



HEAD START  
EDUCATION

*Skills to succeed*

# Behaviour for Learning Policy

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At Head Start Education we aim to achieve a calm, happy, industrious and caring learning environment. Our pupils are with us due to social and emotional difficulties experienced at school or at home and have either been permanently excluded from mainstream school or are on the verge of exclusion. Some of our pupils have been victims of bullying and many display challenging behaviour. An important part of our role is to encourage and help our pupils to gain enough confidence to behave in a socially acceptable way, accepting responsibility for their own actions.

We strongly believe that learning can only take place when pupils display appropriate behaviour and apart from challenging inappropriate behaviour as it occurs, we use the curriculum to make explicit the appropriate behaviour necessary to function in society. All members of the Head Start Education's community have the right to feel safe at all times, free from any discrimination of any sort and be able to work and relate confidently with each other in an atmosphere of mutual respect. Our behaviour policy intends to reflect and underpin these beliefs.

**Our Core Purpose** is to inspire every young person to acquire the knowledge, skills and experiences necessary, both inside and outside the traditional classroom environment to fulfil their true potential. Developing self-esteem, confidence and resiliency will be major goals for us and preparing our young people for life back in their own communities will be a crucial part of our work. We do this by:

- Providing a quality provision for permanently excluded or children at risk of exclusion via a small, safe and nurturing environment based around the ethos of students being ready to learn, respectful and safe.
- Building the self-esteem and confidence of students through an alternative curriculum so they feel willing and able to excel.
- Allow students to achieve a positive experience of education in order to re-engage them successfully and improve their attendance.
- Delivering quality teaching to allow them to experience success in their learning.
- Developing their social, moral, spiritual and cultural knowledge and experiences through a bespoke curriculum offer.
- Ensuring students develop as responsible citizens by creating opportunities for work based placements and promoting post 16 opportunities.
- Equipping students with the required basic work and life skills necessary to thrive in society post 16.
- Engaging and supporting families.
- Supporting students to return to mainstream school or specialist provisions, as appropriate.

## **The Foundations**

The following factors all have an equal part to play in securing acceptable standards

- Creating an atmosphere based on mutual respect, empathy, tolerance and understanding.
- Developing a shared feeling of mutual respect.
- Consistently reinforcing good behaviour and recognition of achievement.
- Encouraging staff and pupils to support each other.
- To encourage praise.
- Ensuring that all the above aims are applied consistently via an from staff.

## **School Code of Conduct**

The Head Start Education's 3 rules, underpin all aspects of the Head Start Education's approach to education.

1. **Ready:** I will help myself and others to learn.
2. **Respectful:** I will respect the building, the staff and other pupils.
3. **Safe:** I will look after myself and others.

## **Standards of behaviour**

### **School**

The first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally. We work hard to ensure that discipline is consistent across Head Start Education so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination. We take into account additional educational needs and disabilities, and the vulnerabilities that some pupils face, but our expectations of behaviour are consistently high for all pupils. Staff are trained to deal with behavioural strategies as part of their continual professional development, and are well informed of the extent of their disciplinary authority.

We work with parents/carers to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise and rewards for good behaviour are an important part of building an effective learning community. Head Start Education will report behaviour, good and bad, to parents regularly. We encourage parents to communicate with us if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the provision curriculum and reminders of expectations are displayed around the building.

Staff are a constant presence around the building, in-between classes, during breaks in the day, and at lunchtimes, to check that pupils are using the building and grounds respectfully, and behaving appropriately.

We recognise that some pupils with identified additional needs may require support to manage their behaviour. A Learner Passport will be used for pupils whose needs and/or disabilities cause them to display challenging behaviour.

Head Start Education will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional, behavioural and spiritual awareness and abilities.

### **Pupils**

Head Start Education expects all of its pupils to show respect to one another, to staff, and anyone else that they may meet. Incidents of bullying, belittling, or bringing intentional harm to other pupils or staff will not be tolerated. Pupils are ambassadors for Head Start Education even when off premises, and we expect them to act accordingly. They are expected to obey

school rules, listen, follow instructions by staff, and accept and learn from any sanction they receive as a consequence of their actions. This extends to any arrangements put in place to support their behaviour, such as behaviour management plans or behaviour contracts. School work should be well presented and completed to a high standard. If pupils are struggling to meet the requirements of their workload for any reason, they should discuss this with their mentor who will work with them to draw up a support plan. Head Start Education asks that pupils carefully read and then sign a home-school agreement to show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour.

Under no circumstances will illegal or inappropriate items be tolerated on the premises, and all pupils will respect and look after the building and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in an exclusion, depending on the circumstances. Such behaviour includes, but is not limited to:

- verbal abuse to staff and others
- verbal abuse to pupils
- leaving the building without permission and/or not accompanied by a member of staff
- trespassing on surrounding business properties
- physical abuse to/attack on staff
- physical abuse to/attack on pupils
- bullying (to the extent not covered above)
- indecent behaviour
- damage to property
- possessing, supplying or misusing illegal drugs or other substances including "legal highs"
- theft
- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- carrying an offensive weapon
- arson
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

Head Start Education may take the decision to exclude a pupil based on a single incident that is deemed to be sufficiently significant even as a first occurrence, or based on the totality of a series of repeated breaches of this policy.

## **Parents**

Parents play a big part in ensuring that their children are responsible for their own behaviour at Head Start Education. We ask that parents sign the home-school agreement to indicate that they will respect and support the Head Start Education's Behaviour Policy and the authority of Head Start Education staff. Building Head Start Education life into a natural routine ensuring that your child is at school on time, appropriately dressed, rested and equipped will encourage your child to adhere to rules and procedures.

We ask parents to work with us in support of their child's learning, which includes informing Head Start Education of any special education needs or personal factors that may result in

their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings with staff or the director to discuss their child's behaviour and to adhere to any behaviour contracts put in place.

In the case of exclusions, parents are expected to provide appropriate supervision for their child during the time that they are excluded from Head Start Education, ensure that their child is not present in a public place during provision hours without reasonable justification and attend a reintegration interview at Head Start Education with their child prior to the child returning.

### **Expectations of all pupils at all times**

The following are expectations of all pupils at all times in order to maintain an orderly and safe environment in which to learn:

- Always be on time.
- Keep your appearance smart and tidy, and wear specified school uniform at all times to and from school.
- Rude, derogatory, racist, homophobic or defamatory language will not be tolerated.
- Be considerate of your peers and the extended community. Do not run through the building, do not shout out during lessons, or shout to one another in corridors, or when in public places.
- Be polite and respectful at all times towards staff, other pupils, any visitors to the school, and to members of the general public.
- Take care of your environment, both on the school site and outside, and keep it tidy. Do not litter and do not vandalise property in any way.
- Unauthorised absence from school will not be tolerated.
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances.
- Refusing to follow the instructions of staff is not tolerated.

The following items are not allowed in school under any circumstances:

- Alcohol and drugs including "legal highs"
- E-Cigarettes, Cigarettes, matches, and lighters
- Chewing gum
- Weapons of any kind or instruments/substances intended to be used as weapons
- Material that is inappropriate or illegal for children to have; such as racist or pornographic material
- Mobile phones must be switched off and out of sight during the school day.

### **Drugs**

Head Start Education will not tolerate drug use of any sort on the property or during off-site activities. Head Start Education takes its anti-drugs stance very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Pupils should expect to be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

Prescription drugs

Carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion.

#### Non-prescription drugs

Some over-the-counter drugs can be harmful if misused. We advise that pupils should not carry these at Head Start Education. If they need medication they should go to their mentor who will arrange for home to be contacted.

#### Medication

We are aware that it may be necessary for some pupils to take medication during the day. Parents/carers should make Head Start Education aware of this using the appropriate form in induction pack.

### **Alcohol**

Consuming, carrying or supplying alcohol is strictly prohibited. Any pupil involved in any alcohol- related activity may be permanently excluded.

All of these rules also apply when travelling to and from Head Start Education.

### **Bullying**

Head Start Education wants to make sure that all pupils feel safe at school, and accepted into our community. Bullying of any kind is regarded as a serious breach of our Behaviour Policy and will not be tolerated.

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The school practices a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the school. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

A separate Anti-Bullying Policy is in place to outline our approach in this area.

### **Disciplinary Sanctions**

Some pupils may choose not to follow the expectations of Head Start Education, and a series of sanctions are in place as a consequence of choosing poor behaviour. This is in accordance with Section 91 of the Education and Inspections Act 2006, which introduced a statutory power for teachers and certain other staff to discipline students. Head Start Education operates using a clear consequence system.

C1 - A clear warning is given by the member of staff.

C2- The student misses their next break. Other sanctions include, loss of use of mobile phone at break times, phone call home, internal exclusions.

C3 - The student loses their token\* for that lesson. Loss of vocational time.

C4 - An incident report is completed and the student is referred to the Director.

\*It is the expectation that all students attend and engage in the two morning study sessions in order to obtain the privilege of completing the vocational activities in the afternoon. If a

student demonstrates that they are READY, RESPECTFUL and SAFE and have met their personal success targets within their ILP in morning sessions they will receive a token per session from the teacher/learning mentor. Students require two tokens to be eligible for afternoon vocational activities.

Staff will use these consequences consistently, including the use of the terminology, and will make it clear to a pupil when they are receiving a C1, C2 etc.

Staff will not 'use-up' consequences quickly or lightly. Other tried and tested methods of establishing classroom control are used before the first consequence is applied, and also used between the various sanctions. The consequences complement good classroom management, and do not act as a substitute for it.

Where a particular incident merits it, a pupil can be fast-tracked to C5 and removed from a lesson. The consequences of poor choices mirror the rewards of positive choices, and rewarding positive behaviours is an expectation of all staff.

It is essential that staff do not over-react to challenging situations, and have a clear agenda of how to deal with the pupil. Direct confrontation must be avoided and de-escalation methods employed.

Staff will discourage negative, challenging and unacceptable behaviour by:

- ignoring non-threatening behaviour where appropriate
- diffusing potentially difficult situations using de-escalation strategies
- challenging unacceptable behaviour through discussions and counselling and modelling alternative, more acceptable behaviour
- giving positive comments when appropriate behaviour is displayed

## **Restorative Conversations**

We offer forgiveness and restoration to pupils who have chosen inappropriate behaviours, and restorative conversations take place after any major consequence has been applied.

## **Exclusions**

Where instances of behaviour are persistently inappropriate, or where a single incident of extreme behaviour occurs, the director may choose to exclude a pupil. An exclusion may be issued for incidents taking place during the day, when travelling to or from Head Start Education, or for incidents that take place within the community which may affect the provision or other pupils. The matter will be referred by members of staff and director, who will make a decision on whether a fixed-term or permanent exclusion is appropriate, and the length of the exclusion if fixed.

### **Fixed-term exclusion**

A fixed-term exclusion is one of the most serious sanctions available to Head Start Education, and a pupil may be given an exclusion due to either a single incident, or a number of incidents of behaviour which are contrary to the expectations of Head Start Education. During the time of the fixed-term exclusion, the pupil may not enter Head Start Education property, and must not be present in public places during normal Head Start Education hours.

A reintegration meeting will take place before the pupil returns to Head Start Education which must be attended by a parent/carer.

### **Permanent exclusion**

A permanent exclusion is the ultimate sanction, and will be the result of either a very serious single incident or a number of incidents of unacceptable behaviour. Where a permanent exclusion is given, parents/carers will be invited to attend a meeting with the director and key worker.

A separate Exclusions Policy is in place to outline our approach in this area.

### **Searching and confiscation**

The Education and Inspections Act 2006 authorises our members of staff to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of pupils that are illegal, or banned by the school. It is our first priority to ensure that pupils are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other pupils or themselves will be taken off pupils without notice.

A teacher or staff member who has lawful control of the child can search a pupil with their permission to look for any item that Head Start Education's rules say must not be brought onto the premises. The director and other members of staff directly authorised by them have the power to search a pupil without the pupil's consent if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- "legal highs"
- stolen items
- e-cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images
- articles that have been or could be used to commit an offence or cause harm.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

Any cigarettes, e-cigarettes or tobacco confiscated will be destroyed.

### **Use of force**

Section 93 of the Education and Inspections Act 2006 enables Head Start Education staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);

- causing personal injury to, or damage to the property of, any pupil (including him or herself);  
or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Head Start Education does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff at the school have the authority to use force when reasonable, and this extends to any other person whom the director has given the responsibility to be in charge or in control of the pupils.

Staff can also use this power when they are lawfully in charge of pupils but off the premises – i.e., on a school trip.

Following serious incidents involving the use of force, Head Start Education will speak to the parents concerned. Such serious incidents involving the use of force will also be recorded by Head Start Education.

## **Roles and responsibilities**

### **The Director**

The director is responsible for reviewing this Behaviour Policy and ensuring that staff responsible for behaviour within the school apply the Policy consistently.

### **Staff**

Staff are responsible for:

- Implementing the Behaviour Policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The Senior Leadership Team will support staff in responding to behaviour incidents.

### **Parents/Carers**

Parents/Carers are expected to:

- Support their child in adhering to the school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

### **Links**

The principal legislation to which this policy relates is:

- The Education Act 2002, as amended by the Education Act 2011;

- The Education and Inspections Act 2006;
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school