



# **Skills Academy**

## **Behaviour for Learning Policy**

## **Introduction**

This policy clearly establishes the expected behaviours of learners and staff.

All staff at GFTS Skills Academy have the power to discipline learners for breaches of the rules, failure to follow instructions and unacceptable behaviour.

At GFTS Skills Academy we believe that:

- young people want to behave well
- young people can learn to improve their behaviour
- mistakes are part of the learning process
- all adults can learn strategies to support young people to improve their behaviour

Adults can support our young people by:

- the quality of our relationships with each other
- the quality of our relationships with our young people
- the quality of our teaching
- the support structures we put in place

The support structures consists of:

- rights and responsibilities
- rules
- routines
- the language of choice
- rewards and consequences
- reparation
- descriptive praise

## **Aims**

The main aim of GFTS Skills Academy is to work in partnership with young people, schools, external agencies and parents to achieve positive outcomes for young people who access the provision and may struggle to succeed in a mainstream environment. To this end we will:

- Provide a positive experience of education for young people engaged with GFTS Skills Academy.
- Promote a safe, healthy, social and emotional learning environment and/or experience for all young people .
- Offer a provision that enables all young people to engage with and enjoy their learning, make progress and achieve
- Assist young people in gaining skills and knowledge to enable them to make positive contributions to society and to prepare learners for the next step in their economic wellbeing.
- Provide personalised learning plans responsive to each young person’s needs, support for parents, families, schools and other agencies to help provide for the whole child.

The main vehicle by which we attempt to meet these aims is the well-defined Behaviour for Learning Strategy through which service users are supported in improving their behaviour.

### **1. Behaviour Management: Expected practice within a whole unit approach**

Staff have a common understanding of behaviour management practices at the classroom level and the “duty of care” level and take active responsibility for management and discipline.

#### **a. Definitions**

Expected practice: The way in which staff characteristically manage young people’s behaviour on a day-to-day basis.

Whole unit approach: An understanding that we meet our aims best if all staff are constant to the same principles of thought or action i.e. staff consistently follow the behaviour policy.

#### **b. Rights, responsibilities and rules**

GFTS Skills Academy has developed core rights, which are the foundations and reference for staff leadership. They are:

##### **We all have the right to:**

- Feel safe
- Learn
- Be treated with respect
- Work in a pleasant environment
- Be heard

With rights go responsibilities, which apply to staff and learners. They are:

##### **We all have a responsibility to:**

- Keep the unit a safe place
- Allow each other to learn
- Treat each other with respect
- Keep the provision a pleasant and peaceful place
- Listen to each other

At GFTS Skills Academy the rules give protection to core rights. Rules are clear, positively phrased, fair, reasonable and unambiguous. When staff are dealing with undesirable behaviour, reference should be made to which rule has been broken. The unit rules are:

- Treat each other with respect
- Treat the environment with respect
- Keep the provision a safe place to be
- Allow each other to learn

Periodically the rules will be reviewed with learners and staff.

### **c. Core Routines**

Clearly established routines greatly help in the smooth running of the provision. Staff should establish routines in the classroom. This may include entry to the provision, settling, seating plans, cues for answering/asking questions, movement around the room, fair use of support time, clearing up, target setting and reviewing and exit from the provision.

There are other routines and a clear daily routine exists for the following:

- Breakfast and registration
- Breaks and lunchtimes
- Learning time
- Self-managed time

### **d. Least to most intrusive**

When dealing with undesirable behaviour staff are expected to intervene at the least intrusive point that is possible. This allows the correction to be unobtrusive and positive whilst protecting the rights of all parties.

A hierarchy can be developed by staff to include a wide repertoire. Remembering to:

- Tactically ignore as appropriate
- Focus on primary behaviour
- Re-establish a working relationship

### **e. Vigilance**

Staff adapt the degree of vigilance required to maintain good order. In general staff use relaxed vigilance i.e. Staff pay attention to issues that matter.

## **2. Consequences**

Staff at GFTS Skills Academy believe that motivating students to behave in socially acceptable ways is crucial. An immediate consequence provides feedback to the young person. Therefore, we will offer rewards that encourage positive behaviour and sanctions that discourage negative behaviour. Reflecting on a young person's achievements will enable them to recognise their progress and build their self-esteem.

Where possible staff employ logical consequences in direct response to the student's behaviour. This approach will keep the link between the young person's behaviour and the appropriate consequence.

We believe in a consistent framework which has a balance between encouraging good behaviour and correcting undesirable behaviour, but due to the potential for low self-esteem we accentuate the positive.

### **a. Rewards**

A reward is positive feedback given to young people. A reward will reinforce, encourage and motivate future positive behaviour in the young person. Staff strive to consistently reward service users who are working and behaving appropriately. There are many rewards available and some are listed below.

#### **(i) A menu of rewards**

As well as the major systems set out below staff have a variety of other reward strategies available to them. The list below is not exhaustive:

- Approving look, or other non-verbal cue
- Private praise
- Specific praise
- Public praise
- Credit for meeting targets
- Certificates
- Contact with Parents & Carers/letter home/text message/post cards
- Reward points
- Reward trips
- Display of work
- Awards

Staff need to be aware of individuals when using rewards. Some children tend to value intrinsic rewards such as praise or recognition and others tend to value extrinsic rewards such as tokens. The test for giving out rewards is "does it help meet our aims?" if the answer is yes then the reward is appropriate.

## **b. Sanctions**

Sanctions promote positive behaviour by linking a young person's negative behaviour with a logical consequence.

We encourage them to take ownership of their behaviour by providing them with the opportunity to make considered choices. The imposition of a sanction will occur when a young person chooses to follow a negative line of behaviour.

The purpose of the sanction is to support the process of making good choices. When imposing a sanction, staff will consider:

- Is the sanction a logical consequence of the behaviour?
- Is the sanction consistent with the behaviour policy?
- Does the student understand the reason why they are being sanctioned?
- Is the sanction fair and reasonable?

A key principle of effective sanctions is **certainty not severity**. This means that staff will follow up and follow through decisions, whilst taking care not to impose overly severe sanctions.

It is important that young people are always given the opportunity to change their behaviour and to separate – to in some way put right what they have done.

To support this process a variety of sanctions are available.

### **(i) A menu of sanctions**

- Restriction of activity
- Rewards being delayed (but not removed completely)
- Time out for a fixed period
- Removal of any banned item (to be returned directly to the parent)
- We reserve the right to search young people should there be reasonable concern that they may be in possession of harmful or illegal objects or substances. In such cases the carer will be contracted
- Reimbursement for any damaged property
- In extreme circumstances a pupil may require restraining by members of staff. Restraint will be kept to a minimum, clearly recorded and parents informed. Under section 0 93, part 7 of Educational Inspection Act 2006 restraint can be used to:
  - o Stop an offence being committed
  - o Prevent a personal injury or property being damaged
  - o Stop behaviour prejudicing the maintenance good order and discipline.

The force will be reasonable, necessary and proportionate and as a last resort.

- For an incident involving more serious misbehaviour we may suspend or terminate the placement.
- In extreme cases, staff have the right to ask for Police intervention

Staff may delay consequences, if support is required from colleagues to implement sanctions.

Any special needs of a young person will be taken into account when applying any of the sanction mentioned above. Their key staff can explain procedures to them before or after an incident.

**(ii) Incidents**

Incidents are thought about as levels 1, 2 or 3. It is not possible, nor desirable, to say precisely which behaviour falls into which category. The chart below is designed as a guide.

Level 1 (Low)	Level 2 (Medium)	Level 3 (High)
Low level offences that results in low level consequences, such as short periods of time owed, staying back after class, cleaning or tidying up, withdrawal of privilege etc.	Medium level offences that results in medium level consequences, such as longer time owed, time out, isolation for part of a lesson, withdrawal from lesson etc.	Serious offences that results in high level consequences, such as isolation, contact of parent/carer fixed term exclusion etc.
Examples of behaviour: <ul style="list-style-type: none"> <li>• Deliberate swearing</li> <li>• Walking out of the classroom for a few minutes</li> <li>• Destroying own work</li> </ul>	Examples of behaviour: <ul style="list-style-type: none"> <li>• Frequent occurrence of low level incidents</li> <li>• Swearing directed at someone</li> <li>• Refusal to leave when directed to have informal time out</li> </ul>	Examples of behaviour: <ul style="list-style-type: none"> <li>• Frequent occurrence of medium level incidents</li> <li>• Refusal to leave with staff on call</li> <li>• Deliberate verbal or physical assault</li> <li>• Deliberate damage to property.</li> </ul>

- In classroom situations support staff and/or staff not in class at that time would generally be called upon for level two or three incidents.
- Medium and high level incidents are recorded in the incidents section of the student’s folder and a note is made in the debriefing folder.
- The key staff will review level 2 and level 3 incidents with the student during the weekly review and target setting or this will be done during their weekly ‘one to one’ time if appropriate.
- Contact will be made with the feeder school in all incidents of Level 2 and Level 3 incidents so an overall of learner behaviour can be kept.

### **3. Working in Partnership**

At GFTS Skills Academy we know that to maximise our success, we need to work closely with all stakeholders. We aim to promote a common understanding in order to create a consistent approach to behaviour management within our partnerships. We provide training, support and role modelling to facilitate this to schools and parents whenever possible.

#### **a. Parents/Carers**

Parents or carers are consulted with and involved throughout a young person's placement  
This means:

- When the student is referred for possible placement the parents/carers and learner are met during an informal visit.
- The parents/carers and learner are then invited to visit the unit during which they discuss the placement.
- The parents and learner will discuss the behaviour policy
- Parents will be invited to 6 week reviews mid-term reviews and reintegration meetings.
- Parents are encouraged to contact the unit for any reason that may affect the learner's work and behaviour

#### **b. Schools**

Schools may initiate the process of referral. They are consulted with and involved throughout a learner's placement. The school:

- Is invited to visit the unit when a child has been offered a place
- Is liaised with through a named contact regarding the young person
- Receives reports on a young person's progress
- Are invited to 6 week reviews.
- Is encouraged to contact the unit for any reason that may affect the young person's work and behaviour

#### **c. Other Agencies/Professionals**

All professionals involved with young people will be kept informed of developments and invited to relevant meetings. These would include:

- Social workers
- CAMHS
- Integrated Teams
- Health
- Education Psychologists



- Looked After Team
- and others

#### **4. Implementation and Review**

There will be consultation with staff, parents/carers and young people as part of the annual review of this policy

- All staff are expected to have a working understanding of this policy
- The Governors have responsibility for the monitoring of this policy's consistent application by staff
- All colleagues will be involved in staff meetings by discussing the aims, core values and way of working outlined in the policy to keep it live document that reflects our beliefs and practice
- Learners will be involved in reviewing this policy. Focusing on the sections regarding rights responsibilities and rules and consequences to make sure that there is a shared understanding and agreement on the core beliefs.
- Parents/carers will be involved by questionnaires and discussion during review meetings asking for feedback on their child's progress.