

BEHAVIOUR POLICY

Introduction

Inclusion Hampshire believes that in order to enable progression and learning to take place, positive, considerate behaviour throughout Inclusion Hampshire sites is necessary. The organisation seeks to create safe, caring and welcoming learning environments by:

- Encouraging, recognising and acknowledging positive behaviour at every opportunity.
- Promoting self esteem by encouraging students to value and respect themselves and others through role modelling, mentoring and education.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Planning and making early intervention.
- Ensuring a consistency of response to both positive and negative behaviour.
- Building a positive relationship with parents and carers to develop a shared approach and involve them in the implementation of positive behaviour strategies.
- Encourage and support learners to take responsibility for their behaviour.
- Explain unacceptable behaviour.

The majority of learners are referred to Inclusion Hampshire because they have exhibited behaviours that have not allowed them to maintain their mainstream school placement(s). As a result our Behaviour Policy must go beyond that of merely maintaining good behaviour. It must provide the framework to support learners to re-establish a positive relationship with education, achieve and prepare for reintegration in to a mainstream school/college or life beyond the academic environment.

Roles and responsibilities

Inclusion Hampshire will ensure that this policy is communicated to learners and parents/carers, is non-discriminatory and the expectations are clear.

The Trustees and Chief Executive support all staff in promoting positive behaviour. The Programme and Centre Managers are responsible for the implementation and day-to-day management of the policy and procedures. All staff are responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. They ensure there is no differential application of the policy on any grounds, particularly ethnic or

national origin, culture, religion, gender, disability or sexuality and that the concerns of pupils are listened to and appropriately addressed. Pastoral staff build relationships with parents and carers so that they are involved and feel supported in encouraging the positive behaviour of their child.

Learners are supported to take responsibility for their own behaviour and are made fully aware of the Code of Conduct (see appendix 1) and this policy and procedures.

Learners are also supported to take responsibility to ensure that any incidents of disruption, bullying and any form of harassment which affects them or others are reported.

Approaches to behaviour

Inclusion Hampshire aims for its programmes to be enjoyable and successful for every learner. Learners should be able to learn, socialise and be enthusiastic about their education and future. Therefore, all staff want to encourage good behaviour and discourage behaviour that would undermine learning or confidence between pupils or pupils and staff.

Staff should ensure they reward desirable behaviour with praise at every opportunity and are consistent and clear when discouraging negative behaviour or imposing unavoidable sanctions for unacceptable behaviour.

To ensure the wellbeing of every learner, it is extremely important that parents/carers and the school staff who refer learners to Inclusion Hampshire understand and support this behaviour policy.

There may be rare times when parents, carers or referring schools do not agree with the chosen consequence. In such cases, while the Inclusion Hampshire will be willing to discuss the matter, we hope that parents, carers will nonetheless support our decisions.

Rewards and Sanctions

An ethos of encouragement and understanding is central to the promotion of positive behaviour. Rewards are one means of achieving this. They have a motivational role in helping learners to realise that positive behaviour is valued, and are clearly defined in the procedures.

The main reward used is an emphasis on specific praise both informal and formal to individuals and groups.

Praise and rewards are used to motivate pupils much more frequently than negative consequences. This builds a culture of achievement and success. The praise and rewards aim to constantly reinforce our core values of Respect, Excellence, Achievement, Collaboration and Hard work (REACH).

A code of conduct sets out the expectations for learners and is visible in each centre.

Inclusion Hampshire supports a clear set of escalating sanctions for negative behaviour. It is important that the sanction is not out of proportion to the offence and their use is characterised by clarity of why the sanction is being applied and what change in behaviour is required.

Sanctions range from:

Minor level sanctions:

- Expressions of disapproval
- Withdrawal of privileges, such as unsupervised break
- Implementation of behaviour contracts or reports
- Letters to parents/carers

The majority of instances are relatively minor and can be adequately dealt with through minor sanctions. These instances may include: use of bad language towards others, throwing things, purposeful disruption of session or mis-use of equipment, defiance or deliberately upsetting another learner.

Medium Level Sanctions

- Intervention from the Inclusion Hampshire Chief Executive or referring school
- Time away from the Education Centre to reflect or cool down' with work to complete

The requirement for sanctions of this level may include: persistent defiance, threatened violence, possession or use of alcohol or drugs on site, bullying (see Anti-Bullying Policy), harassment or intimidating behaviour.

High Level Sanctions

- Move to a different timetable or site
- Exclusion for more than one day

The requirement for sanctions of this level may include: persistent occurrence of aforementioned behaviours, unresolved bullying (see Anti-Bullying Policy), incident involving members of the public or local business owners.

Ultimately and in the last resort, permanent exclusion (permanent referral back to the referring school) is the only option. There are two main types of situation in which this may be considered:

1. The first is a final, formal step in a concerted process for dealing with unacceptable behaviour following the use of a wide range of other strategies, including fixed-term exclusion, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include:

- Persistent and defiant unacceptable behaviour including bullying (see Anti-bullying Policy) and destruction of Inclusion property.
- Staff are unable to safeguard (learner keeps leaving site without permission or explanation).

2. The second is where there are exceptional circumstances and it is not appropriate to

implement other strategies and where it would be appropriate to permanently exclude a learner for a first or one off offence. These might include:

- Actual violence against another learner or a member of staff.
- Sexual abuse or assault.
- Arson or other criminal behaviour.

Inclusion Hampshire is obliged to inform the Police and/or Childrens Services for these above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the well being of other learners and staff.

Procedures for Implementing Sanctions (Low Level and Medium Level Sanctions)

Negative behaviour which requires a low level sanction such as expression of disapproval is recorded on an individual learner's daily evaluation record along with the strategy used to promote positive behaviour.

Referring Schools have access to this.

The following procedures should be followed if behaviour occurs which requires a different low level sanction or a medium level sanction. These procedures are for guidance and they may be altered if circumstances require, for example if specific staff are unavailable or if the matter requires expeditious action.

1.

The member of staff who witnessed the behaviour will notify the Head of Provision as soon as possible. They will firstly ensure that other learners are moved away from the incident if necessary or encouraged to engage in another activity. Wherever possible, staff will interact with the learner presenting the negative behaviour and diffuse or de-escalate the situation.

The Head of Provision will speak to the learner away from others and attempt to find out why the behaviour occurred and how the situation can be resolved. This may not be possible to do immediately as the learner may not be calm, if this is the case, a member of staff will be asked to continue to de-escalate and supervise the learner. It may not be until the next session where the Head of Provision can speak to the learner about the behaviour.

3. The Head of Provision will explain to the learner why the behaviour is unacceptable and listen to the learner's explanation of why the behaviour happened, this is crucial in devising a supportive strategy to minimise the behaviour happening again. The Head and learner will hopefully agree a strategy to implement.

The Head of Provision will hold a meeting as soon as possible with appropriate staff who can support the implementation of the strategy and decide upon the appropriate sanction / course of action should any be required.

5.

The Head of Provision will inform and liaise with the inclusion Chief Executive and the referring school if a medium level sanction is required. They will also be required to follow safeguarding procedures if necessary and write an incident report.

The learner involved and learner's parents/carers are to be informed of the outcome by the Head of Provision or Pastoral Manager by phone or in person. Incident report to be sent to referring school and kept on file for

next review.

Procedure for implementing High Level Sanctions

If a serious incidence of unacceptable behaviour is thought to have taken place an investigation must take place. **NOTE: Internal investigations can inadvertently prejudice investigations by Social Services or the Police. If it appears that the offence is a matter for Social Services or the Police, staff must stop the internal investigation immediately and refer the matter to the Chief Executive and/or the Designated Person for child protection (CPLO - Child Protection Lead Officer) as appropriate.**

If behaviour occurs which requires a high level sanction the following procedure should be followed:

- 1) The Head of Provision will decide the nature of investigation required. If it is not an immediate matter for the Police or Childrens Services the Head of Provision will arrange for a member of the team to supervise the learner concerned and/or isolate them from other learners.
- 2) The Head of Provision will determine whether the learner can remain on site to be spoken to immediately or whether a parent/carer should be called and transport home arranged.
- 3) If it is deemed safe for the learner to remain on site, the Head of Provision will speak to the learner to explain why a high level sanction needs to be implemented.
- 4) The Head of Provision will inform and liaise with the Inclusion Chief Executive and the referring school to implement the high level sanction and write an incident report.
- 5) The learner involved and learner's parents/carers are to be informed of the outcome by the Head of Provision or Pastoral Manager by phone or in person. Incident report to be sent to referring school.
- 6) Case review to be arranged once sanction has been implemented to create an action plan of support and intervention which aims to lead to re-integration. This requires referrals to be made to external agencies. The case review should be attended by: referring school representative, appropriate Head of Provision or CEO and Pastoral Manager.

POLICY IMPLEMENTATION

The Chief Executive is responsible for ensuring the implementation of this policy and that regular reviews take place.

All staff and volunteers have a responsibility to adhere to this policy and will be made aware of this policy as part of their induction, supervision and training.

Failure to act in line with this policy will result in disciplinary action

APPENDIX 1

Code of conduct

These three rules apply to everyone who is part of Inclusion Hampshire:

- 1. Use your abilities and efforts to produce the best work you can**
- 2. Be considerate, cooperative and supportive towards staff and learners**
- 3. Help keep Inclusion Hampshire a pleasant and effective place to work**

To use your abilities and efforts to produce the best work you can you must:

- Arrive as per your timetable
- Arrive in time for sessions
- Listen carefully when required
- Complete the work as well and as fully as you can
- Ask for help when you need it
- Accept both praise and constructive criticism towards your work

To be considerate, cooperative and supportive towards staff and learners you must:

- Follow the instructions given by staff
- If you feel they are unreasonable, discuss this after the lesson with the staff concerned
- Do nothing to hurt others through word or action, either you or through other people.
- This includes bullying, racist and sexist behaviour
- Bring nothing to Inclusion Hampshire that might cause damage or harm

- Contribute to the best of your ability when working in a group
- Be tolerant and supportive of others
- Minimise giving offence by swearing or other inappropriate language

To help keep Inclusion Hampshire pleasant and effective places to work you must:

- Look after buildings, furniture and equipment
- Not cause any damage or deface any surface or display
- Dispose of litter properly
- Not go off site without permission
- Remain alcohol and drug free during attendance

I have read and understand the Code of conduct.

Date:.....