

BEHAVIOUR POLICY STATEMENT

LEARNERS WITHIN RUSHMERE OFTEN HAVE COMPLEX NEEDS AND AS SUCH MAY WELL DEMONSTRATE ANTI-SOCIAL BEHAVIOUR PATTERNS AS A NORMAL PART OF THEIR LIVES. WE BELIEVE THAT STRATEGIES TO DEAL WITH THIS BEHAVIOUR ARE REQUIRED AT ALL LEVELS AND THROUGHOUT THE PERIOD OF THEIR ENGAGEMENT.

- ✓ *During the referral process it will be determined if the learner is prone to anti-social behaviour. This includes demonstrations of violence, bullying, verbal aggression, harassment, inappropriate language and comments of a personal or sexual nature, being under the influence of drugs, alcohol and other mind-altering substance.*
- ✓ *All staff and contractors will be made aware of expected standards of behaviour and will lead by example when engaging with young people.*
- ✓ *Behaviour issues will be challenged on non-judgmental and supportive ways and recorded to evidence progress.*
- ✓ *During induction and throughout the period of attendance, anti-social behaviour will be discussed using discipline models as a basis for expected standards of behaviour.*
- ✓ *Learners will be given the opportunity to change where unacceptable behaviour is demonstrated. This may be accompanied by a specific 'Behaviour Contract'.*
- ✓ *Staff will support learners to address their issues and challenge unacceptable behaviour using a number of boundary setting.*
- ✓ *Learners will have an opportunity to review their behaviour with their Tutor after a situation has been resolved and discuss strategies for changing to socially acceptable standards of behaviour and the impact on their future choices.*
- ✓ *When the situation becomes uncontrollable staff will call the police for assistance.*

KEY PRINCIPLES

1. Working with parents; Parents are encouraged to support good attendance and behaviour.
2. Identify underlying cause; Poor behaviour may be linked to a pupil's problem in understanding lessons, and therefore may require work on expressive and receptive language skills or additional literacy and numeracy support to address them effectively. Social and emotional issues and personal circumstance also affect behaviour.

PROACTIVE APPROACH

In many instances behaviour problems may be avoided or prevented by using appropriate behaviour strategies.

- LISTEN: listening is important. Listening can have a positive effect on behaviour and motivation.
- STAY CALM: calming strategies often work. The Tutor sitting and talking softly may avoid escalation.
- GIVE CLEAR DIRECTION: check for understanding and pay attention to signals and body language.
- POSITIVE REINFORCEMENT: focus on those that are carrying out instructions. Praise, reward point, positive feedback.
- AVERT CONFRONTATION: ignore behaviour. Do not create an audience; use sanctions (red, yellow cards).
- ACKNOWLEDGE POSITIVE BEHAVIOUR: reinforce good behaviour – contact parents, give points, retract yellow cards, positive verbal language.

REWARDS/SANCTIONS

REWARDS

A variety of rewards can be given:

- Praise
- Certificates
- Written comments
- Verbal acknowledgment
- Rewards points
- Challenge participation for the term
- Other rewards such as; vouchers, leisure activities

SANCTIONS

YELLOW – YELLOW – RED

We operate with a three-strike discipline procedure.

After a learner has been given the opportunity to adjust their behaviour a yellow card may be given for continuing the prohibited behaviour. If the behaviour persists another yellow may be given. If the learner exhibits other unacceptable behaviours. Examples of behaviour that may warrant yellow cards are; verbal abuse, talking constantly over the learning, failure to follow staff instructions.

If a learner received three yellow cards they will be sent home. (3 yellow cards = RED card – send home).

A learner can be given a RED card at any time if their behaviour is:

- Violent
- Significant verbal abuse
- Intentional damage
- Suspected to be under the influence of alcohol or drugs
- Smoking
- Leaving site
- Breaching health and safety

INCIDENTS

An incident is defined as a behaviour that has resulted in the learner being sent home. This is a RED card. This may also be three yellow cards.

If the young person receives a RED card, then an incident form should be completed. A copy of this should be sent to the home school, Centre Coordinator and a copy put on the learner's file.

ZERO TOLERANCE

Violence

Inciting violence – on social media

Flow chart App 1 and App 2