

The Springfield Centre

**Behaviour
Policy**

June 2020

Wakefield Pupil Referral Units

Sharing values, celebrating differences, embracing success.

Vision

To enable all our learners to achieve personal success by becoming productive, resilient, responsible members of society.

Mission Statement

We believe all members of our learning community can realise their full potential through:

- raised aspirations
- high quality teaching, provision at a safe supportive and stimulating environment
- successful re-integration with school, further education, training or employment
- preparation for the next stage of their lives celebration of achievement



Springfield Behaviour Policy Procedures

Policy Statement

- This policy outlines the underlying principles and values central to the ethos of The Springfield Centre. It promotes the rights and responsibilities of our learning community based on respect, fairness and social inclusion that underpin the management of behaviour within our Centres.
- We use a restorative approach to help learners manage change and take ownership of their behaviour offering an alternative to the traditional responses to challenging behaviours.

Ethos (INTENT)

We believe that good behaviour is an integral part of learning. Learners have the right to work and develop in an atmosphere of trust, security, openness and honesty. We believe that rewards are more effective than sanctions and in the fair and appropriate use of each.

The key elements underpinning this philosophy are:-

- Clear, shared individual learning goals
- The creation of a safe and caring environment
- Enabling, recognising and celebrating individual achievement
- Developing tolerance and understanding of others
- Positive relationships between learners, their peers and adults.
- Effective partnership between all involved adults.
- The global application of this ethos across the local and wider community.

Teaching and Learning (IMPLEMENTATION)

Learners' social, emotional and behavioural skills will be encouraged to develop by establishing high expectations in all lessons including enrichment and social times. Positive reinforcement and negative sanctions are used to pro-actively engage or re-engage learners with the education process.

Behaviour expectations are displayed in classrooms and around the centres.



Behaviour for Learning

See Appendix

Rewards

Lessons to be rated on Effort and Behaviour Red, Amber and Green.

The rewards given in sessions are banked and when sufficient points have been accumulated they are credited to a cumulative account from which students may select their own reward.

Students have the opportunity to earn extra rewards for attendance.

Students who achieve their monthly attendance target will earn 10 credits.

Full attendance with no lateness, from 9.15am – 2.30pm will earn an extra 10 credits per week. Full attendance and 2 or less lateness, will earn an extra 5 credits per week. Attendance challenges are run every half-term which also allow every student to earn an extra 25 credits for 100% attendance.

Student rewards convert to Amazon Credits

12 Credits = £5 voucher

Student of the week = 10 Credits

240 Credits = £10 voucher

Monthly attendance target = 10 Credits

360 Credits = £15 voucher

480 Credits = £20 voucher

Students withdrawn from lessons or placed in pre-planned inclusion can still achieve up to 2 points per withdrawal session according to their degree of re-engagement.

Points will be added up for the period Friday to Thursday and will be ranked. Friday afternoon will be Reward period, where the students will be able to chose the activity they want. The highest ranked students will be able to chose first. These points will be displayed and discussed in Form period.

Sanctions

Due to the complex needs and problems some of our students experience there will always be the requirement to offer additional support in order to help students manage their behaviour and attendance. The forms of additional support available are as follows:

The Personal Tutor is an integral part of the behaviour management system, their role is to monitor the students in their form, identify where there are problems and put in place appropriate strategies. The first period of the day will be Tutor time where students will be able to reflect on the previous day
Form Tutors will make:

- phone calls, texts home to inform parents/carers.
- meetings arranged for parents to come into Centre to discuss problems relating to both behaviour and attendance.
- referral for one to one additional support / SENCo intervention
- referral to senior staff for further action/ advice

Behaviour Support Team

The Behaviour Support team offers support to students who need additional intervention, and can offer the following:

- withdrawal from identified lessons for an agreed timescale with a plan in place for reintegration
- targeted support in lessons on order to maintain students in lessons wherever possible
- withdrawal from lessons as need arises to complete work provided by subject teachers
- return to lesson if BST believe that this would be successful
- target setting and monitoring for identified students
- students supported for social emotional and behavioural needs as identified by SEBS and Risk and Resilience analysis
- referral to Joint Consultation Meetings (JCM) where external agencies are represented, in order to plan multi agency intervention.
- completion of a My Support Plan to identify need and appropriate intervention and to monitor progress.
- referral to Educational Welfare Service, Educational Psychology and SENART for advice and support.
- withdrawal for targeted intervention if problems are assessed by SENCO to be due to an inability to access the curriculum due to learning needs
- convening emergency Annual Review meetings if it is felt that the Centre considers involvement of external agencies necessary to meet individual student's needs (there is a separate Special Needs Policy which sets out procedures relating to the legal requirements for EHCP students).

Appendix A is a set of protocols as to how staff will respond to standards behaviour which are less than expected

Use of reasonable force

At Springfield we have a strong belief that adults should not “put hands on” or restrain children. We believe that there are no “winners” when restraint is used. Staff instead, build up an atmosphere of mutual trust and respect which empowers them to produce the desired behaviours.

Involvement of parents/carers

Parents or carers of students causing concern should be contacted at the earliest possible stage to discuss strategies and support for the individual

student.

Searching and screening

Staff may search students for prohibited items without consent in accordance with the Department of Education advice 2013. All students will be “wanded” on arrival in Reception.

All students will be required to hand in Mobile phones, smoking paraphernalia and any other objects which could be regarded as disruptive to good order. These objects will be kept in named wallets in a secure location, which students will not be able to gain access to. They will be returned as the student is leaving the school to go home. As much as possible, staff will return objects at the top of the drive.

Confiscation

All staff should consider the following criteria when deciding whether to confiscate an item from a student

- An item poses a threat to others: for example, a laser pen is being used to distract and possibly harm other students or staff;
- An item poses a threat to good order for learning: for example, a student uses a personal music-player in class;
- An item poses a health or safety threat: for example, a student wearing large ornate rings in PE may present a safety threat to other students;
- An item which is counter to the ethos of the Centre: for example, material which might cause tension between one community and another;
- An item which is illegal for a child to have: for example, racist or pornographic material. Protocols for how to deal with such items can be agreed with the local police.

Students have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned. For items of obvious value, staff will ensure appropriate storage arrangements (for example, in a secure room). All reasonable steps should be taken to make such arrangements secure. If similar items have been confiscated from several students, staff will take care to ensure that they are clear which item belongs to which student.

Behaviour in the wider community

Student behaviour away from the Centre is still our concern, even though students are not on PRU premises or under the lawful control of the Centre staff, inappropriate and unacceptable behaviour will be dealt with accordingly.

Coronavirus

In the current conditions, students will be required to follow strict protocols, designed to keep staff and students safe.

They will enter the building through the front entrance, where they will hand sanitise and have their temperatures checked. Any reading above 37.9 will result in the student being reduced entrance to the school. They will be given 10 minutes outside, before they are checked again. On completion of the check, Year 9 students will be allowed entrance to the school. Year 10 students will go out through the front door and collect at the New Block entrance before being allowed controlled entrance to the building, again hand sanitising.

Once in class, students will hand sanitise and will remain in their room where teachers will come to them. Should a student need to visit the toilet, they will be accompanied by a member of staff, who will inspect the toilet before and after use. They will then be accompanied back to their classroom, where they will hand sanitise on entry.

Breakfast will be available to students at Tutor time and Break, which will be eaten in the form room.

IMPACT

With the combination of Sanctions and Rewards we intend to create an atmosphere which will enable all our learners to achieve personal success by becoming productive, resilient, responsible members of society.

Reviewed by Chris Hayward _____
Acting Headteacher
Date: June 2020

Appendices

Appendix 1 Behaviour Support Procedures

Appendix 2 Centre rules

Appendix 3 Expectations for Students

Appendix 4 Classroom Expectation

Appendix 5 Out of Classroom Expectations

Appendix 6 Minibus Expectations

As these documents may require modifying or updating periodically, they are included as appendices to the policy.

Appendix 1

Behaviour Support Procedures

The BST (Behaviour Support Team) remit is to support the teaching staff in providing the best possible education for all students at The Springfield Centre. It is important that they have a good relationship with students, and know how to communicate with them to achieve the best possible outcome in a given situation.

Understanding of the student's needs, anxieties and dislikes as well as positive emotions such as humour and interests are often useful tools that can be used to pre-empt and defuse situations before they develop.

A non-judgemental, understanding approach provides students with adults they can trust and talk openly to, without fear of recrimination. This process fosters respect and facilitates resolving difficult situations before they escalate.

Behaviour for Learning

A stable, calm and enjoyable learning environment is essential for student progress. 'Behaviour for Learning' reduces the disruption that detracts from the learning of all students.

Factors that can lead up to its implementation are: - abusive language, disruption threatening behaviour, not following instructions and leaving sessions without permission.

When confronted by negative behaviour the teacher will apply the 'Behaviour for Learning' process which is designed to present students with the opportunity to address their inappropriate behaviour and self-correct the situation.

Stage 1 – Student's name is written on the sanctions board

Stage 2 – The student receives a final warning and the 1st tick against their name.

Stage 3 – If the inappropriate behaviour persists then a 2nd tick will be given and the student will be asked to go to the Withdrawal / Inclusion suite .

Withdrawal Procedure

On receiving the 2nd tick the student will be asked to leave the classroom.

Step 1 - The Teaching Assistant will collect the work the student is assigned to do and escort them to the Withdrawal facilities.

Step 2 – If at this point the student refuses to follow instructions then a member of the BS Team will be called for to ask the student to leave the classroom.

Step 3 – If the student still refuses, a Senior Member of Staff will be asked to attend and make a decision on the course of action to be taken. If the student persists in presenting unacceptable behaviour, then more severe actions may be

taken such as issuing an exclusion. This will be done as a last resort and at the discretion of the SLT.

Step 4 – If the student still refuses to comply, SLT may call parents, further refusal leading to fixed term exclusion.

The Withdrawal Procedure presents the student with the opportunity to make the right choice and take ownership of their behaviour. Throughout this staged response 'Behaviour for Learning' allows the student to modify their behaviour, remain in class and re-engage in learning.

While escorting students to the Withdrawal Suite staff should be aware of possible disruption to other lessons. This can often be avoided by walking between the student and the classroom doors when possible. Also conversation with the student should not dwell on what has just happened, as this may inflame the situation and lead to a confrontation in the corridor disrupting other classes.

Withdrawal

As part of the Staged Response to behaviour, students may be removed to Inclusion, for a period of 10 minutes. Further to that they will have to be in the room for 20 minutes, or the rest of the lesson they were in. Persistent disruptions could lead to a full lesson, numerous lessons, or a whole morning or afternoon. Whichever period a student is in Inclusion, they will be expected to behave respectfully, follow the teachers requests and complete any work which is set. Students can earn points while they are in Inclusion.

Appendix 2

The Springfield Centre Rules

- Students are required to attend The Springfield Centre by law. Students must attend The Centre, be on time, and must not leave without formal permission from the Head teacher. This includes at lunchtime.
- Students must attend all sessions as directed by the Centre, including direction to alternative activities or activities determined by school sanctions as appropriate. Students must not leave rooms or activities without formal permission and being accompanied by member of staff.
- Students must not bring items or possessions to school which are illegal, inappropriate or dangerous. As all students are 16 or under, illegal items include:
 - Weapons or potential weapons.
 - Alcohol.
 - Drugs and other illegal substances, or paraphernalia associated with these.
 - Cigarettes or tobacco products if smoked on site.
 - Inflammable items, including matches, lighters, fireworks and similar.
 - Materials which are illegal for a child to have, for example racist or pornographic material.
 - Other items deemed inappropriate by the Head teacher.All these items will be confiscated on entry to the school, and will be returned at the end of the day, if the Headteacher feels that it is appropriate to do so. Illegal objects will not be returned, such as drugs, weapons, pornography, hate rime materials and alcohol etc.
- Students must wear clothing appropriate for a 14-19 educational setting. The Head teacher has the final judgement as to whether student attire is acceptable.
- Students must not behave or act in a way which causes anyone in the school community to be hurt, alarmed, harassed or upset. They must not make or encourage others to do so.
- Students must not use language which is threatening, upsetting, abusive or insulting. They must not make or encourage others to do so.
- The safety of people in our school community is very important. Students must follow direct instructions from staff regarding Health and Safety or Safeguarding.
- Students must not damage, steal or deface property. This includes defacing displays, writing or drawing graffiti and damaging the buildings or items on site.

Expectations of Students

Be Respectful

Be Hardworking

Be Safe

Classroom Expectations.

Students will -

Be on Time

Follow any Safety Rules for your room

Listen and Focus on your Learning

Follow Staff Requests/Instructions

Do your BEST

Out of classrooms Expectations

Students will -

1. Move between lessons in a safe and orderly way, following staff directions as appropriate.
2. Remember that other people are working and learning; support them by staying out of working areas unless invited in by a member of staff.
3. Remember the Centre rules regarding safety, use of language, damaging property and attending lessons as directed.
4. Adhere to COVID-19 safety protocols

Appendix 6

Minibus Expectations

Students will -

1. Only get onto the minibus when instructed to do so by a member of staff. They must sit in the seat they are given in a safe and orderly manner, and stay seated until directed otherwise.
2. Wear seatbelts. Students must follow staff instructions on the journey.
3. Remember the Centre rules regarding safety, use of language, damaging property and causing hurt or distress still apply on the minibus.
4. Be expected to take responsibility for the group conduct when out of centre. If necessary staff will stop the activity or trip from taking place if safety is compromised, or the reputation of the Centre is endangered.
5. All persons on the Minibus must follow COVID-19 safety protocols. Refusal to do so will lead to removal from the minibus.