

ON TRACK NORTHAMPTON - BEHAVIOUR MANAGEMENT POLICY AND PROCEDURES

All On Track policies are generated and reviewed with an awareness of equality and diversity in relation to students, staff and visitors.

All On Track policies are generated and reviewed placing safeguarding at the centre of all that we do.

In some On Track settings, the role of Head teacher, referred to below, is undertaken by an appropriately experienced Manager.

All staff must be mindful that changes in behaviour, attendance, demeanour, response to staff etc. may indicate an underlying anxiety, which may indicate a safeguarding concern. (See 'Safeguarding and Child Protection' policy - Resources Gateway/policies)

The first part of this policy provides the overview to behaviour management, but the manager of each setting will complete the policy, providing the procedures relating behaviour management for that specific group of students.

Behaviour of students will be managed in such a way as to:

- provide students with a sense of success and positive achievement, which will support them in feeling more able to make positive choices
- provide students with appropriate approval for all positive choices made
- help students internalise the capacity to make positive choices, meaning that real and ongoing change can take place
- meet the emotional and educational needs of students to reduce the likelihood of poor behaviour
- raise self-esteem and confidence
- allow students to see themselves as successful learners with a role to play in society
- develop empathy and an understanding of how the behaviours of one person can affect their peer group and the wider community

This will be achieved by:

- building excellent professional relationships between students and staff
- staff modelling positive behaviours
- ongoing training in de-escalation techniques
- providing every student with a keyworker, who will act as their advocate within the setting
- providing an ethos based on traditional British values of tolerance and mutual respect
- ensuring that every student has a Behavioural Risk Assessment and Behaviour Support Plan, which is up to date, relevant and adhered to by all staff
- developing highly individual strategies within Behaviour Support Plans to address unwanted behaviours, emphasising consistency from all staff towards that student rather than consistency across all students within the setting
- setting high expectations for students
- setting targets for behavioural expectations and reviewing them regularly
- ensuring that bullying behaviours are addressed

- understanding that the behaviour exhibited by On Track students is often due to factors such as anxiety or unmet needs
- ensuring that teaching is well planned and delivered in such a way as to encourage student interest and participation
- ensuring that all students are aware of the expectations on behaviour and of the likely consequences should they be unable to meet these expectations
- ensuring that all students receive praise and reward for positive choices made or for occasions when unwanted behaviours reduce in frequency or duration
- ensuring that all staff have an awareness of the impact on behaviour of the special educational need of each student
- really listening to the views and anxieties of students and developing their emotional vocabulary and ability to express themselves
- ensuring flexibility. If a strategy is not working, change it
- fostering good relationships with parents/carers and other professionals working with the student
- ensuring staff understand that by using their own non-verbal communication, such as body language and facial expressions, they can promote calmness and support rather than challenge anxious students
- ensuring that all behaviour management is in line with the Equality Act, with an awareness of the protected characteristics within the Act

Behavioural Risk Assessment/Behaviour Support Plan (resources gateway/paperwork/behaviour)

- A Behavioural Risk Assessment must be started for all students before they start with On Track to include information from referral paperwork. It must be finished within two weeks of a student's arrival to include staff thoughts and observations
- The Behaviour Support Plan is written to address issues raised in the Behavioural Risk Assessment
- The keyworker will initiate reviews to the RA/BSP, but all staff should have input
- Staff may disagree as to how a behaviour should be managed, but once it is on the BSP, all staff must follow the plan to ensure a consistent, planned response to behaviours
- The RA/BSP should be reviewed at least every half term and in the light of any incidents that have occurred; it should be a comprehensive working document, updated regularly to give a complete picture of the student
- The RA/BSP should feed into other documentation, such as the off-site activity risk assessment

Be aware that whatever plans may be in place the knowledge held by staff about a student on any particular day may affect how their behaviour is managed eg the BSP for a year 11 student being prepared for a future College placement may say that his frequent swearing will be addressed through a quiet reminder. If the student has just been reprimanded by a staff member over another issue, it would not be sensible for that member of staff to then remind the student in relation to his swearing for the next little while. Similarly, if the student is managing a genuine issue away from the setting it may make sense to avoid reminders about his swearing at all, until such time as things are more settled. This level of flexibility cannot apply to behaviours which may cause harm to others.

Mental Health and Behaviour

Government information suggests that one in ten children and young people aged 5-16 has a clinically diagnosed mental health disorder and around one in seven has less severe problems. Given the circumstances and history of many of the students attending On Track, the incidence of mental health difficulty is likely to be much higher and not always diagnosed.

Key factors in helping such students are:

- Taking every possible opportunity within the curriculum and during less structured parts of the day, to build resilience, so that young people can better manage adversity
- Seeking appropriate support from outside professionals
- Ensuring that student and their families participate as fully as possible in decision making around their education and support
- Supporting good mental health and emotional well-being - good resources are available through the PSHE Association
- Intervening early and finding appropriate help

Reporting of Incidents

- Incidents should be recorded in line with the 'Incident and Information Recording' policy.
- Settings using Schoolpod also have access to a Behaviour Form, allowing formal reporting of events that do not meet the criteria of an 'Incident'.

Behaviour Tracking

- The behavioural progress for each student will be tracked to provide a baseline for current behaviour and to allow evaluation of interventions, monitoring of improvement, as well as enabling staff to develop effective and consistent interventions. Robust measures need to be in place to track, record and monitor behaviour. A suggested format is on the Resources Gateway should schools choose to use it.
- A Daily Chronology will be completed for all students either by their keyworker or by those staff who having been working with the student during the day, as directed by the Head teacher.
- Settings using Schoolpod will be able to track behaviour electronically to provide the same information

Exclusion

- Exclusions should be avoided wherever possible. All exclusions must take place in line with the 'Exclusions' policy and procedures.
- No permanent exclusion can take place without the agreement of one of the Directors.

Multi-agency meetings

If there begin to be difficulties surrounding a student's behaviour where there were no difficulties before, or the levels of unacceptable behaviour have significantly increased, a multi-agency meeting will be arranged. The meeting will involve all professionals working with the student and will aim to find new strategies and ways forward to more effectively support the student. An Early Help Assessment should be considered at this point to support the student and, potentially, their family.

Training

- All staff receive annual MAPA (Management of Actual or Potential Aggression) training. This allows practice of skills involved in restrictive physical intervention, but more importantly, de-escalation skills to prevent such skills being needed.
- Staff may request training associated with the needs of students and a section for this is included in the Behavioural Risk Assessment.
- Staff may request training through their manager at any time.
- See Staff Development Policy

Restrictive Physical Intervention - key points

On Track staff are MAPA trained ensuring that we operate within the principles of BILD and according to DfE guidance.

- In extreme circumstances and where there is no other choice, restrictive physical interventions may be used by trained staff members
- Restrictive physical intervention should be an absolute last resort
- Restrictive physical intervention will only be used when a person is in real danger ie causing real harm to themselves or others
- The least restrictive form of physical intervention will always be used and used for the shortest time possible for staff to gain control of the situation and eliminate the immediate risk of injury.
- All such incidents will be recorded on an Incident Form and in the bound log book for physical intervention. (See 'Incident and Information Reporting' policy)
- Post-incident support will be offered to the student and staff members involved in restrictive physical interventions
- Awareness must be given to students who may have been upset by seeing such an incident
- Managers must send a copy of completed incident paperwork to the Directors whenever physical intervention has been used by staff
- Parents/carers must always be informed when a restrictive physical intervention has taken place
- Where relevant, social workers, Youth Offending Team or other involved professionals should be informed
- Each student's RA/BSP should be reviewed in light of any incident and updated if necessary
- Under no circumstances should a student be struck or handled. Corporal punishment is illegal in all circumstances.

Prohibited Items

Some items are completely banned in all settings:

- Knives and weapons
- Alcohol
- Illegal drugs
- 'Legal highs'
- Stolen Items
- Fireworks
- Pornographic Images
- Corrosive liquids or materials

- Any item that has been used or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules, which has been identified in the rules as an item which may be searched for. Force cannot be used to search for items banned under the school rules.

If a staff member becomes aware that a student has one or more of the above with them, they should immediately report the issue to the Head teacher or another manager in their absence, who must take appropriate action. If the student refuses to engage or the Head teacher feels that there is any danger to any student or member of staff, they should immediately inform the police.

Weapons, knives and extreme or child pornography must always be handed to the police, otherwise it is for the Head teacher to decide if and when to return an item. The Head teacher should use their discretion e.g. if a student comes in with a small penknife, which they had in their pocket and are asking for it to be looked after until the end of the school day, the parents/carers should be informed, but the Head teacher may well feel that the police do not need to be involved.

The discovery of prohibited items should always be reported to parents/carers, commissioners and any other relevant professionals

Searches

Although the DfE provides guidance relating to the searching of pupils, the nature of the young people taught at On Track settings is such that this course of action should be used with caution. A student can be asked to empty their pockets or bag, but this should only be undertaken by the Head teacher or an authorised staff member in his/her absence, and only when he/she has good reason to think that the student has a prohibited item with them. If the student declines, the Head teacher must consider measures to ensure that everybody is kept safe.

A search carried out without consent is allowed under the law, but is invasive and has the potential to damage relationships.

If the Head teacher chooses to use the power to search, the procedures for this will be given in part 2 of this policy. DfE guidance relating to this can be found on the Resources Gateway.

The following provides detail relating to behaviour management at the Northampton On Track School. This will be completed by the Head teacher and reviewed annually.

Rewards

At Northampton we have a range of rewards and use every opportunity to celebrate the students' success through measures such as presentation events, raffle tickets and our Gold, Silver and Bronze award trips and positive phone calls home. The expectations of each student are displayed in each classroom and staff take into account the specific needs of each student, some of whom are best rewarded through a quiet word of praise and others who like a more public show of appreciation. Staff must use a wide range of rewards to encourage and motivate students to achieve success and enjoy their time in education. At Northampton we regularly meet as a team to discuss the most effective methods of encouraging individual students and continue to pursue a variety of methods in order to continually motivate them. All situations deserving of a reward should be reported to parents/ Carers.

Our student designed Gold, Silver and Bronze reward system is scored from 1-10 in each lesson based on behaviour and effort. These scores are added up at the end of term to determine what trip the students go on. These scores are put into the behaviour points system on Behaviour Watch so that we are able to monitor improvements and intervene when there are deteriorations.

Mobile Phones

In order to prevent distractions and to promote e-safety whilst in education, all students are required to hand their phone in at 9:15am during tutor time and it is kept until the end of the school day. All phones are locked away securely in the Head teacher's office.

All students, parents/ carers are aware that if they need to contact their child urgently they can call the centre on either our landline or mobile at any time. If a student is waiting for news or is particularly anxious about something or someone we will allow them to check their phone during break times.

The handing in of all mobiles is non-negotiable and this is explained to all potential students and their parents/ carers when they first attend On Track for an interview, and they understand that by agreeing to attend On Track they are agreeing to abide by this rule.

Parents will be contacted to collect their child if they refuse to hand in their phone and they are given work to complete at home.

Smoking

Whilst we do not promote smoking we understand that for some of our students not being allowed to smoke would exclude them from attending On Track and disrupt their education.

All students who smoke must have written permission from their parents/ carers. Any student who wishes to smoke whilst at On Track must sign a smoking contract. This contract outlines the rules which need to be followed, such as when and where it is permitted to smoke. Students must also commit to attending any workshops, lessons, school nurse talks etc. which deal with the risks involved with smoking and they will be made aware of support available to give up smoking.

Early intervention and Time out

Staff should aim to intervene early when a student is becoming disruptive in order to avert a potentially volatile situation. For example, sometimes the intervention will involve distraction alongside ignoring low level disruptive behaviours in order to continue the momentum of a lesson. Intervention may also involve offering students 'escape routes' such as a change in seating arrangements to avoid potential conflict, or if off-site, going for a short walk with a staff member. Staff may alter their teaching approach or change the content of the lesson to promote engagement.

Staff members will allow students to take time out and remove themselves from situations where they are unable to regulate their behaviour. Students may request this themselves, verbally or by showing a time out card if they have one. Time out can be a strategy identified by staff at any time, and can be included on the students BSP. Serious situations can be diverted by allowing a student to go for a walk or going to a local café for a drink with a member of staff etc.

Parental support

All staff aim to foster positive relationships with parents and carers in order to fully support the student in all areas. All staff will phone parents/ carers for a multitude of reasons on a regular basis, with positive rather than just negative updates. Parents will be invited to the setting for informal and formal meetings and the aim is that they too begin to feel comfortable with and supported by staff.

At Northampton we have introduced a parent/carer support group. Parents and carers are invited to drop in for advice and guidance. We are a referring agent for a foodbank and we can also signpost to other agencies, such as CAB and Victim support.

Thrive

At Northampton we have a licensed Thrive practitioner. The Thrive approach provides a way of working with young people that supports the best possible social and emotional development. This allows staff to work in a targeted way with students who have struggled with difficult life events to help them re-engage with life and learning.

Post incident procedures

Decisions will need to be made around actions to be taken around a student. Sanctions will rarely be effective unless the student fully understands the nature of their behaviour and the impact it may have had on others. It will be far more effective to use a restorative approach, involving the student in the resolution of the situation. This allows the student to help put things right and does much to repair the relationships with staff and other students, which may have been damaged during the incident. It may also reduce the likelihood of a repetition of the behaviour. It is extremely important that a therapeutic rapport is re-established as soon as possible, and that the student response to the incident is noted.

The team will meet at the end of each day for 'debrief' and record observations from the day in the 'day book', this is a valuable opportunity for staff to reflect on the events of the day and discuss measures to put in place to prevent a repeat occurrence. If the behaviour displayed is new or if the intensity is different the student's individual risk assessment will be amended. The discussion should include any support that may need to be put in place for staff, the student(s) involved and any other students who may have observed the incident.

Consideration must also be given as to who else needs to be informed of the behaviour i.e involved professionals and parents and carers.

Students absconding

If a student absconds and it is safe to do so, a member(s) of staff will follow behind at a distance in order to safeguard the student. During this time staff at the centre will contact the parent/ carer informing them that their son or daughter is not in our care. When possible staff will stay with the student until they are met and relieved by the student's parent/ carer.

If a student absconds and are not accompanied by staff, parents/ carers will be contacted immediately and advised that their child is no longer in our care.

For vulnerable students or where there is a concern that the student is at risk or if it is stated on the student's individual risk assessment the police will be called and the child reported missing.

Review

In order to ensure that this policy is relevant to the work that you are doing, it would be helpful to receive feedback. If you have any comments to make, or suggestions for additions or amendments, please email directors@ontrackededucation.com

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