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| Promoting Good Behaviour Policy |
| Issue 1.2 |

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| **Policy Title** | |
| **Promoting Good Behaviour Policy** | |
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# INTRODUCTION

At Peregrinate we aim to enable young people to develop self-confidence from which they can:

✓ Enter adulthood as happy, responsible, caring and independent members of the community.

✓ Build self-esteem and a psychology of inclusion and choice

✓ Follow individual programmes of learning with each student

✓ Provide an exciting, friendly style of teaching to small groups and individuals, both on and off site, one that is culturally and socially relevant

✓ Achieve useful skills, knowledge and experience for life and employment

# POLICY PRINCIPLES 1. Rights and responsibilities

In Peregrinate School:

✓ Everybody has the right to feel safe from physical or verbal threat or attack

✓ Everybody has the right to be able to work and learn without other people making it difficult for them

✓ Everybody has the right to be treated with fairness and respect at all times

✓ Each person has the responsibility to help themselves and others to get the best out of Peregrinate School

✓ Each student has the responsibility to be aware and understand the rules of Peregrinate School

✓ Staff have the responsibility to impose fair consequences on students who significantly break these rules

## 2. Rules

Peregrinate School students are expected to:

✓ Participate in all lessons, arrive on time and attend every day

✓ Be focused and follow instructions

✓ Support others by not bullying, to help build trust and report any bullying, vandalism or racism to a member of staff

✓ Respect the room, equipment and other parts of the building

✓ Take responsibility for own behaviour

✓ No touch, keeping hands and feet to yourself

✓ Help support others who may be having a difficult day

✓ You must take support from staff if feeling upset or angry

✓ No swearing at any time and respect others at all times

✓ Listen to others – One speaker

✓ Only eat food and drinks during breaks and clean up afterwards

✓ Not to smoke in the building

✓ Not to bring or use alcohol or drugs on the premises (if we suspect that students have taken drugs or alcohol they will be sent or taken home)

✓ Not to leave the premises without permission

✓ Obey Health and Safety Rules, act sensibly in ways that do not endanger yourself or others

✓ Come prepared for sessions with appropriate equipment, clothing etc.

✓ Students cannot wear hooded clothing, face coverings, other than blue covid masks and religious wear, no hats of any description unless PPE is needed for tasks

✓ Aim to achieve, be an active and valuable member of a team.

Enjoy, Inspire, Achieve, Succeed, make your time at Peregrinate School count!

## 3. Searching, Screening & Confiscation

The Department of Education has issued guidelines for Searching, Screening and Confiscation. Peregrinate School has followed these guidelines and has published a Searching, Screening and Confiscation Policy. This policy should be read in full and can be found on our website peregrinate.school. This policy provides a list of banned items which cannot be taken into school under any circumstances, these include:

• Peregrinate School staff can search a pupil for any item if the pupil agrees. If the pupil does not agree they me be denied access to School Premises or asked to leave.

• Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

• knives or weapons

• alcohol

• illegal drugs

• stolen items

• tobacco and cigarette papers

• fireworks

• pornographic images

• any article that the member of staff reasonably suspects has been, or is likely to be, used:

• to commit an offence, or

• to cause personal injury to, or damage to the property of, any person (including the pupil).

• Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

• Peregrinate School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

PLEASE READ THE FULL DOCUMENT SEARCHING SCANNING & CONFISCATION POLICY

## 4. Unacceptable Behaviour

Unacceptable behaviour is behaviour for which sanctions will be imposed, this could include exclusion, (temporary or permanent), from the premises. It can be regarded as unacceptable because of the severity of a particular behaviour or because of the frequency of less serious behaviour.

Unacceptable behaviour includes:

✓ Bullying, extortion, intimidation, racism or sexual harassment

✓ Use of illegal substances

✓ Damage to property

✓ Endangering self or others

✓ Physical or verbal aggression, thuggery

✓ Throwing dangerously

✓ Stealing

✓ Dangerous refusal, defiance

✓ Smoking

✓ Attitude to other learners or staff

✓ Leaving the School premises during School Hours

Any learner found guilty of any of the above will not be provided transport. We will inform parents to arrange transport, or the child is to make their own way home.

# 5. Use of Reasonable Force

Peregrinate School have written a Use of Reasonable Force Policy following guidelines from the Department of Education and the Government. This policy highlights the rights of Pupils, Staff and Parents regarding the Use of Reasonable Force. This policy should be read in full and can be found on our website peregrinate.school. Peregrinate School have staff who have received training in restraint in children and adults as well as edged weapons.

PLEASE READ THE FULL DOCUMENT SEARCHING SCANNING & CONFISCATION POLICY

## 6. Encouraging Positive Behaviour

Positive social and learning behaviour is encouraged through:

✓Visible behaviour procedures and policy with a clear chain of command

✓ Consistent approach where all staff and associates operate to the same standards when dealing with issues

✓ Good Practice in classroom management and teaching, with high teacher-student ratios

✓ Good behaviour management and expectations between sessions

✓Pastoral support so that every student has a member of staff to support them with their learning or personal problems

✓High intensity monitoring that enables identification of trouble ‘hotspots’ and effective strategies, and that also builds student and carer awareness and commitment

✓ Individual Learning Plans incorporating goals that are specific, measurable, meaningful, achievable, realistic and time-bound with high expectations of students learning and behaviour

✓ An education package based on subjects and activities that the students are interested in. A clear progression through their learning with reward and acknowledgements that relates to their behavioural and learning achievements

✓ Positive family contacts through a variety of formal and informal means

✓Positive role modelling across the whole team combined with active teaching strategies for overcoming difficulties

✓ Personal Development where the class works as a whole and individually to understand and encourage positive behaviour

✓Empowerment through participation in decision making

## 7. Criminal Damage

Should any learner deliberately damage school property including but not restricted to equipment, buildings, doors, windows, to include all school sites, staff property, property whilst on a field trip, The learner will be suspended for two full days. In addition, Peregrinate School will invoice the parents/carers for the full cost to replace or repair the damage. Parents/carers will be given seven days to pay the invoice in full. If after seven days the invoice remains unpaid the learner will be suspended until such times that the invoice is paid in full. If payment is still not paid the learner will be permanently excluded from Peregrinate School and the debt will be handed to a debt collection company.

## 8. Monitoring

To bring about behaviour improvement we employ a high level of monitoring. First, this enables us to assess each student. Secondly, we are able to capture patterns of behaviour. A student, for better or for worse, may be affected by a certain student, a particular subject or teacher, or by factors outside Peregrinate School Thirdly, it builds awareness in the student and their family/carers. Finally, provides evidence of behaviour and change.

Following each lesson, the teacher will place the student at one of three levels, based on our Policy for Promoting Good Behaviour. While the levels are treated as discrete within the class, it is recognised that they are actually a continuum. The student’s timetable reflects their level. The timetable is constructed to encourage a flow through the levels, 3 to 1.

# 9. Rewarding Positive Behaviour Choices

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| CHOICE | CONSEQUENSES |
| Following Instructions |  |
| Completing Work | Each of the choices in the column opposite can be rewarded individually or as a group or class.  The reason for each reward must be clearly stated to the student  Possible rewards include:  ✓ Certificate  ✓ Free five minutes at end of session  ✓ Home contact (letter, phone call)  ✓ Certificate for good behaviour  ✓ Reward based activity/trip |
| Keeping out of trouble |
| Improvement in attitude |
| Improvement in learning |
| Friendship skills |
| Sharing |
| Team work skills |
| Leadership skills |
| Being on-time |
| Being tidy |
| Telling about trouble |
| Positive body language |
| Good communication skills |
| Helping others |
| Calming honest |
| Being honest |
| Resolving Conflicts Maturely |

Certificates are awarded every week for good and outstanding behaviour and good and outstanding attendance. In addition vouchers and prizes are awarded for half-term achievement in progress and for improved behaviour.

All certificates are based on objective measures taken from learners academic work, one for each subject based on behaviour, work, attendance and punctuality.

### 10. Mentors

Mentoring is carried out by an appointed member of staff. The chosen mentor will have the relevant skills and relationship to offer the learner the best opportunities to achieve the targets set and to avoid negative behaviour.

# Peregrinate School Behaviour Support Plan Procedures

## Behaviour Levels

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| LEVEL | DESCRIPTION |
| 1 - Yellow | No incidents in the classroom  No incidents at other times  A successful Learner  Self-motivated |
| 2 - Orange | Classroom disruption – Banter, verbal abuse, not completing work  Incidents at other times – avoiding supervision, vandalism,  No risk to others  Settles when asked |
| 3 - Red | Refusal to work  Refusing to co-operate – not in correct place, agitated  Constant disturbance in class – threatening, aggressive, abusive  Verbal abuse to others on site  Significant safety risk from careless, reckless or aggressive behaviour |

## Response Hierarchy

All staff are requested to use the following hierarchy to deal with unwelcome behaviour:

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| Managed in classroom  Level 1 - Yellow | Praise and rewards for positive behaviour  Certificates  Telephone call home – postcards  Acknowledgement of academic learning and progress |
| Manged in classroom  Level 2 - Orange | A look, point, signal, joke, any other strategy  Positive behaviour strategies see staff training manual  First reminder  Final reminder  Behaviour recorded on incident report |
| Elevated to managerial level  Level 3 - Red | First incident sent out of session for discussion with support staff and complete incident report  Ensure office staff are aware of incident |

## Consequences of Negative Behaviour

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| INCIDENT | LEVEL | ACTION |
| Classroom disruption | Level 1, 2: Low level disruption | Classroom strategies |
|  | Level 3: Requires removing from class | Details recorded on incident report |
| Classroom defiance | Level 1, 2: Temporary refusal to follow instructions | Classroom strategies |
|  | Level 3: Permanent or aggressive refusal to co-operate | Refer to support staff  Complete incident report  Parents notified  Sanction agreed |
| Repeated behaviours | Level 1 & 2 | Suspend with Respect, Kindness or Bullying workbook.  Return to School meeting with learner and parent. |
|  | Level 3 | Assess feasibility of current provision, explore other programs.  Refer back to home School. |