

BEHAVIOUR POLICY



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STRIVE IA
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1. Rationale

Strive IA believes in creating a safe, happy, and successful environment and are determined to give our students the skills and self-discipline to allow them to manage and take responsibility for their own behaviour.

2. Aims

- To allow the Provision to create a calm, safe, orderly environment where both staff and students thrive and progress.
- To support a framework for intelligent responses to both positive and negative behaviour.

3. Objectives

1. Students

Are expected to work towards taking responsibility for their behaviour.

2. Parents and Carers

Are expected to take responsibility for the behaviour of their child both inside and outside of the Provision. Parents / Carers are expected to work closely with the Provision in order to maintain high standards of behaviour.

3. Staff

Staff must understand and apply this policy. They must create a safe and high-quality learning environment that give students the best chance of success.

4. Senior Leadership

In addition to the responsibilities of staff, see above, leadership is responsible for ensuring that this policy is applied on a consistent basis.

5. Manager

Responsible and accountable for the implementation of this policy in their Provision. They are responsible for ensuring that the policy is relevant and up to date.

6. Owners

Responsible for ensuring that policy and practice are in place. Responsible for supporting and challenging leadership on the quality and application of this policy.

4. Consistency

Consistency is the key to outstanding behaviour management. When students and staff have a common understanding of the Provision's expectations, these will be positively reinforced and how infringements will be handled will be explained. Consistency can



take the heat out of some potentially emotionally charged situations when students know what to expect.

Staff will apply all Provision training and follow policies, protocols and procedures in relation to all aspects of behaviour management. When staff have any questions or doubts, they should immediately seek clarification and support from Senior Leadership.

5. Communication

- Communication must be quick, accurate and effective.
- Staff must remain professional at all times.
- Front line staff are issued with, and must carry, walkie-talkies when on duty. It is individual member of staff's responsibility to keep these charged at all times.
- If staff are issued with phones, iPads or computers, they must be charged and turned on when on duty.

6. Recording and Reporting

Transparent, accurate and prompt reporting will keep the whole community safe.

- Parents / carers of those involved must be informed when an incident of a serious nature occurs (Serious Incident: SI; or Physical Incident: PI).
- Incidents of a serious nature (SI or PI) must be reported to the SLT.
- Staff must complete a report as soon as possible after the incident.
- The information will be analysed and used to effect positive change.

7. Reward

The Provision links behaviour to a reward system. This helps to reinforce positive behaviour.

1. Praise

This can be a very powerful, positive reinforcer when used in a considered way. Some students find direct praise hard to handle, especially in the company of peers, so praise should be as descriptive as possible, and staff must be sensitive to the impact

2. Certificates

These are awarded for 'outstanding' progress, achievement, or attendance

3. Individual rewards

Recognise and reward achievements based on the individual student

4. Communication with Parents / Carers:

When a student has performed well staff may contact the parent / carer / guardian direct or speak to them at collection



8. Overarching Guidelines on Managing Challenging Behaviours

If students trust you, respect you and feel safe around you then you can motivate and influence them. The reverse is also true. The Provision will provide behaviour management training and support through CPD. Staff are responsible for its application. It is everyone's responsibility to continually question and improve our behaviour management strategies.

Staff will apply the continuous cycle of:

- Observing best practice.
- Learn from best practice.
- Apply best practice.

All poor behaviour must be challenged and suitably addressed. Failure to do so undermines the entire culture of the Provision.

9. Consequences

Students need clear boundaries. We must teach students about responsibility and accountability. This is our most important job. To do this effectively we must have consequences for negative behaviours.

- A stepped approach to setting consequences will be applied consistently, giving students opportunities to de-escalate situations at each stage.
- We must always have regard for the nature of our students and their dynamic individual circumstances.
- All misbehaviour must be challenged appropriately and thoughtfully.

The Provision will also address poor behaviour outside of the Provision premises.

Examples of this include:

- Misbehaviour when taking part in any Provision-organised or Provision-related activity.
- Misbehaviour when travelling to or from the Provision.
- Misbehaviour when any student is identifiable as a student at the Provision.
- Misbehaviour that poses a threat to another student or member of the public.
- Misbehaviour that could adversely affect the reputation of the Provision.

The list is not comprehensive.

Types of Consequences

Staff must seek to de-escalate.

Verbal informal / formal discussion

Staff must thoughtfully challenge negative behaviour. Staff must be aware of 'the student audience' when having a conversation with students. Give the student time to understand why their behaviour is unacceptable and explain what is expected.



Time Out

Students will be asked to sit out of an activity for a period of time to cool off and process their behaviour. Before rejoining the activity, the staff member who gave the student time out is to speak with them and explain what is expected.

Fixed Term Suspensions

The Manager will ensure that a proper and fair investigation takes place, before considering a fixed term suspension. The owners will liaise with the students primary source of education or the local authority. The Owners make the final decision on fixed term suspensions. The Provision will not be responsible for the student's education during the suspension as this will be referred to their parent school or local authority.

Examples of reasons for fixed term suspension:

- Persistent disruptive behaviour.
- Behaviour that seriously compromises health and safety.
- Behaviour that seriously compromises good order and discipline.
- Behaviour that seriously compromises the authority of staff.
- Behaviour that seriously compromises other students learning.
- Serious or repeated bullying of students.

This is not an exhaustive list.

The Provision will inform parents /carers on the same day that the decision to exclude is made. A formal exclusion letter will follow. Students and parents / carers are required to attend a return from exclusion meeting.

Permanent Exclusion

The Provision recognises the DfE's guidance and fully accepts that permanent exclusion is both a serious decision and, on occasions, a necessary decision. We accept, given our level of resourcing, that not all students can be, or will be, successful at the Provision. The Owners may decide to permanently exclude a student in response to a serious breach (one off), or persistent breaches, of the Provisions' Behaviour Policy; and where allowing the student to remain in the Provision would seriously harm the education or welfare of said student or others in the Provision.

Examples of this include:

- Carrying an offensive weapon
- Supplying an illegal drug
- Actual or threatened assaults on students
- Actual or threatened assaults on Provision staff
- Actual or threatened sexual abuse or sexual assault on any member of the Provision community
- Persistent and defiant misbehaviour (including bullying and racism)
- Arson
- Theft

This is not an exhaustive list.



The Provision will ensure that the student has an opportunity to present his/her case before a final decision is taken. This might not always be practicable as identified in DfE guidance. The owners will also take account of any mitigating factors.

10. Confiscation of Inappropriate Items

The general power to discipline (as described in DfE Guidance Behaviour and Discipline in Academies 2016) enables a member of staff to confiscate, retain or dispose of a student's property as a consequence, so long as it is reasonable in the circumstances. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

The Provision maintains its right to search and confiscate with or without consent in line with the government guidance:

https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfefa55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

The Provision will use the power to search without consent for “prohibited items” including:

- Knives and weapons.
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Any article that has been, or is likely to be, used to commit an offence, cause personal injury or damage to property; and
- Any item banned by the Provision
- Weapons, knives and extreme, or child, pornography, will always be handed over to the police, otherwise the Provision will decide if and when to return a confiscated item

Parents / carers / guardians will have up until the end of the Provision Day to collect any age restricted items otherwise they will be safely disposed of by Provision staff.

11. Reasonable Force

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the Provision.



12. Diversity and Equality

The Provision believes in equality. Equality is the principle of equal treatment for all people irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientation, age or any other recognised area of discrimination. Prejudice and discrimination will be challenged. See the Provision Single Equality Policy for further details.

13. Bullying

Students are entitled to receive their education free from humiliation, oppression, harassment (including racial harassment) and abuse. Bullying does not just affect bullies and victims; it also affects students who may witness violence, intimidation, and the distress of the victim. It can damage the atmosphere of a class, a dining room, an evening activity and ultimately the Provision.

All members of the Provision community have a responsibility to prevent bullying. This policy contains guidelines to support this ethos. The Provision is committed to taking an active role in the elimination of all forms of bullying and harassment.

No student will be discriminated against, harassed, or receive less favourable treatment on the grounds of gender, race, colour, ethnic or national origin, disability, sexual orientation, age, religious or political views.

Please see Anti Bullying Policy for full details.

14. Student and Staff Welfare

This is of paramount importance:

- Please speak to a member of staff immediately if you have any concerns about student or staff welfare.
- Please speak to the owners or DSL if you have any concerns relating to your own training or development.
- Please speak to a member of SLT if you do not understand policy and practice or you feel it could be improved.

15. Training and Development

All front line staff will receive ongoing training on the students' needs and how to manage them.



16. People and organisations you can talk to

Owners:

Liam Hickey

Liam@striveia.co.uk

Adam Morris **Designated Safeguarding Lead (DSL)**

Adam@striveia.co.uk

Rachel Hart

Rachel@striveia.co.uk

Stacey Hickey

info@striveia.co.uk

Useful Websites for parents / carers / guardians:

<http://www.netmums.com/>

<http://www.fatherhoodinstitute.org/>

<http://www.dad.info/>

<http://familylives.org.uk/>

<http://www.supernanny.co.uk/>

ADHD:

<http://www.addiss.co.uk/>

<http://www.livingwithadhd.co.uk/>

<http://www.youngminds.org.uk/>

Autistic Spectrum Disorder:

<http://www.autism.org.uk/>

<http://www.childrenintouch.org.uk/>

Conduct Disorders:

<http://www.conductdisorders.com/>