

Behaviour Policy

This policy is reviewed annually to ensure compliance with current regulations.

Approved / reviewed by:	
Governors Panel	
Date Reviewed:	May 2019
Date of next review:	September 2020

At EK, we have high expectations of students' behaviour. Appropriate behaviour will be acknowledged. Staff at EK will use positive behaviour management techniques to address behaviour that is unsatisfactory and to reward the behaviour we expect. This approach is based on both students' and staff's right to learn and teach and be respected. Along with these rights come responsibilities for students and staff. We are all responsible for ensuring that our teaching and learning environment is safe and that everyone is treated with respect and integrity. These principles are reinforced daily.

There will be incidents of poor behaviour from time to time. When these occur, EK has adopted very clear guidelines about the consequences for given behaviours. Staff and students should be made familiar with these expectations during their induction to the provision.

RIGHTS AND RESPONSIBILITIES

RIGHTS

- Students will be safe
- Students have the right to learn
- Students will be treated with respect
- Adults will plan appropriate work for students
- Adults will listen to students
- Students' property will be safe

RESPONSIBILITIES

- Listen carefully to teachers and other students
- Students have the responsibility to allow others to learn
- Respect others' property
- Respect others' feelings
- Work hard towards your targets
- If you have a problem, speak to an adult.

POSITIVE MANAGEMENT OF BEHAVIOUR

Encouraging a positive ethos

We encourage a positive ethos for teaching and learning by using the following strategies:

- Setting boundaries and rules through a shared understanding
- Positive feedback, praise and rewards
- Differentiated activities
- Activities to develop self-esteem
- Inclusive displays
- Welcoming and facilitating regular communication from parents/carers
- Celebrations
- Outings
- Good modelling by adults

Positive strategies used to reward behaviour

We use rewards in order to:

- Encourage good behaviour
- Place emphasis on and reinforce positive achievements
- Raise self-esteem
- Reinforce and teach desired behaviour
- Acknowledge that staff notice and value student efforts
- Encourage responsibility
- Send positive messages to parents

Rewards used

- Praise
- Body language e.g. thumbs-up, smile
- Ticks and positive comments on work
- Quick notes home to parents
- Certificates
- Phone call home
- On completion of units/course parents/carers will be notified

Our aim is to catch students being good as frequently as possible and to praise/reward them accordingly. We ensure that the positive feedback given is personal, specific, genuine and appropriate.

The types of behaviour that we reward include:

Following instructions Completing tasks Quality of work Making an effort Positive attitude Unit/Course completion	Kindness Sharing Caring Listening Staying on task	Finishing work Concentrating Responsible behaviour Sensible behaviour Making appropriate choices Honesty Thoughtfulness
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Sanctions

Using the positive behaviour management principles teachers will use the language of choice to enable the focus of control to remain with the student. Where students make inappropriate choices and behaviour is poor, staff will carry out the sanction offered in the language of choice and an ABC form will be completed. Incidents will be discussed with the Headteacher in the first instance and decisions will be taken about informing parents. Our overwhelming principle is to keep students safe and to ensure that our response reflects the meaning of the behaviour.

Sanctions will be appropriate to the misdemeanour. Examples of possible sanctions:

Type of behaviour	Strategy	Sanction
Refusal to work	Language of choice	Parents may be informed if a student does not respond to strategy.
Rudeness and poor language	Language of choice, social story	Parents may be informed if a student does not respond to strategy. Students may be sent home.
Violent language	Explanation about what is and is not acceptable	Parents/carers will be informed. Students may be excluded until a conversation takes place in person with the parent.
Threats of violence/violence against another person/bringing weaponry/drugs or other intoxicants into school	When a student is violent, positive handling techniques may be used. Immediate call home to parents/carers; student to be sent home.	Student and parent to be seen by the Headteacher before reintegration. In very serious cases it is possible the student will be permanently excluded.

Serious Breaches

A serious breach is an incident that may lead to an exclusion, fixed term or permanent exclusion. It may include persistent minor breaches. Serious breaches must be referred immediately to the Headteacher. (See Exclusion Policy).

In the first instance the student will be removed from the classroom to work with a member of staff. The student will be made aware of the reason for this course of action.

If the behaviour persists, the student will be told that a discussion will take place with the parent/carer and student.

If the behaviour does not improve, the student could be excluded for half a day.

In extreme cases of damage to property or violence to another student or staff member exclusion may be for two days until a meeting is held with parents/carers.

If violent behaviour or persistent damage to property continues, a decision may be taken to permanently exclude the student.

The following are examples, it is not an exhaustive list. Other issues may be judged to be equivalents by the school:

- Malicious communications, including those sent electronically or via Social Media
- Endangering other students
- Possession (or being under the influence) of any substance that impairs judgement or decision making or is being used against its intended purpose (i.e. illegal drugs, alcohol, non-prescribed medication, aerosols etc.).
- Wilful damage to property
- Bullying, including cyberbullying
- Sexual misconduct
- Theft
- Making a malicious allegation against a member of staff or a student
- Assaults or fighting
- Discriminatory conduct on the basis of the Equality Act 2010, including actions that are sexist, homophobic, racist or on the basis of religion/belief
- Possession of offensive weapons*

* The school determines that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into EK Premises. In addition to knives, axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the school to be carried with the intention to inflict injury on another individual - this includes fireworks, blades etc.

If deemed necessary, EK may call the police to intervene/investigate.

Student Code of Conduct

- Respect staff by listening to and act on staff instructions
- Respect others, their views, their property and their personal space
- Respect yourself - arrive to lessons on time, no drugs, alcohol or weapons are permitted on site
- Respect the classroom environment, e.g. clear up kitchen items if you have used them
- Dress appropriately for the activity
- Access only appropriate media whilst in school
- Behaviour on trips will be respectful and good at all times.

If a young person consistently and/or seriously breaches the EK Student Code of Conduct they will be required to sign a 'Return to School Contract' which outlines our expectations and which serves as a formal final written warning.

At EK we will aim never to give up on a young person or family. A final written warning will only be issued in the most extreme of circumstances and, if a young person's behavioural needs are so extreme that they cannot be met at EK, we will work closely and cooperatively with them to find a more appropriate provision.

Roles and responsibilities in relation to this policy area as follows:

Proprietor: Dayo Adeagbo
Head Teacher: Karen Dwyer-Burchill