Behaviour & Relationship Policy

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Date:	
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Document Control/ Review Sheet

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Step On/ Step Up and Acceptable forms of physical contact pg 10: student consent to physical contact	July 24
2	Appendix B - Parent/Carer and Student Agreement	July 25

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Mission Statement

Both Stevenage and North Herts ESCs respond creatively to individual needs, teaching social and life skills and developing resilience - offering a bespoke programme of teaching and learning, empowering our young people to succeed.

Code of Conduct/Values

By agreement with children and staff, we have designed our own Code of Conduct. In it, we outline the behaviour we find acceptable and those we find unacceptable. The following behaviour is expected from every member of the school community.

We:

- engage with the teaching and learning process to realise our full potential
- will be resilient in our learning
- respect our community
- treat everyone in the way we would like to be treated
- are co-operative and work together
- take care of our environment and resources
- follow instructions
- are tolerant of each other
- speak politely to each other without swearing
- are good citizens

The Code of conduct/values will be displayed in rooms throughout the Centre including the entrance halls.

Aims of the Centre

By following the expectations set out in the Code of Conduct/values, we hope to achieve the following aims for our Centre:

- to re-motivate students to want to learn
- to build the self-esteem and confidence of our students
- to improve Pro-Social behaviour (children would be scored when starting at the Centre and would be re-scored every half term or term by a TA. This could be used as extra evidence to show the positive impact the Centre has on the children's progress in their Social Skills)
- to create a learning environment where young people can plan, reflect, question and work together
- to create a safe, secure and welcoming atmosphere for all
- we strive to provide our students with a curriculum that meets the needs of the individual young person
- to encourage children to take ownership of/be responsible for their own learning/behaviour
- to help our students develop a sense of self-discipline, to respect others and to respect their learning environment
- encourage communication between the Centre, home, other schools and agencies.
- to provide equal opportunities for all

All staff will;

- meet the educational needs of all students
- develop positive relationships with students/parents/Carers

- communicate with each other
- voice their concerns and ask for help if necessary
- feel supported and valued by colleagues
- enjoy the company and respect of young people
- make a difference to the day-to-day running of the Centre
- Use the principles and techniques of the Step-On system to enhance their work.
- Adopt a collegiate approach to behaviour management. Following on from the Step-On Training, behaviour will be managed following the key principles of the Step-On approach.
- make the rewards and sanctions consistent
- ensure expectations are clear and consistent
- use a calm approach
- adjust the curriculum to meet the needs of the students
- adaptable to Centre needs
- model positive interactions with others
- there will be a positive, visible presence from school leaders around the Centre
- all staff are trained to use Zones of Regulation and students use this to identify their emotions during the school day. This helps to manage emotions and ensure staff know how the students are feeling.

The Management Committee will:

- make decisions that benefit the Centre
- listen to any concerns from other members of the Centre community
- will oversee the implementation of the behaviour policy
- Undertake Exclusions Training

Our Approach:
In order for our learners to behave appropriately, we understand their needs:

- to feel safe and accepted
- to feel secure in their attachment to significant adults
- to be able to develop their personal identity in relation to the wider world
- learning tasks to arouse some but not too much anxiety
- to have opportunities to make use of their preferred learning style so they have greater opportunities for success in learning
- to have opportunities to participate actively in the learning process via leadership roles, choices and decision-making
- whole Centre approaches to building self-esteem including achievement boards, enrichment activities and detailed points system
- to have routines, expectations and ground rules about learning and behaviour that are clear and a centre that encourages mutual respect, social responsibility and self-discipline
- to be allowed to explore how people behave in the face of obstacles and pressures
- for staff to make use of learners' own experiences, life situations and feelings as a component of a learning activity

Positive motivation systems:
At both Centres, we have designed our own reward system that is applicable to every student.

Students get one positive phone call/email home every half term to celebrate the success of every student in the Centre.

Rewards:
Raffle tickets are awarded at KS3 for exceptional work and meeting the Centre's values. These raffle tickets are collected for a prize draw at the end of every half term to win vouchers. Students value this and participate fully in gaining them in lessons

Compliment slips are awarded at KS4 for exceptional work in lessons and meeting the Centre's values. These are placed in a prize draw at the end of every half term to win vouchers.

Other Forms of Positive Motivation:

Examples of Pro-Social Behaviours	Examples of Positive Motivation Offered
• Achieving a personal target • Completing tasks set • Following an instruction • Co-operating with staff and/or peers • Assisting staff with a task when asked • Tidying away/cleaning up after a lesson or break-time • Turn taking/sharing equipment • Discussing an incident in an appropriate manner with a member of staff • Appropriate behaviour on a visit or activity outside of the Centre • Politeness when requesting help or an item and when speaking to staff and peers • Empathy and supportive towards others • Good manners • Listening to and respecting others points of views • Teamwork • Representing both Centres outside of the Centre or with visitors to the Centre	• Verbal praise • Written comment on work • Compliment slips • Taking work to SLT for praise • Letter to parents • Praise Phone call home • Enrichment time

Centre Consequence Systems:
Where possible, at both Centres, consequences will take a combined approach, using both Protective consequences and Educational consequences to support the journey towards internal discipline.

- Protective consequences:
  The removal of a freedom to manage the risk of harm

- Educational consequences:
  The teaching, learning and rehearsing to allow the freedom to be returned

As with positive motivation this will take an individual approach, each class teacher uses a variety of strategies as consequences for unacceptable behaviour. However, the variations all remain within the following framework and are applied consistently:

- the teacher's body language and non-verbal signals can often be enough to alert the student to the fact that his/her behaviour has been noticed and it is unacceptable
- reminders of expectations (behaviour, choices, consequences)

- verbal warning
- Teachers may choose to either remove a freedom, not move on to the more desirable task or set a task.
- If the behaviour continues or worsens, teachers may ask the student to move away from others, speak/ work with a Centre support assistant, to leave the room for reflection time or even go to the head's office.
- Once the Head teacher or SLT staff member has been involved in repeated incidents, formal contact with parents may be necessary.
- It may still be possible that the behaviour does not improve and his/her behaviour continues to be harmful to themselves or others. In this instance, withdrawal of Centre tuition may be inevitable. However, every effort will be made to avoid this in line with the Centre ethos.
- Compliment slips may not be awarded at the end of the lesson, should a specific target not be met.

Examples of Anti- social /Unacceptable Behaviour:

Low Level Disruptive Behaviour	Possible Staff Responses
• Muttering • Inappropriate chat • Whispered comments • Chatting • Hand signals • Passing Looks • Out of lessons • Tapping • Fiddling • Swinging on chairs • Answering back • Walking out of the class • Non uniform • Chewing/Eating • Toilet use - consistent	• CPOMS recording • Warnings • Remind behaviour expectations • Time out – reflection • Ignoring- To address at a later stage • Phone home • Reprimand – sanction • Staff check in with the student

Medium Level Disruptive Behaviour	Possible Staff Reponses
• Swearing at each other • Using street talk • Sabotaging your own learning • Getting out of seat repeatedly • Random conversations • Running round outside the building • Play fighting • Flicking pens/rubbers at someone • Touching peers stuff • Deliberating sabotaging computers • Phone in pockets • Refusal of staff instruction • Spitting (Around the school)	• Excluded internal reflection • Referral to Mentor • Ring parents • Fixed term exclusion • Time out 5 minutes • Time out to complete work • CPOM • Warnings • SLT-called • Bullying warning • Distraction techniques • Loss of breaks – Reduce Freedom • Reflection

• Refusal of staff instruction	• De-escalation

High Level Disruptive / Dangerous behaviour	Possible Staff Responses
• Destroying Property – criminal damage • Physical Attack, Student or Adult • Sustained Verbal Assault over time • Stealing • Throwing an object with the intention to cause harm. • Inappropriate sexual behaviour – for example sexual harassment. • Damage to the Centre • Threatening Staff • Touching others inappropriately • Fighting • Not handing in phone • Drugs; on person or use of • Distribution of, carrying on person (in lockers, bags, clothing) drugs or • illegal substances. • Coercion of other students to carry drugs or distribute illegal substances. • Attending school under the influence of drugs or alcohol. • Going into forbidden areas • Smoking on site/Vaping on site • Swearing at staff • Hiding things • Persistent refusal • Spitting (Deliberately at someone) • Possession of an offensive weapon • Racist abuse • Child on child abuse • LGBTQI abuse • Bullying or abusive behaviour, online conduct outside of school reported to the school or witnessed by a staff member will result in sanctions being applied. This can range from conflict resolution to suspension or permanent exclusion dependent on the severity and frequency of the occurrence.	• Police • Withdrawn from timetable • Reparation • Offsite learning, tutor • Step on – step up (Only by trained SLT/ Staff) • Locker search • CPOM • Phone call home • Discussion Strategies • Speak to student when calm • Keep areas locked • Afternoon 1-1 teaching 2-4 o'clock twilight • Suspension – Fixed or permanent HT makes this decision • Reflection • Fixed term suspension • Conflict Resolution • Risk Reduction plan • Video Evidence for police involvement • Safety support plan. • Ramp. • Appropriate referrals, which may include child protection/safeguarding. • External 1-1. • Behaviour Support plan. • Referral to external agencies – SASH, Services for Young People Herts Young Homeless CGL. • Report incident to the Police. • Parental meeting with external agencies to support change.

School staff can confiscate, retain or dispose of a student's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. Staff should consider if the confiscation is proportionate and consider any circumstances relevant to the case.

Permanent Exclusion:
Permanent Exclusions are a last resort only and will only be given in the most severe circumstances.

Permanent Exclusion may be the result of a one of serious incident or may be a build of suspension/ incidents. A student could receive one or more fixed term suspensions (up to a maximum of 45 school days in a single academic year)

The following incidents or offences most likely lead to permanent exclusion. This list is intended to indicate the degree of severity of offences but is not intended to be exhaustive:

- Actual or threatened violence against a member of staff
- Serious actual violence or abuse against another student
- Behaviour leading to child protection issues, such as child-on-child abuse including sexual exploitation or grooming
- Persistent refusal to follow the school's rules
- Carrying of drugs, distribution or use of drugs on school premises

The following offenses will result in permanent exclusion from the school:

- Possession, supplying or intent to supply any illegal drug
- Coercion of other students to distribute or supply illegal substances
- Bringing an offensive weapon onto school premises, or having a weapon in school

If a student is permanently excluded the school will:

- Notify parents/carers of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any permanent exclusion.
- If the student is dual registered with a mainstream school, the Headteacher will be informed immediately of the decision to permanently exclude the student.
- Undertake to set and mark work for that student for the first five days of the exclusion.
- Advise parents/carers that, during the first week of the exclusion, the Local Authority will arrange to assess the student's needs and how to meet them; arrange a meeting with them to discuss options; and that from the sixth school day ensure that suitable full-time education is provided.
- Notify the Local Authority
- Arrange a Management Committee meeting to review the exclusion and decide whether to uphold it if the student is single registered at either Stevenage Education Support Centre or North Herts Education Support Centre. If the student is dual registered with a mainstream school, the arrangements for a Management Committee Meeting will be notified by the school the student is on roll with.

Staff Actions following Incidents:
For incidents of low-level behaviour, staff should log the incident on the CPOMS system where appropriate. This may not be appropriate where students stop the non-desired behaviour following a prompt or warning.

For all Medium and high-Level behaviour, staff must log the incident on CPOMS, as it will enable a profile of student behaviour to be developed. The log should show the behaviour, the action taken in response to the incident and what the follow up was.

When action is required by SLT, the staff member concerned will be provided with feedback after action has been taken.

In cases of High-level behaviour resulting in injury, restraint, threatening behaviour or assault, a member of SLT will be called to assist. Such incidents will always be fully logged on CPOMS and where appropriate, a county violent incident form should be completed and sent to off to the L.A. with a copy retained on the student/staff file. In extreme cases, the RIDOR form may need to be completed. Where the incident has been followed by action from the Head teacher or member of SLT, staff will be provided with feedback after action has been taken. In extreme cases of aggressive behaviour, advice or support may need to be taken from the Police.

In the case of where the child is considered a health and safety risk due to being out of the care and control of the SLT of the Centre, a permanent exclusion may be used. This would only occur in extreme cases.

Step-On/ Step-Up and Acceptable forms of physical contact:
All staff are Step-on trained and use the de-escalation techniques. Staff value the need for positive relationships to be able to support students, understand their needs and maintain safety at all times. Where possible staff will always offer students opportunities to maintain their own safety and there for the safety of others.

Names of staff with Step-up training:

SESC:	NHESC:
Mr Nearney	Mr Nearney
Mr Anderson	Mrs Nicholson
Mr Holbrook	Mrs Allen
	Mr Pieterse
	Mr Clark
	Mrs Hughes
	Ms Robinson
	Mr Lewis

As part of our new staff induction programme, each new member of staff will meet with the Centre's Step-up trainer to talk through the de-escalation approach for all students and will attend Step-on training annually (as outlined in our induction booklet).

Acceptable forms of physical contact:

There are occasions when it is entirely appropriate and proper for staff to have contact with students; however, it is crucial that this is appropriate to their professional role and in relation to the students' individual needs.

Occasions where staff may have cause to have physical contact with a Student (with their consent) may include:

- to comfort a student in distress (so long as this is appropriate to their age)
- for affirmation/praise
- to gently direct or escort a student (In line with Step-On training)
- for curricular reasons with student consent (for example in PE, Drama, etc.)
- first aid and medical treatment
- in an emergency to avert danger to the student

However, if a student is considered a risk to himself or herself, others or going to commit a criminal offense, physical interventions may be used.

If the need arises and an individual's risk management plan deems it necessary, the relevant staff will receive Step-Up training. As allowed under Section 93 of the Education and Inspections Act 2006 all staff will use reasonable force to prevent students from hurting themselves or others from damaging property, committing a criminal offense or from causing disorder.

To safeguard all students and staff each site has four members of staff trained in a limited number of Step-Up techniques to ensure each school site's students and staff are kept as safe as possible. This will involve the Elbow Tuck, where required (see Appendix 1). CPOMS will be updated for record keeping.

Prohibited items:
If staff have suspicions that a student has on their person, an item that may be in breach of school regulations, a search will be carried out. The Head of Centre's and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. If they refuse, their parents will be called to carry out the search on the Centre's behalf. Students should understand the reason for the search and how it will be conducted so that their agreement is informed" (DfE revised searching, screening and confiscation September 2022).

We can ask students to remove: coats, jackets, outerwear and shoes as part of the search. A student will not be asked to remove garments which would leave any exposure. Staff will conduct the search in pairs and the member of staff conducting the search must be the same sex as the pupil searched. Staff can carry out a search of a pupil of the opposite sex to you and/or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately, and where it is not reasonably practicable to summon another member of staff (DfE searching, screening and confiscation January 2018). Staff may confiscate items or contact the Local Authority or police to pass on any items that are illegal in their substance or to carry in the community.

Prohibited items include;

- knives or weapons
- drugs/nitrates
- E-cigarettes/vapes
- cigarettes including tobacco and papers
- lighters
- alcohol
- fireworks
- pornographic images

Conflict Resolution:
After an incident has occurred, it is important that there is a process of reparation involving the parties from the incident i.e. staff and student or student and student. This process should enable both parties to explain their actions and to be honest with each other about their feelings. In both cases particularly student and student it may be appropriate for a member of staff to be the instigator of the bridge building.

Students will fill out reflection sheets and their mentor will speak to member of staff, it is the role of the mentor to speak to member of staff to monitor the events and ensure that each is discussed with the individual student as is appropriate.

Where appropriate students will be given the chance to reflect and repair to allow them to have a fresh start.

Appendix A: Step-Up

Elbow tuck – figure of 4

Elbow tuck – lone worker

Appendix B

Parent/Carer and Student Agreement

Date: **Start date:**
Student Name: **Year group:**
School/Previous: **Home visit date:**

Information and Rules of the Centre

- To wear correct uniform
- No phone and ***all*** belongings in lockers
- To follow instructions first time
- No swearing at staff or students
- No bullying
- No physical contact
- No chewing gum, sweets or nuts
- No street language
- Respect the Centre, community and surrounding area
- No damage to the Centre – parent/carer to be sent invoice for any damage
- Natural hair colour/no nail extensions/no eye lash extensions
- Audio camera records are kept for incidents and safeguarding
- Your data is secure and regular updates will be provided to parent/carer/school
- Attendance and parental support are paramount

Signed Student:

Signed Parent/Carer: