



LifeLine
Projects

Behaviour Policy

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1. Introduction

LifeLine believes that in order to enable teaching and learning to take place, good behaviour in all aspects of school life is necessary. We seek to create an inclusive caring, learning environment in the school by:

- Promoting desired behaviour and discipline.
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensuring equality and fairness of treatment for all.
- Encouraging consistency of response to both positive and negative behaviour.
- Promoting early intervention.
- Providing a safe environment, free from disruption, violence, bullying and any form of harassment.
- Encouraging a positive relationship with parents and guardians to develop a shared approach that involves them in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all students.

The procedures arising from this policy will be developed by the Lead worker in consultation with staff. The procedures make clear to the students how acceptable standards of behaviour can be achieved and have a clear rationale that is made explicit to staff, students and parents. The effectiveness of the policy will be monitored by the Lead worker and the Director of Young Peoples Services, to ensure they are consistently and fairly applied, promote the idea of personal responsibility and make clear that every member of the school has a responsibility towards the whole community.

2. Rewards

A school ethos of encouragement is central to the promotion of positive behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping students to realise that desirable behaviour, self-awareness and responsibility to self and others is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups. Alongside this, is informing parents regularly on their child's behaviour.

In some cases LifeLine uses a voucher incentive for the students, relating to their behaviour, attainment and attendance. The sum rewarded to the individual is reflected by their performance throughout the term.

3. Sanctions

Sanctions are needed to respond to undesirable behaviour. However, prior to any sanction being issued all solution-focussed strategies will have been used.

A range of sanctions is clearly defined in section 11. When a sanction applied the student will be informed why the sanction is being applied what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

A 3- strike system is in place throughout lessons. If a student's behaviour is continuously disruptive they will receive a warning, if the behaviour continues they will receive a strike. A strike can be given without a warning for unacceptable behaviour, rudeness or disrespect to staff or students. If a student gains 3 strikes throughout the day their parents will be contacted and the student will be given a detention or isolation depending on the nature of the incident and extremity of the student's behaviour.

4. Staff Training

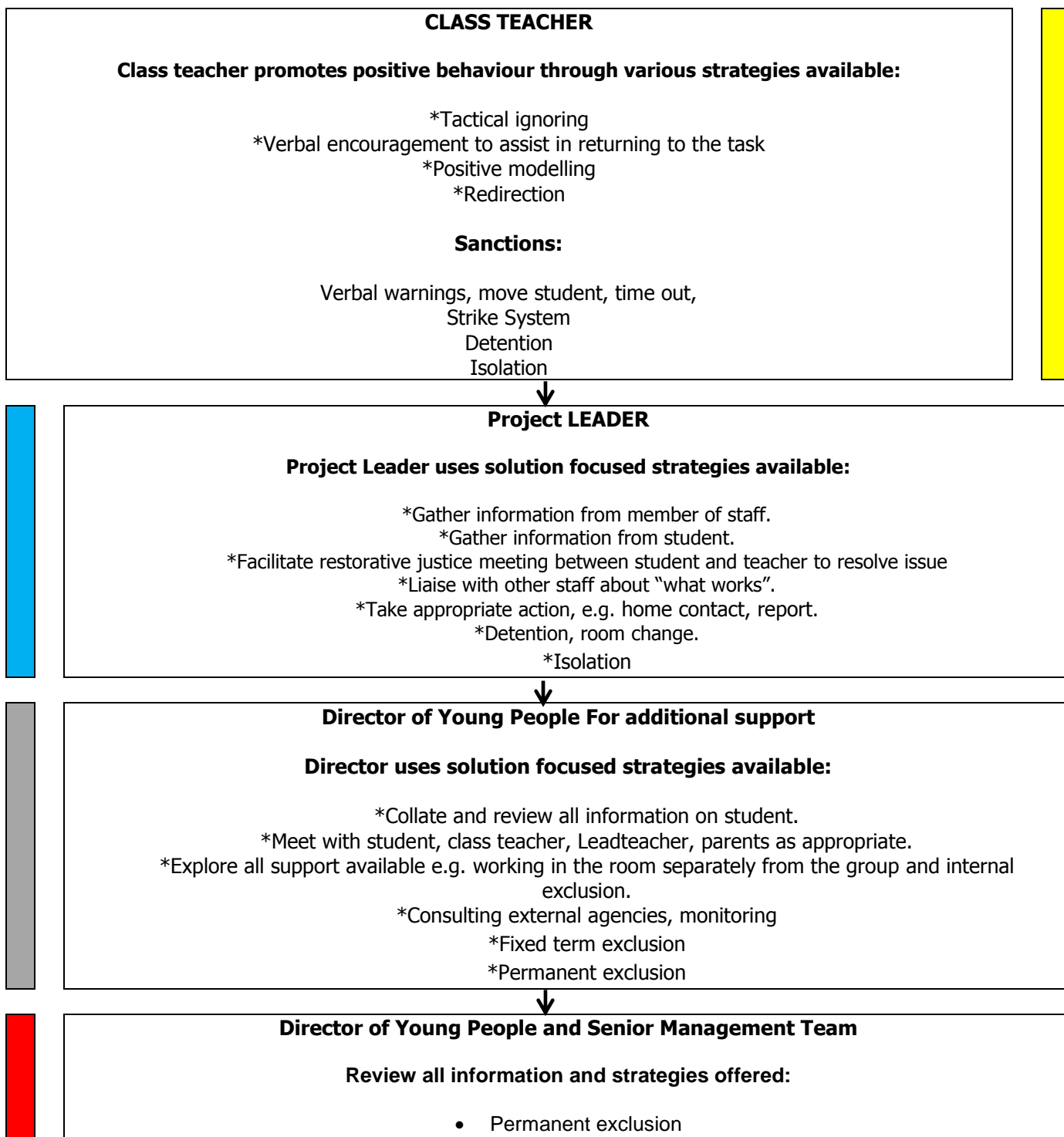
The Management team will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

5. Involvement of outside agencies

LifeLine works positively with external agencies. We seek appropriate support from agencies to ensure that the needs of all students are met by utilising the range of external support available.

Students needing support from external agencies are referred through the appropriate mechanisms such as CAHMS, MARF, CAF, subwize etc.

6. Procedure for Promoting Desired Behaviour



7. Promoting a Positive Environment & Behaviour

- Staff will praise students when they see good behaviour.
- Staff will tell students clearly what is expected of them.
- Students will be reminded of what is being asked of them
- Rules are consistent and fair.
- Each class will write a group agreement which will be regularly reviewed by staff and students.
- Expectations of behaviour are often matched to the individual and their development.
- Staff will regularly inform a student's parents of exemplary behaviour as well as achievement (letter of commendation, praise certificates, parents evening, or a phone-call home).
- When students have worked hard to support others, in or out of school, they will be commended – exemplary acts will be commended in group assemblies.
- Weekly reviews will highlight the positives of the week, what has been learnt and what went well, raises self esteem and promotes good behaviour.
- Voucher incentives will be rewarded to the students at the end of each term for maintaining exemplary levels of behaviour, attainment and attendance. Students are assessed on their punctuality, uniform/presentation, appropriate language in the classroom, classroom effort and general behaviour. If these criterias are met throughout the day they earn points which goes towards their monthly incentive reward.

8. Rewards

Good behaviour should be consistently rewarded:

- Staff will praise a student/class immediately upon their good behaviour and say why they are pleased.
- Staff will regularly inform each other (praise boards, phone messages) and the students' parents of praiseworthy actions.
- Staff may give privileges to students who behave consistently well, and to those otherwise who have made a special effort to do so.
- Where possible students will be involved in determining who is rewarded (e.g. student of the week).
- When appropriate staff will reward a whole group for their co-operative support of individuals or each other, for good behaviour or achievement.
- Exemplary behaviour or achievement will be commended by staff using positive certificates.

9. Unacceptable behaviour

Students will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other students or staff they may have offended, show they can keep to the school rules or make suitable reparation.

Students will be given the opportunity to explain their actions and also given the opportunity to reflect and show remorse before being faced with the consequences.

With the three strike system, after the first strike students will be given timeout to evaluate their behaviour and understand that they need to improve as soon as possible before receiving a further two strikes.

10. Levels of Behaviour

1	2	3
Classroom Teacher	Project Leader	Director of Young Peoples Services
Talking	*Ongoing prevention of teaching from occurring	Refusal to co-operate with SW!TCH Leader
Only minimum effort made	*Refusal to follow teacher's instructions	*Discriminatory or offensive language towards staff
Forgetting equipment, organiser, homework etc	*Fighting	*Violent behaviour
Play fighting		Drug related incidents
Wasting time	Refusal to leave classroom	
Interruptions	Rudeness to staff	
*Incidents	*Bullying	
Wasting time	Disruption from outside	
Throwing objects likely to harm others	Discriminatory language	
*Graffiti	*Offensive language	
Interfering with other pupils' possession		
Throwing paper		
Eating in class		
*Arriving Late		
Uniform Issues		
Making fun of others		
Mobile phone use		
Preventing others from working		

*

*Can be moved up levels on a cumulative basis.

11. Levels of Sanctions

1	2	3
Classroom Teacher	Project Leader	Director of Young Peoples Services
Positive affirmation	Positive affirmation	Behaviour meeting
Seating plan	Seating plan	Parent phonecall
Redirection	Redirection	Parent meeting
Warning	Warning	Inclusion
Incentive programme	Incentive programme	School meeting
Competitions	Competitions	Home visit
Achievment awards	Achievment awards	Fixed term exclusion
Mobile phone use	Strike x3	Fixed term inter school inclusion
Preventing others from working	Detention	Permanent exclusion
Strike x3	Class removal	
Class removal	behaviour meeting with Director	
	Parent phone call	
	Parent Meeting	
	Home Visit	
	School meeting	

12. Guidance for Teachers on Promoting Achievement

Teachers and students will know their boundaries if guidance, structure and behaviour are consistent in lessons.

12.1 Classroom Expectations

Ensure that your classroom is prepared by having the lesson aims and objectives on the board. If this is what the students expect on arrival, the lesson should start smoothly.

Students will prepare themselves to learn by:

- Removing their coats.
- Taking out correct equipment.
- Switching off phones and keeping them in their bags placed at the back of the class.
- Emptying their mouths if necessary (no chewing of gum).

12.2 Use the Minimum Effective Response

Shouting or intimidating gestures and comments are not appropriate and are not supported as effective methods of student management.

Students displaying undesirable behaviour expect to be confronted. This often leads to more confrontation where a student may then feel that they have no way of backing down and the situation can only escalate.

To counter this try:

- Doing the unexpected – stay calm and tactically ignore their behaviour. When the student is calm discuss and resolve the situation.
- Use non-verbal messages.
- Discreetly, at eye level, give the student choices as to where the situation can go. Always give them the opportunity to correct their behaviour.
- Offer positive alternatives to misbehaviour.
- Ask the student to step outside the room to consider their behaviour and the effect on others. Ask them what they desire, require, expect from the lesson.

Remember:

- Always tackle the behaviour and not the student.
- Provide opportunities for students to correct their own behaviour.
- Allow students the opportunity to calm down, reflect and think about the incident and why it has escalated.

13. Incident Procedure

13.1 Classroom Teacher

- An Incident Form is written as the result of an incident which requires a student being removed from the class or any greater sanction. You will have already tried to address the situation in your room before referring the student.
- Occasionally there are incidents that require immediate action because of their serious nature.
- An Incident Form may also be written for incidents occurring outside the classroom at break or lunchtime.
- Ensure you complete your Incident Form as soon as possible and before the end of the working day.
Remember it is a public document.
- The information must be given to the Project Leader.
- The course of action and strategies used will be written up on the Incident Form.

13.2 Project LEADER

- Where the class teacher has taken appropriate action, the Project Leader should sign the form and pass onto the Director of Young People immediately. The Project Leader should keep a record (a tick box would suffice) to show how many incident forms have been received on each student and from which member of staff.
- Where information forms requires action by the Project Leader this must be taken as soon as possible and recorded on the Incident Form before passing onto the Director of Young People.
 - The Project Leader should keep a record to show how many Incident forms have been received on each student and from which member of staff and department.
- Where a one off incident requires intervention by a Director, the Project Leader must ensure the incident form is despatched as soon as possible so that appropriate action can be taken.

13.3 Director of Young People

- Where the Project Leader has taken appropriate action, the Director should sign the Incident form and file.
- Where an Incident form requires action by the Director this must be taken as soon as possible and recorded on Incident form.

14. Responsibilities

14.1 Senior Management Team

The Senior Management team will establish, in consultation with the Project Leader and staff, a policy for the promotion of desired behaviour and keep it under review. They will ensure this is communicated to students and parents, is non-discriminatory and make expectations are clear. The Senior Management team will support the school in maintaining high standards of desired behaviour of students and staff.

The Senior Management Team, Project Leader and staff will ensure there is no differential application of the policy and procedures on any grounds, including ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.

The Senior Management Team will review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Project Leader and staff.

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of the student both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.

14.2 Project Leader

This person will be responsible for the implementation and day-to-day management of the policy and procedures.

14.3 Staff

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the Behaviour policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Project Leader on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Project leader, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

14.4 Students

Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

15. Implementation and monitoring

15.1 Implementation

Once approved, this policy will be available on SharePoint and the previous versions of the policy and associated documents removed. Lifeline maintains an electronic archive of all policy documents.

15.2 Process for monitoring implementation and effectiveness

For this policy, the following monitoring processes are in place.

	Monitoring process
Annual log of reported incidents including number of and actions taken.	

16. References

Behaviour and discipline in schools (Advice for headteachers and school staff): Dept for Education 2016
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

17. Related Documents

- Anti-bullying Policy
- e-Safety Policy
- Equality and Diversity Policy
- Complaints Policy
- Safeguarding and Child Protection Policy

18. Definitions

The following are a list and description of the meaning of key terms used in this policy.

Term	Description of Term
Authorised staff	Any teacher employed by Lifeline Projects
CAF	Common Assessment Framework
Project Leader	Senior member of staff on site
Subwize	Drug and alcohol related provision
MARF	Multi-Agency Referral Form
Reward	Positive reinforcement of desired behaviour
Sanction	A measured response to undesired behaviour

19. Version Control

Version	Date	Author(s)	Status	Comment
1	10/02/2017	Alex Nelson	Draft	Pending approval

Appendix D – A Guide for Parents and Guardians

In matters of behaviour, we think it is essential that parents share our policy and are encouraged to work together as supportive adults to create a safe, nurturing and encouraging environment in which all students, regardless of their academic ability, have the opportunity to fulfil their full potential in SW!TCH Expeditions.

School Principles

As a school we believe that all people are of equal value and that showing respect to others, both adults and peers, is a keystone of good behaviour that enhances learning. Ultimately students need to learn to be responsible for making good choices in their behaviour. Students will be praised and encouraged whenever they work well and show consideration to others in the school.

School Rules

Schools have to have rules, as with any other organisation, and these will be clearly set out. The expectations and desired behaviour are for the benefit of all students and staff and we believe that parents and carers are as enthusiastic as school staff to maintain school rules. Our aim is to:

- Make everyone feel valued and safe.
- Ensure that every student has an equal opportunity to learn to his or her fullest potential.

Rewards

Appropriate (positive) behaviour will be praised and rewarded. Staff will keep you informed of your child's success and development, their achievements and efforts. There will be a range of reward systems and merit schemes for appropriate behaviour.

Additional Support

It may be that as part of helping your child to get back on track and work within the boundaries set by the school, you will be invited to:

- Consult with the staff.
- Be part of a school-based plan to support your child. We encourage you to actively support the plan.
- A referral to the Behaviour Support Team and, with your permission if appropriate, referral to outside agencies.
- Attend meetings (formal and informal) with Director of Young People, or Project Leader if and when appropriate at all stages of the intervention.
- Work alongside staff to consider the most appropriate way forward for your child.

Inappropriate Behaviour

If difficulties arise, your child will be given a chance to consider their responses and the opportunity to make amends, to rebuild the relationship with others and to give and accept apologies. We may ask you to help us with this if the difficulties continue. Some inappropriate behaviour will always be unacceptable and will normally incur a sanction.

These unacceptable behaviours are:

- Violent behaviour or physically hurting others.
- Deliberate offensive language, including racial, sexual abuse.
- Rudeness to staff and students.
- Vandalism.
- Continued disregard for staff instruction.
- Continued disregard for school rules and or procedures.
- Theft from staff, fellow students and school premises.

Lunchtime and Breaks

When students stay on the site during lunch and break times they are expected to behave appropriately. The staff and lunchtime supervisors are required to support all of the LifeLine policies and we offer them the same respect and authority as the teaching staff.

If at any time you are concerned about your child or the schools response we would welcome your input, firstly with the Project Leader. We believe that sharing concerns will support your child to get the most from programme.

Appendix E – Restrictive Physical Intervention

1. Introduction

The Behaviour Policy outlines how LifeLine staff create and maintain good order and relationships through positive approaches.

These approaches are successful for the vast majority of the time. It is recognised that the majority of students respond positively to the discipline and control practiced by staff. This ensures the safety and well-being of all students and staff. This policy on the use of restrictive physical interventions supplements the main Behaviour Policy.

2. Purpose of this Policy

The Appendix has been prepared for the support of all teaching, support staff and volunteers who come into contact with students within school, to explain the arrangements for care and control. It aims to give clear guidance to all members of the school community so that any physical intervention they undertake is carried out in a way that supports the values and principles LifeLine upholds. In particular, it aims to describe the circumstances in which restrictive physical intervention is an appropriate response and how staff will fulfil their responsibilities in those circumstances.

The Project Leader will be responsible for ensuring that staff and parents are aware of the policy and will ensure that any necessary training and/or awareness raising is provided so that staff clearly understand this policy and know their responsibilities.

3. Physical Touch

Physical touch is an essential part of human relationships and adults may well use touch to prompt, to give reassurance or to provide support in PE, but in order to use it successfully, staff must adhere to the following principles:

- Be non-abusive, with no intent to cause pain or injury.
- Be in the best interests of the child and others.
- Have a clear educational purpose (e.g. to access the curriculum or to improve social relationships).
- Take account of gender issues.

The Director of Young People and the Project Leader are responsible for ensuring that relevant staff are aware of any student who finds physical touch unwelcome (such sensitivity may arise from the student's cultural background, personal history, age etc).

4. What is meant by "Physical Intervention"?

Definition	Explanation	Examples
Non-restrictive Physical Interventions (NB: as previously stated touch/physical contact is a small but important part of teacher student relationships.	Either where the child's movement is not restricted or where the child is held supportively but such that they will be released immediately should they so wish.	<ul style="list-style-type: none">• Guiding/shepherding a person from A to B.• Use of a protective helmet to prevent self-injury.• Removal of a cause of distress.
Restrictive Physical Interventions	Prevent, impede or restrict movement or mobility. Restraint: To use force to direct.	<ul style="list-style-type: none">• Isolating a child in a room.• Holding a student.• Blocking a person's path.• Positioning.• Pushing/pulling.

5. Planned/Unplanned Interventions

Emergency/unplanned interventions	Occur in response to unforeseen events.
Planned interventions	In which staff employ, where necessary, pre-arranged strategies and methods, which are based on a risk assessment and recorded in an individual plan for the management of a student.

6. When is Restrictive Intervention Permissible?

The use of a restrictive physical intervention should be very rare. It should be avoided whenever possible and must be justifiable as being in the student's best interests.

A restrictive physical intervention may be used:

- To prevent a young person causing injury to themselves or others.
- To prevent damage to property.

For example:

- To break away or disengage from dangerous or harmful physical contact, for example, if a student has grabbed your arm in a threatening manner.
- To separate a person from a 'trigger', for example by removing one student who responds to another with physical aggression.
- To protect a student from a dangerous situation, for example, from injuring themselves or others, or from playing in a dangerously rough manner.
- To prevent them throwing a heavy object at or near expensive computer equipment.

NB: A student absconding can only be restrained if they are putting themselves at significant risk by leaving school premises.

7. Risk Assessment

The use of a restrictive physical intervention will be the outcome of a professional judgement made by staff on the basis of this school policy. It should only be considered if other behaviour management options have proved ineffective or are judged to be inappropriate. Before deciding to intervene, staff will weigh up whether the risk of not intervening is greater than the risk of intervening. Any intervention will be carried out with the child's best interest at heart. Physical contact must not be used to punish a student or cause pain, injury or humiliation. Staff are not expected to intervene physically against their better judgement nor are they expected to place themselves at unreasonable risk. In such circumstances they should take steps to minimise risks, for example, by calling for assistance and removing other students.

8. How Staff Might Intervene

When a physical intervention is justified, staff will use "reasonable force". This is the degree of force "warranted by the situation". It will "be proportional to the circumstances of the incident and the consequences it is intended to prevent". Any force used will always be the minimum needed to achieve the desired result and for the shortest amount of time.

Staff will:

- Use the minimum amount of force for the minimum amount of time.
- Avoid causing pain or injury, avoid holding or putting pressure on joints - in general hold long bones.
- Never hold a student face down on the ground or in any position that might increase the risk of suffocation.
- Try to adopt a calm, measured approach and maintain communication with the student at all times.

In an emergency, staff must summon assistance by using a mobile phone or directing a student to the nearest classroom teacher or closest main office.

9. The Place of Restrictive Physical Intervention within Broader Behavioural Planning

If, through the school's special needs assessment procedures, it is determined that a restrictive physical intervention is likely to be appropriate to help a student make progress, a risk assessment will be carried out.

If appropriate, an individual management plan will then be drawn up for that student.

This plan will aim to reduce the likelihood of the need for restrictive physical intervention as well as describing how such intervention will be carried out. This plan will be discussed with parents/guardians and medical colleagues will be consulted.

Before the plan is implemented, any necessary training or guidance will be provided for staff involved.

10. What to do after the use of a Restrictive Physical Intervention

After the use of an unplanned restrictive physical intervention, the following steps will be taken:

- Details of the incident will be recorded by all adults involved immediately on an incident form.
- Staff will be offered the opportunity to seek advice from a senior colleague or professional representative when compiling their report.
- Any injuries suffered by those involved will be recorded in accordance with school procedures.
- The Project leader will check that there is no cause for concern regarding the actions of adults involved. If it is felt that an action has caused or put a child at risk of significant harm the Project leaders will follow the school's Child Protection procedures and also inform parents/guardians.
- Parents/guardians will be informed by the Project Leader on the day of the incident, tThis can initially be done by phone but should be followed up in writing.
- Parents/guardians will be offered the opportunity to discuss any concerns they may have regarding an incident.
- Support/debriefing will be available for adults and students who have been involved in any incident involving restrictive physical interventions. This will be provided by the Project Leader

The records kept will be used to analyse patterns of behaviour and to decide whether responses are being effective.

11. Authorised Staff

All teachers are authorised to use restrictive physical interventions.

Supply staff will not be authorised to use restrictive physical interventions except if they have been specifically authorised by the Project Leader.

Parents and volunteers in the school are not given authorisation.

LEA staff on school premises will be expected to be aware of, and co-operate within, the policy of this school and will need to ask the Project Leader for authorisation.

12. Complaints Procedure

Any complaint will first be considered in the light of the school's child protection procedures. If child protection procedures are not appropriate the, Complaints procedures will be followed.