



Policy:	Behaviour
Date adopted:	September 2021
Date to be reviewed:	September 2022
Signed:	David Dinsmore - Acting Headteacher

DLC Behaviour Policy

Rationale

DLC operates a positive behaviour policy. We take a relational approach to behaviour management, putting the pupils needs at the forefront of all decisions.

We believe that all behaviour is a student's way of telling us that a particular need is not being met, by building strong relationships with the students it becomes easier for them to vocalise when something is not right

Maintaining a calm and orderly school environment in which all pupils, students and adults can be safe, happy and productive is of paramount importance to everyone at Dorchester Learning Centre. As a school we believe that all students should take responsibility for their actions but due to circumstance there maybe undesirable behaviors seen by staff. All adults at the school have an important responsibility to model high standards of behaviour, both in their dealings with the students and with each other, as their example will have an important influence on the students.

- encourage relationships (they remain the most important management tool in the school) based on care, respect and understanding of the needs of others.
- ensure fair treatment for all regardless of age, gender, race, ability and disability.
- show appreciation of the efforts and contributions of all.
- display the highest standards of conduct, including the modelling of punctuality, de-escalation and fair and equitable boundaries.
- incorporate empathy, unconditional positive regard and genuineness into our daily routine in supporting with positive behaviour.

Behaviour management at Dorchester Learning Centre is concerned with positive behaviour management strategies that seek to balance the desire for high expectations and clear boundaries with the need to tailor strategies to the individual and complex needs of young people. A high priority is given to working alongside parents and carers as partners in this work. We expect all members of the community to recognise our principles of being kind, working hard and learning from our mistakes.

At DLC all students are working towards three key behavioural priorities that underpin our approach:

1. Allow lessons to take place without disruption
2. Use appropriate language and actions with staff and students
3. Follow instructions from members of staff

Staff are to refer to these 3 rules when dealing with poor behaviour.

Monitoring and evaluation

At DLC we aim to be positive and proactive in our practice, all incidents of challenging behaviour should be recorded on SIMS, so that the centre can evaluate the success of behaviour management strategies. This data will be reviewed on a daily basis and reports to weekly/termly to SLT and governing body. All serious incidents are reflected upon using the school proforma and amendments are made to teaching practice and positive handling plans.

Parents are informed of progress made with the reduction of their child's challenging behaviour during regular reviews.

SIMS data will be collected and most behaviour descriptions will fall under the heading of one of our three school rules. SIMS is coded to reflect this as follows:

Disruption behaviours are coded with DIS

Inappropriate behaviours are coded with INA

Failure to follow instructions behaviours will be coded with INS

These codes will be reported on at SLT, Staff Meetings, Governors and used in Parental/Carer meetings.

In addition, we will report on:

ISR – Incidents of a Serious Nature

BUL – Bullying incidents

RAC – Racist incidents

Aims

We aim to reduce the barriers to learning by:

- Identifying and reducing the incidence of events likely to “trigger” aggressive and/or violent behaviour
- Limiting the frequency and duration of challenging behaviours through behaviour management strategies
- Identifying and redirecting obsessive behaviours
- Directing pupils to focus their attention on learning activities

Staff Commitment

Staff are expected to work within the positive behaviour framework to reduce instances of refusal of lessons and build relationships with students. Strategies include:

1. Making sure the classroom a positive learning environment. Positive behaviour and Curriculum displays create an inviting classroom feel
2. Students are met and greeted upon arrival by the classroom teacher and support staff. Positive body language and actions on display
3. A challenging curriculum is in place, pitched at the right level to engage students. Materials are differentiated appropriately
4. Staff deal with poor behaviour in a calm, assured manner
5. Poor behaviour is challenged in private using the school rules language i.e. reminding students when they are being “Disruptive”, “Inappropriate” and “Not following instructions”
6. Poor behaviour is followed up. Staff should be pro active in dealing with persistent behaviours. Further information can be found on SIMS, Provision Map, Key Stage Meetings (Tuesdays at 3:00), Conversations with Parent/Carers, The Safeguarding Team and SLT

Rewards and Consequences

Rewards and sanctions are used to help pupils to make connections between their behaviours and the consequences in order to promote good behaviours and deter undesirable ones.

Staff are committed to reinforcing good behaviour by daily use of praise, rewards and positive behaviour management strategies. This is reinforced across the curriculum e.g. through a strong emphasis on the importance of self management in the community.

Classroom strategies will be part of lesson planning and may include separate seating plans, use of structured one to one teaching, multi-sensory approaches and pupil centred rewards.

Reward systems are linked to individual pupil's personal motivations and may include:

DLC operates a Star Card system for rewards.

Staff will reward excellent behaviour by filling in a star card and giving it directly to the student. Star cards are recorded on SIMS for tallying purposes

The premise behind this approach is that the merit system meant little to the students. The Star Card approach puts the reward directly in the hands of the students and is written personally by the member of staff, which feeds into the relational approach.

Star Cards can be given by any member of staff who spots and wants to reward outstanding behaviour. Visitors will be offered Star Cards so that they can reward any excellent behaviour they see when on site

A T2P message is sent to inform parents that students have received the reward

- Contact with parents.
- Enrichment Trips.

Consequences are used in a carefully managed way and may include:

- Periods of 'time out'.
- Reporting incidents on SIMS.
- Discussion with students.
- Intervention by senior members of staff.
- Use of restorative approaches such as "RESTORE 6."
- Contact with parents.
- Fixed term exclusions.
- Internal isolation.
- Removal of break and lunch time.

The pupil is made aware of why the consequence is being imposed and what changes in behaviour are needed to avoid future sanctions, as appropriate.

Behaviour by all

Behaviour Expectations

The behaviour expectations in Appendix A outline the behaviours that should be demonstrated by the students on a day-to-day basis. For each expectation, we appreciate

there will be times where students make mistakes and get it wrong. In these instances, students have the opportunity to correct their behaviours before a consequence is implemented. It is important that students see what the reward for positive behaviour is and how staff at DLC will support them to ensure positive behaviour.

It would be expected that teaching staff would deal with the following behaviours:

- Disruptive Behaviour
- Swearing (not directed at staff)
- Lack of work/effort
- Refusal to attend lessons
- Defiance

An SLT/Behaviour support worker call would be appropriate for the following incidents:

- Threatening/Aggressive Behaviour
- Incidents of a physical nature (I.e fighting, assault)
- Truancy
- Smoking

Reducing aggressive and violent behaviour

The incidence and severity of aggressive and violent behaviour directed towards self, staff or other pupils will be reduced by:

- Providing high staff to pupil ratios.
- Training staff to use behaviour management strategies (including de-escalation techniques)
- Having consistent routines, to help avoid pupils' anxieties about what happens next.
- Using augmented communication, so that pupils understand what is expected of them and so that they can express their needs.
- Providing daily opportunities for physical exercise to increase fitness and reduce stress through regular breaks.
- Analysing pupils' individual behaviour to identify possible causes or triggers.
- Identifying and applying additional specific measures that reduce the behaviour of individuals and using these to formulate individual behaviour plans.
- Ensuring new and temporary staff are briefed about behaviour issues and strategies before working with any pupil.

Responding to aggressive and violent behaviour.

Responses should focus immediately on making sure that everyone involved is safe, then at a later time should be concerned with problem solving and planning to reduce the behaviour in future.

Strategies to manage challenging behaviour should be adapted to the needs of individual pupils and can include:

- Firm and clear instructions to stop.
- The application of rewards and sanctions.

- Diverting the pupil to an alternative activity/area.
- Withdrawal to a safe area or quiet-room

Exclusions

Occasionally pupils are temporary excluded by the head teacher if they display extreme behaviour. Please refer to the exclusions policy for further information including permanent exclusion.

Bullying and Peer on Peer abuse

As school our Anti-Bullying Policy has been produced in the belief that all our students have the right to enjoy their education and flourish in an environment which recognises them as individuals and ensures they are protected from all forms of personal abuse. The term bullying refers to a range of harmful behaviour, both physical and psychological. There are many definitions of what constitutes bullying but we believe that all bullying behaviour usually has the following four features:

1. It is repetitive and persistent - though sometimes a single incident can have precisely the same impact as persistent behaviour over time, for it can be experienced as part of a continuous pattern and can be extremely threatening and intimidating. This is particularly the case with racist bullying.
2. It is intentionally harmful - though occasionally the distress it causes is not consciously intended by all those responsible.
3. It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it.
4. It causes feelings of distress, fear, loneliness and a lack of confidence in those who are the victims.

Peer on Peer abuse is a focus for DLC. Staff have been trained to spot signs of Peer on Peer abuse. Tutor time and PSHE will be used to raise the profile of Peer on Peer abuse among the students, describing what it is and the effects of it on students.

Please see anti-bullying policy for further information.

Pupil Information Pack

All pupils who attend the school have a Pupil Information Pack which gives key information to support them. Included within this is a Positive Handling Plan (This will be found on Provision Maps). This document identifies the main triggers for that pupil within school. It identifies how the pupil will behave during any escalation and crisis and then gives staff information to manage the de-escalation and de-brief. The focus of every Positive Handling Plan is that the situation is de-escalated as effectively as possible.

Positive handling

Positive handling can only be carried out by senior trained staff. It must only be used when the pupil is:

- self-injuring or placing him or herself at risk
- injuring others or placing them at risk
- causing significant damage to property, including that belonging to the pupil
- committing a criminal offence (even if the pupil is below the age of criminal responsibility).

Health & Safety

The actions described in the school's health and safety policy must be followed in the event of any injury resulting from a pupil's challenging behaviour.

All injuries to staff or pupils resulting from the pupils' challenging behaviour must be recorded and reported to the head teacher, as described in the school's health and safety policy.

All incidents that involve extremely challenging behaviour, verbal abuse or aggression, physical violence, positive handling, the use of a quiet room or the safety of the pupil and/or others being at risk, should be recorded.

Incidents should be recorded by a member of staff who was involved in the incident and witnessed the events first-hand, within 24 hours of the incident taking place. Each incident must indicate clearly the names of all persons involved, place, times and witnesses. The record should be recorded on SIMS.

Training

All staff are trained in STEPS. A therapeutic behaviour management style. Staff training needs are identified through the performance management programme and development opportunities are provided accordingly. If a teaching assistant needs further training in behaviour management techniques, this should be discussed with the class teacher in the first instance. Teachers should discuss their training needs with their line manager.

Home-School Partnership

Parents and carers are consulted about the strategies used in school to manage the child's behaviour. School staff, parents and carers collaborate in the use of simple sanctions, where this is thought to be desirable. School staff offer suggestions to parents and carers about management of their child's behaviour at home.

Review

The Behaviour Policy is subject to regular review by the Headteacher, and reviewed every year.

Changes, updates and modifications will be carried out as required, and shared and monitored by the Governing Body.

Appendix A

Expectation	Reward for Positive Behaviour	Opportunity to correct	Action if not complied with	Consequence/ follow up	Staff responsible	Staff will
1. Students will hand over any electronic devices and smoking apparel to senior staff on arrival.	Students will receive one merit for following school rules.	If seen with any electronic devices, students are sent to pastoral office until they hand them in. NONE NEGOTIABLE	If phone/electronic devices are not handed in by a certain time, students to remain with SLT member/individual work room until handed in.	Students are allowed their phone back at the end of the day. Parents informed of non-compliance. Students not permitted in to building the following day unless devices are handed over.	Morning duty team/ SLT/Behaviour support worker	Welcome and prompt students upon their arrival into the school to avoid any negative behaviour. Staff in the school will not use their own devices in and around the school.
2. Students will arrive to lesson on time and remain in the classroom for the duration of the lesson.	Where students have shown a sustained period of staying in the lesson, Merits to be awarded.	Discussion with SENCO regarding time out cards if appropriate.	Incident recorded on SIMS.	Tutor to follow up and seek reasons for actions. Parents will be asked to attend meetings where students' behaviour escalates over the course of the academic year to set targets for improvement.	Class teacher/Tutor	Provide a stimulating atmosphere in which motivation can thrive. DLC staff will provide empathy, genuineness and unconditional positive regard in all instances.
3. Students will refrain from using foul language.	Where students use positive language or correct other student's language, Merits to be awarded.	Any inappropriate language is to be challenged: alternatives provided and/or a reminder that the inappropriate term is not suitable for use in school.	If poor language persists, SC/SLT is to be called to speak with the student away from others and steps forward agreed. SC/SLT to share with the class teacher. Recorded on SIMS.	Parents requested to speak with child about appropriateness of language. For regular concerns regarding language, intervention programme. RESTORE 6 if teacher feels appropriate.	All DLC staff.	Use positive communication at DLC. Challenge students on the meaning of the words used and their appropriateness.

				Where students continue to defy the academies expectations, behaviour interventions/ sanctions to be implemented.		
4. Activities set during the lesson will be completed to the best of each student's ability.	Students will receive merits for sustained work ethic in lessons.	Lack of effort to be challenged by teacher and adaptations made to activity.	Class teacher to monitor progress. Recorded on SIMS.	Tutor to follow up and seek reasons for actions. Parents will be asked to attend meetings where students' behaviour escalates over the course of the academic year to set targets for improvement.	Teaching staff	Provide work set to the right ability to ensure progress is made. Where asked, provide extension/ revision tasks
5. Students will respect the school environment and place all litter in bins.	Students who are proactive in clearing up after others will receive merits.	Students asked to pick up rubbish. Students will be challenged if they kick through mag locks, set off alarms.	Continued actions of damage will result in a discussion with tutor and recorded on SIMS. A restorative action such as repair may be completed.	Parents informed of damage and possibly charged for damage. SLT sanction for continued actions.	All DLC staff	Set a positive example in supporting to keep the school clean. Provide recycling opportunities
6. Smoking is not permitted on the school site.	Students who engage well with interventions to stop smoking will be considered for merits	Students to extinguish cigarettes immediately and hand over all contraband. NON NEGOTIABLE	Students who smoke will receive a FT exclusion. Students who go offsite will receive a warning followed by a SLT Sanction. Parents to be made aware. Referral in conjunction	Reintegration meeting with strategies discussed for non-smoking.	Pastoral teams/SLT/Behaviour Support worker	Be empathetic to students' addictions but stress the importance of set boundaries.

			with smoking cessation.			
7. Respect others: staff and students.	Students to be considered for merits who demonstrate respectful behaviour	Restorative 6 – to include sincere apology. NONE Negotiable	SLT Sanction for disrespectful behaviour to be issued if unresolved.	1) Behaviour Intervention 2) Individual working 3) FT exclusion 4) Loss of placement	All DLC staff	Demonstrate positive behaviour within DLC. Educate students through the use of the Wellbeing programme

EXTERNAL PROVIDERS:

All of the above expectations apply when engaging in activities with external providers. Repeated issues may result in loss of external provision privilege.

OFFSITE ACTIVITIES:

Jeopardy of health and safety may result in loss of offsite privilege. Dependant on the severity of the behaviour, bringing DLC into disrepute could result in further sanction.