note the intensity and duration of the behaviour. This record can then be used to analyse behaviours, identifying possible triggers and functions of the behaviour e.g. sensory triggers, behaviour as means of communication. This information can then be used to inform the writing of an effective behaviour plan for the pupil.

Intervention

Many of the strategies cited in the policy can be effective in helping pupils with severe learning difficulties to manage their behaviour. However, it is important to remember that these students experience significant expressive and receptive communication difficulties. As a result, it may be more appropriate to use a more directive approach, giving short clear instructions focusing on what you require the pupil to do, rather than what you want them to stop doing. For example, '(name) hands down' rather than 'stop hitting'. For some pupils it may be helpful to present these instructions visually rather than verbally. E.g. directing them to a

particular area using a clear gesture. It may also be inappropriate to offer choices as pupils may find it difficult to process them, especially when in an elevated emotional state. Other strategies that may be useful in diffusing behaviour include the use of distraction and appropriate incentives.

For these students it is expected that a different line of behaviour management will be followed. This may not include agreeing a course of action with the student, as the student may not be able to agree. In this case, the behaviour plan would be a behaviour management plan to inform staff about how best to manage a student. It is anticipated that in writing plans for these students the tutor should use the expertise of the lead teacher for SLD and/or ASC.

As the emphasis in these cases is on the staff managing the student's behaviour, the management of the school and duty manager must take action to support and protect staff who are dealing with ongoing challenging behaviour.

Responsibility

The Deputy Head is responsible for the behaviour policy, collecting data and arranging training regarding behaviour.

The Pastoral Leaders and Lead Teachers are responsible for professional practice within their areas, and all staff are responsible for the day-to-day implementation of the policy.

Appendices to the Behaviour Policy (kept as separate documents)

1. Incident Form
2. Behaviour plan templates
3. Positive Handling Plan template
4. Record of Restraint template
5. College Rules 2017
6. List of rewards (sample)
7. Some strategies we like (from the Behaviour Working Group).
8. Stepped Approach flowchart
9. Stepped Approach reminders
10. Behaviour Risk Assessment (BRAT)
11. Behaviour Skills Profile