



## WHOLE SCHOOL POLICY | BEHAVIOUR FOR LEARNING

### Monitoring and Review

The Behaviour for Learning System is regularly monitored and an impact assessment completed annually. This process is informed by recorded data, meetings, parent/carer consultation and the student voice forum. The staff review relevant data on a termly basis and discuss future strategy.

Behaviour and learning are tracked daily | Behaviour incidents are logged as they occur

Behaviour and any intervention are permanent agenda items at weekly briefings

**Date confirmed: April 2017**

**Date for review: April 2018**

# Cre8ing Positive Behaviours

## BEHAVIOUR FOR LEARNING POLICY

### Introduction

At Cre8 Futures we aim to deliver accredited academic and vocational courses with a focus on; Business & Enterprise, Creativity, and Life/ Social & Independent Living Skills. We underpin all of our teaching and learning with a therapeutic approach. Safe, Calm, Trust and Order are four of the core values that form our ethos. The behaviour of everyone in attendance on our site is integral to our performance as an educational setting and to delivering our aims with excellence.

It is our intent that every member of the learning community feels valued and respected, and that each person is treated well. We are a caring community, whose values are built on trust and respect for all. Our Behaviour Policy aims to promote the overall well-being of pupils and staff and an environment in which everyone feels valued, happy and safe. These values underpin our provision of support and challenge and assist in the equipping and skilling of our learners.

As the children and young people we work with, may present with varying levels of Behaviour, Emotional and Social Difficulties, and/or Social Emotional Mental Health challenges, we believe it is imperative that we have shared values that support staff and guide practice in the development of positive behaviours.

The Governors of Cre8 Futures are responsible for setting out the general principles and values that inform the behaviour policy, which in turn requires the **commitment** and **consistency of practice of all staff** to ensure that learners know the standards expected of them. **All members of the school** are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements. Learners should be treated fairly and consistently and all should uphold the values and ethos of Cre8 Futures.

## Aims

The aim of this policy is to support effective teaching and learning through determining the boundaries of acceptable and unacceptable behaviour, introducing rewards and sanctions, and how they will be fairly and consistently applied.

In order to achieve this, Cre8 Futures will:

- make clear its expectations of positive behaviour, as part of our admissions procedure, assemblies, class/school council meetings, the daily operations of the school and in published documents;
- treat all members of our learning community as individuals and respect their rights, values and beliefs;
- create a zero tolerance environment against all instances of bullying or discrimination on the basis of race, gender, ability or cultural differences;
- provide positive examples through modelling behaviour;
- promote good relationships and a sense of belonging to the community;
- intervene early to challenge undesirable behaviour in an appropriate manner
- create consistency of expectations and consequences and communicate them clearly
- follow and apply consistently clear guidelines when responding to instances of unacceptable behaviour.
- foster mutual respect and prepare learners for the adult world

We want our policy to:

- Support a safe learning environment
- Support and challenge pupils to progress
- Give clarity of expectation to staff and students
- Encourage, recognise and reward

## Values, Ethos and Expectations

On joining the learning community of Cre8 Futures, pupils begin with a period of assessment and settling. The ethos, expectations and values are explicitly taught during these sessions. They will take part in activities following our programme of Safe | Calm | Trust | Order | Perspective.

Our progress tracking system is introduced in detail including **Rewards and Sanctions**.

Behaviour for learning is an everyday focus with target setting and progress tracking built-in to lessons. Pupils are made aware of and experience staff, mentor, peer and parent/carer communication and feedback on their learning and behaviour progress. This all supports the creation and maintenance of a safe learning environment.

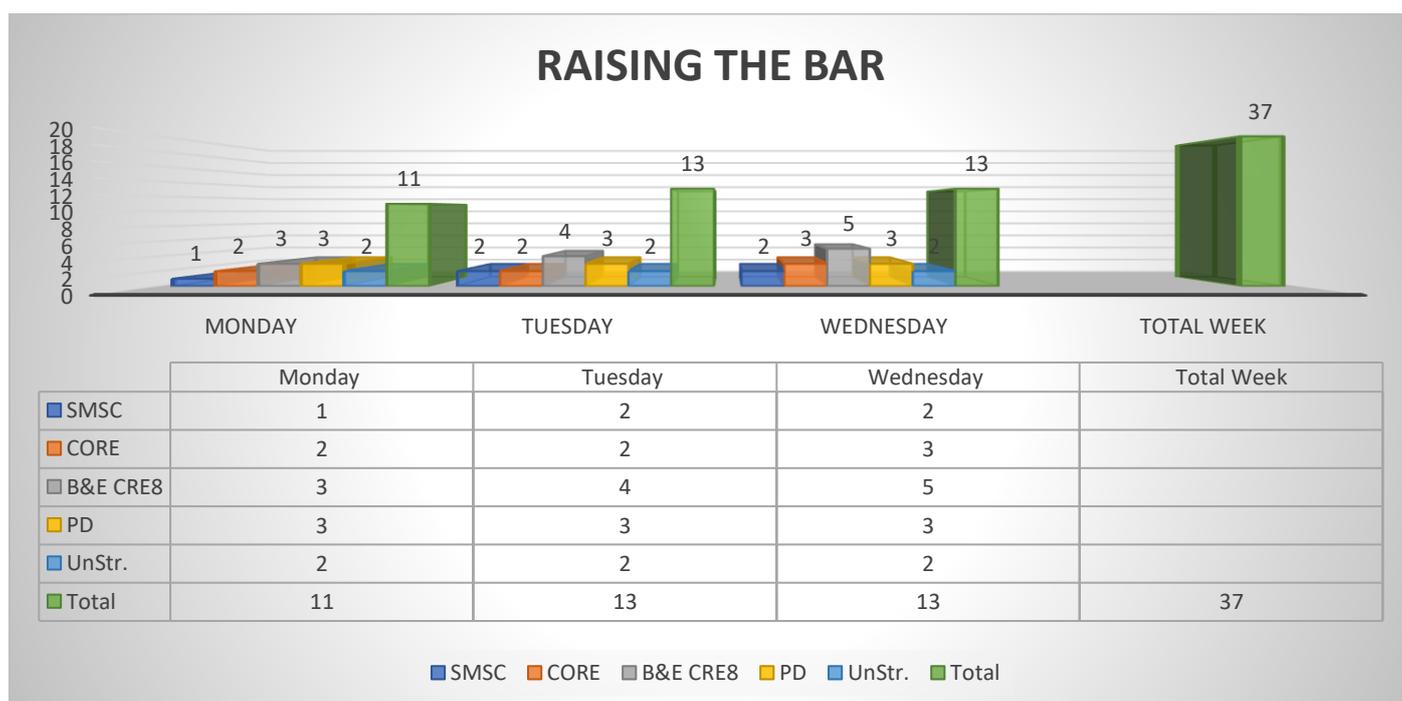
We recognise that consistency is crucial in maintaining high standards of behaviour alongside a culture that celebrates success and is not based solely on sanctions. To this end, Cre8 Futures is committed to encouraging, promoting and rewarding positive behaviour. We are also committed to a united approach to managing behaviour and all staff are involved in regular meetings and discussion to improve our practice. Cre8 Futures provides resources for development including subscription to the insights from 'Pivotal Education', reading materials and training which is disseminated to maintain consistency.

All staff are expected to follow the 'Raising the Bar' [RTB] tracking system. It ensures clarity for staff and students alike. Posters are displayed to keep expectations top of mind and in view of pupils and staff. Pupils have their own progress journal to chart/log achievements.

Staff and students are supported by Behaviour and Learning walks undertaken by Governors/Senior Management. We believe this visible support highlights the importance placed on behaviour throughout the whole learning community of Cre8 Futures.

GRADE		DESCRIPTION	POINTS
<b>A</b>	<b>Outstanding</b>	Positive attitude Well mannered Engaged on task, Task completed Positive response to extension/challenge activity Shares knowledge, encourages peers,	5
<b>B</b>	<b>Good</b>	Well mannered, Engaged on task, Task completed/mostly completed, Positive response to extension/challenge activity	3
<b>C</b>	<b>Needs Improvement</b>	Variable behaviour and attainment Elements of B and D	1
<b>D</b>	<b>Poor</b>	Negative attitude/ poor mannered, disengaged off task, Task incomplete, Negative response to extension/challenge element Negative towards peers <b>Behaviour Incident:-</b> violent aggressive abusive disruptive	0

Pupils are actively involved and encouraged to take responsibility and ownership of their progress by 'Raising the Bar'. The graphic format helps them to see how they are progressing towards targets and challenges set, and their progress is discussed with them regularly. Positive and negative behaviours are logged and tracked.



## Celebrating Success

At Cre8 Futures we regularly celebrate the success of all pupils in a variety of ways. We recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across Cre8 Futures and supports the building and maintenance of valuing each other. Some of the ways we celebrate success are listed below and will be reviewed by pupils, parents and staff during the academic year.

### Examples Celebrating Success

- Verbal praise
- calls/ postcards home
- Written praise in marked work
- Sharing and celebrating success during lesson time – use of discussion/ circle time for pupils to discuss their own behaviour related concerns
- Sharing and celebrating success in assemblies
- Merits/stickers awarded in lessons for homework, good classwork, being on time regularly, caring for others, helping others, being thoughtful or considerate etc.
- Heads' award for outstanding achievement, progress, improvement, representing Cre8 Futures etc.

In addition to celebrating success, Raising the Bar includes an incentive element linked to the points. Pupils can accumulate 'Learn to Earn' rewards such as vouchers, end of term trips etc.

## Intervention and Sanctions

Although we focus on positives at Cre8 Futures, there may unfortunately be occasions when a minority of pupils let themselves, the school and others down through their unacceptable or inappropriate behaviour. Behaviour incidents are systematically logged and tracked. We want pupils to take responsibility for their unacceptable behaviour and will support and challenge them to understand that there are always consequences for it, also noting that poor behaviour undermines the positive atmosphere of our learning community for others and themselves.

There is a clearly defined process for issuing sanctions at Cre8 Futures. Where possible pupils are issued with a warning to enable them to rectify their behaviour although there may be times when the nature of the behaviour does not warrant a warning as it is so serious.

- **Verbal warning given and inappropriate behaviour explained; expectation for improvement given.**
- **Move within class**
- **Withdrawal - Removal from Class**
- **Missed break time**
  
- **Fixed Term Exclusion**
- **Permanent Exclusion**

### ***\*Fixed Term Exclusion***

We aim to avoid exclusion from Cre8 Futures wherever possible. A decision to exclude a pupil for a fixed period is taken only in response to very serious breaches of the Behaviour Policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate. We conduct internal exclusions should a breach of behaviour expectations occur. This means students continue to attend the provision but will complete set activities away from their peers until the period of exclusion is over. Should the behaviour warrant a fixed term exclusion away from the site or be of such severity that permanent exclusion must be considered, then the exclusion will be conducted in line with national government guidance.

### **Permanent Exclusion**

A decision to exclude a pupil **permanently** will be taken only:

- a) In response to serious breaches of the Behaviour Policy; and
- b) If allowing the pupil to remain at Cre8 Futures would seriously harm the education or welfare of the pupils or others in the school

**Our first point of call is to a restorative enquiry to determine any further course of action. Sanctions should always be considered as a last resort.**

Intervention and sanctions include mentoring and restorative justice approaches which enable pupils to reflect on their behaviour and to make amends.

- Restorative meetings
- Mentoring sessions
- Pupils put on report
- Loss of privilege
- Loss of points/ demerit\*
- In school community service – litter picking etc.

\*Deductions are made from behaviour progress points and not learning progress points

### **Restorative Mentoring**

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a solution. Where there has been an issue, the individuals involved will meet with a mediator who will ask them three main questions:

- What happened?
- Who else has been affected by this?
- What can be done to prevent this happening again?

Parents/carers and where appropriate, other agencies, are included in the process and communications of concerns as well as progress are a regular occurrence. Parents are required to sign a 'Home School Agreement' [or learning contract] that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

### **Pupil Support**

We aim to support all our pupils to ensure that every child succeeds during their time with us. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils.

- Increased communication between home and school
- Individual support plans
- 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on behaviour
- Reduced timetable
- Referral to outside agencies such as Educational Psychologist etc.

### **Attendance and Punctuality**

We expect pupils to attend regularly, on time and in uniform. We are aware of the impact poor attendance has on behaviour and success and want the best opportunities for our pupils. We are also aware of potential safeguarding concerns and the impact on emergency procedures [such as fire] surrounding poor attendance and punctuality. We expect parents/ carers to promptly communicate absences in line with the attendance policy. Cre8 Futures will also call parents/ carers systematically to enquire regarding pupil absence.

## Prohibitions and Actions

### Searching Students

Cre8 Futures reserves the right to conduct searches of pupil's possessions and clothes if there is reasonable belief that an illegal or dangerous item is concealed. The first point of call is always to give the opportunity to a student to empty their bags and/ or pockets willingly handing over any prohibited items.\*

We may opt to call for a parent/carer to attend to conduct a search. Ultimately if necessary the Police should be called to conduct any search that is deemed absolutely necessary.

\*Bags, phones etc. will be stored with outdoor shoes at the designated area in reception before further entry to the site.

### Offensive Weapons

If students are found in possession of knives, other weapons, or items that can be used as weapons, they will be confiscated. Carrying a weapon of any description on the site of Cre8 Futures could result in fixed term or permanent exclusion. The police will be informed.

### Damage

Any wilful action of a student to cause damage to the property, equipment and resources of Cre8 Futures will result in a charge. Cre8 Futures will hold parents/carers responsible for any damage caused by their child and damages will be at a rate of new for old.

### Smoking

All parts of the Cre8 Futures site, grounds and immediate surrounding areas are designated as non-smoking areas. Students are not permitted to use tobacco, matches, lighters, or other products to smoke in such areas and within the time they are in our care and under our charge. Similarly Alcohol, products that can be 'sniffed', and any drugs are not to be taken, used or consumed in these areas. Smoking on site could lead to fixed term exclusion, and persistent repeated incident could lead to permanent exclusion.

### Drugs and Alcohol

Unauthorised drugs, alcohol and energy drinks are not permitted on the site of Cre8 Futures.

If any student is found in possession of unauthorised drugs, alcohol or energy drinks, it will be confiscated and locked away. If the substance is suspected to be an illegal drug, further action will be taken including police involvement. Alcohol will not be returned. A parent/carer will be given the option of collecting it otherwise it will be poured away. Energy drinks will be returned at the end of the day. Situations will be dealt with on an individual basis.

### Confiscation

Cre8 Futures reserves the right to confiscate any items which contravene the rules, policies and expectations. Confiscated items will be stored securely and returned at the end of the day or returned to parents as the situation dictates. Staff are to be mindful that confiscation can be a trigger for some students and to take care in these situations. Remind pupils of the ethos, expectations and home to school agreement they would have signed. Staff must also be aware that they, along with Cre8 Futures will remain responsible for the safe keeping of confiscated items until they are returned to their rightful owner.

### Detention

#### At the end of the day

Due to the transport challenges and the difficulties parents/carers can face, we will avoid the use of detention at the end of a day.

#### Break time & Lunch time

We do not need the 24 hour written notice and parental consent once required for a detention in the students 'own time'. Where a detention is considered as a course of action for negative behaviour, Cre8 Futures will favour **break & lunch time** in place of 'after school' detentions. Students will be set appropriate learning tasks or activities appropriate to changing behaviour, and be separated from their peers during this period.

## Behaviour of Parents/Carers and Other Visitors to the School

Cre8 Futures encourages close links with parents/carers and the community. We believe that pupils benefit when the relationship between home and school is a positive one. The vast majority of parents, carers and others visiting our site are keen to work with us and are supportive of Cre8 Futures. However, on the rare occasion that a negative attitude towards Cre8 Futures is expressed we will take all appropriate steps to protect our staff.

Negative behaviour may be verbal and/or physical aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the learning community.

Violence, threatening behaviour and abuse against school staff or other members of our learning community will not be tolerated. When formulating our procedures, reference was made to the DfES document 'A Legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community'.

A poster indicating that such negative behaviour is not acceptable, is displayed in the reception area.

Cre8 Futures expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of the learning community (including other parents/carers and visitors) have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence.

We expect parents/carers and other visitors to behave in a reasonable way towards all other members of our learning community.

**Unacceptable behaviour may result in the Police being informed of the incident.**

### **Procedures for Dealing with Unacceptable Behaviour**

When a parent/carer or member of the public behaves in an unacceptable way during a **telephone conversation**, staff at Cre8 Futures have the right to terminate the call. The incident will be reported by staff to Senior staff.

The school reserves the right to take any necessary actions to ensure that members of our learning community are not subjected to verbal abuse. Cre8 Futures may warn the aggressor, ban them from the site, and/or contact the police.

When any parent/carer or visitor behaves in an unacceptable way **in person** towards any member of our learning community a Senior member of staff will seek to resolve the situation through discussion and mediation if appropriate to do so. If necessary, the complaints procedure should be followed. Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence, the discussion will be terminated and the visitor will be asked to leave the Cre8 Futures premises immediately.

It is also an offence under section 547 of the *Education Act 1997* for any person (including a parent) to cause a nuisance or disturbance on school premises. The police will be called if necessary. The perpetrator may also be banned from the premises for a period of time, which will be determined by the school.

Cre8 Futures sets out expectations of behaviour for our whole learning community. Parents/carers and visitors to the site can expect to be treated with respect, value and professionalism. Staff at Cre8 Futures expect the same.

If a parent/ carer or other adult visiting the school has a grievance or complaint about any member of staff, leadership or governor, they must follow the framework for reporting any such case.

**The Complaints Policy must be applied. If there is an allegation of abuse the Allegation Policy must be applied.**

**All children and adults have a fundamental right to be protected from harm.**

**All allegations of abuse will be taken seriously.**

Such allegations may be true, but they may also be false, misplaced or malicious and, in order to fulfil its commitment to the welfare of children, we have a procedure for dealing with allegations of abuse against members of staff and volunteers. All steps will be taken to safeguard the child. If an allegation is found to be malicious, Cre8 Futures will take all appropriate steps to protect and exonerate our staff.

### **Police Involvement**

**Cre8 Futures reserves the right to involve the Police in any matter where we feel a student or adult has acted unlawfully. We will offer full compliance with any Police request for information regarding a student or adult.**