



Maidstone & Malling Alternative Provision
INSPIRING ACHIEVEMENT THROUGH INCLUSION AND SUPPORT

Behaviour Policy
2018-2019

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Team Teach training – April 2019 (all staff)

Refresher Team Teach training to take place annually

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MAIDSTONE AND MALLING BEHAVIOUR POLICY

Legal Framework:

DfE guidance, 'Behaviour and Discipline in Schools (2016)', has been taken into consideration when producing this policy. It outlines that:

- Teachers have power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school
- The power to discipline also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students, such as teaching assistants
- Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

We aim to provide a caring community in which all members work together to create a climate in which each individual can achieve his/her full potential. We endeavour to encourage a positive approach towards behaviour based on trust and the development of self discipline.

The successful implementation of this policy depends on full participation. Every member of the school has a responsibility to ensure positive behaviour.

AIMS

The overarching aims are:

- To promote good behaviour and encourage achievement.
- To support pupils in learning self-discipline and regard for authority.
- To enable effective teaching and learning.
- To create a safe and secure environment for pupils and staff.
- To develop pupils' understanding, acceptance and tolerance of the differences in individuals.

All staff are responsible for the behaviour and discipline of pupils in their charge and should use effective strategies and sanctions to maintain an orderly environment for learning. In dealing with matters of indiscipline or unacceptable behaviour, staff should always:

- Act justly and fairly and be seen to do so.
- Establish a relationship of respect with pupils.
- Deal promptly and personally in matters of discipline.
- Apply a consistent approach.

Both rewards and sanctions will be used by staff to promote a positive ethos in the school and every lesson should incorporate praise and encouragement of pupils.

School Routines

Pupils are expected to arrive at school on time for both the morning and afternoon lessons. On arrival they will remove their coat/outer jacket and hat and hand this to a member of staff who will be supervising the entry of a pupil into school. Pupils must be wearing full school uniform: MMAP sweatshirt (with logo), and or MMAP polo shirt (with logo), black jeans/trousers and trainers.

Rules: Jackets/Hoodies/Hats/Phones/Cigarettes/Sweets and energy drinks are items banned by the school, and as such these items will be requested to be handed over or searched for. To reiterate the following routines will have to be followed by all pupils before entry into school:

- Pupils to hand over outer jackets/hoodies/hats
- Pupils to hand over their mobile phone(s)
- Pupils to hand over ALL Cigarettes, Vape Machines, Tobacco, Filters, papers and lighters
- Pupils to hand over all sweets and energy drinks

No drugs or any paraphernalia, weapons or alcohol are allowed on school site. If a pupil arrives at school under the influence of drugs and or alcohol, they will not be allowed on school premises, a phone call will be made to parents/carers asking them to collect and the school may also contact the local safeguarding team or police.

Searching, Screening & Confiscation

At MMAP pupils will be screened before they enter the school, and any member of staff may screen a pupil for banned items outlined above.

The Headteacher and staff authorised by the headteacher have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal Drugs
- Stolen Items
- Tobacco and cigarette papers
- Pornographic images
- Any item that is likely to be used to commit an offence or to cause personal injury to any person or damage property.
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

If a pupil fails to comply, then the pupil will not be let in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

For further information please refer to the DfE statutory guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Roles and Responsibilities

Effective behaviour management at the provision depends upon the whole staff working together to achieve a consistency of approach which reflects the positive ethos (see Appendix A).

Pupils

- To be prepared to listen and learn.
- To control his/her own behaviour.
- To let others work and make progress.
- To sort out disagreements without resorting to physical/verbal aggression.
- To show respect to staff by listening to what they have to say
- To respect property. Not to damage, take or misuse the property of other people or the school.
- To make their best effort to understand and accept differences and the individuality of everyone and to be particularly supportive to minorities in terms of race, abilities, sexual orientation and background.
- To work to the best of their ability.
- To follow school rules:
 - To have respect for yourself and others
 - To be in the right place at the right time

Parents/Carers

The partnership between staff and parents/carers is crucial to the successful implementation of this policy.

Staff

The management of behaviour in the classroom is the responsibility of the person in charge of that group who should:-

- Seek to create a positive working atmosphere that is appropriate to the learning requirements of the subject, the individual and the group
- To have prepared exciting lessons that will engage the pupils in learning

- Be ready to start the lesson promptly
- Acknowledge successful work and good behaviour in line with the identified rewards system
- Report any instances of continued low level behaviour by a pupil using the SIMS behaviour system
- Resolve minor behaviour problems immediately by talking with the pupil concerned. The staff member needs to reinforce what is expected of the pupil, set targets for improvement and explain clearly the consequences of any further lapses
- 'Thinking time' out of the main classroom may be used as a strategy to give pupils space to compose themselves, use of the reflection room to support re-integration
- If the problem persists, then the appropriate concern slip (Pink slip appendix B) must be completed and passed to Headteacher/Deputy Headteacher. Concern slips provide an early warning of any developing difficulties for tutors and parents.
- In situations where difficulties continue, a member of the Senior Management Team should be consulted and/or involved
- On occasions when a situation cannot be contained or managed, the staff member should send a TA to or telephone a member of the Senior Management Team
- No member of staff should use physical intervention unless they have been authorised to do so by the Head teacher (all staff that have been trained in the TEAM TEACH approach)
- In all instances of physical intervention, a member of the Senior Management Team must be informed immediately

Senior Management Team

The Senior Management Team has a significant role in terms of behaviour management on site and has a major responsibility for the induction of new members of staff to ensure that they understand the approach to behaviour in the learning place.

When individual staff face difficulties within the learning place, a member of the Senior Management Team should be alerted in order to support them in working towards a positive solution for all those involved.

Termly analysis of the behaviour records to be shared with staff, highlighted whole school areas for concern to be considered as areas for improvement and strategies put in place to support staff and pupils. Termly review of strategies to be fed back and tweaks to enhance systems to be agreed and implemented.

The action taken by the Senior Management Team might include:-

- Re-organisation of groups to support new dynamics due to the constant changing roll in KS3 and KS4
- Increase in number of groups where staffing permits, should dynamics of groups change rapidly
- Short-term use of external hub for students unable to transition to MMAP, or who may need time-out, again where staffing permits
- Use of reflection room, for calm transition back to lesson

- Discussing with the staff member a range of approaches to consider in relation to that teaching group
- Identifying achievable targets with the pupil and staff member concerned
- Removing the pupil concerned from that learning situation as a temporary measure whilst re-establishing a positive working climate
- Establishing a 'review date' with the staff member and pupil to continue to monitor the situation
- Contacting parents, or supporting the staff member to do so, to inform them of emerging difficulties and involved them in their resolution.
- Short-term part-time timetable
- Twilight sessions for a short period of time and then re-integration back into lessons

The Senior Management Team liaises closely with staff and is kept informed by them of both major successes and emerging difficulties. It:

- Seeks to encourage an atmosphere where good behaviour and hard work are the norms and to acknowledge and praise such standards where they are evident;
- Awards certificates and other rewards for excellent attendance and high achievement;
- Offers advice/training to the staff when pupils with problems have not responded to initial approaches and agree appropriate action: supports all members of staff in their efforts to achieve high levels of work and sound behaviour within the classroom and around the buildings;
- Regular SENCO updates via daily bulletins to support teaching and learning/behaviour for learning;
- Involves a range of outside agencies for advice or specific advanced counselling for individual pupils and where appropriate, their families;
- Attends meetings in respect of individual pupils;
- Deals with matters of a confidential nature, disseminating information in accordance with legal limits;
- Establishes smart targets to improve performance of pupils presenting difficulties; involves parents if targets are not met.

Headteacher

The Headteacher has the ultimate responsibility for setting the standards of behaviour in school. The Senior Management Team has responsibility for the management of the behaviour and the implementation of the agreed school policy.

The Head teacher must be kept informed of pupils' behaviour and attendance.

The Head teacher has the right to impose the ultimate sanction of exclusion in accordance with current legislation.

Management Committee

To monitor the effectiveness of the school's positive behaviour and attendance policy. To support the Head teacher and senior leadership group.

Rewards and Sanctions

Rewards

Good work, behaviour and attendance are the expected norms. Pupils' progress towards improvement should be acknowledged as well as their achievements. Staff should communicate through comments, either verbal or written on their daily reward points sheet (see Appendix D) which recognises positive behaviour. All pupils work towards generic targets that focus on:

- Punctuality to lessons
- Behaviour
- Quality of work
- KS3 will have three personalised targets, agreed in consultation with the pupil's home school, the pupil and his / her parents – this is supported re-integration back to the home school or identified onward route as identified via the IYFA panel

Pupils are graded against these in terms of "Exceeded" (3 points), "Achieved well" (2 points), "Nearly achieved" (1 point) , and "Not achieved" (0 points).

KS4 have two personalised targets, and are awarded points under the same criteria. All students are awarded points for Attendance, Behaviour, and Work in Tutor Times and lessons.

Other ways of recognising pupils' everyday achievements are by:

- Displaying work
- Sharing success (sensitively) with the whole group
- Informing parents
- Awarding of certificates – e.g Student of the Week awarded to the student with the most reward points during whole school assembly/student voice
- Contacting the home school and other agencies as appropriate.

Management of the Points System

The daily reward points sheet records the successes of individual pupils and highlights any concerns to Form Tutors. If a pupil fails to achieve at least 70% of the possible morning points, they will not have their phone returned to them at lunchtime. Students who achieve at least 70% of the available points for the full day will be allowed to leave 20 minutes early (2.20 p.m.) Students earning fewer than 70% will have to wait until 2.40 p.m. to receive their belongings.

It is the duty of the Form Tutor to address consistent failure to meet the 70% thresholds with the pupil and a phone call is made home to inform parents/carers if necessary which is then recorded. At the end of week Student Voice meeting, pupil/s with the most points in each keystage are rewarded with a £5 voucher. They can take the voucher immediately, or leave it with the school for a maximum of 15 weeks, after which time it will have doubled in value.

There will be a reward at the end of each term for students with 90% or more.

Sanctions

In many cases minor behavioural problems can be resolved immediately by talking with the pupils concerned and reminding them of what is expected of them. The staff member should reinforce the standards required ensuring that acceptable levels of behaviour are adhered to and that pupils complete tasks in connection with education, explain the consequences of any further lapses and set clear targets (see Appendix C)

Behaviour out of school:

In accordance with the Education and Inspections Act (2006) the same expectations of behaviour are expected of our students when they are recognisable as a member of our school both on and off the school site. Therefore we expect the following:

- Good order on all transport (including public transport) to and from school and during educational visits
- Positive behaviour which does not threaten the health, safety or welfare of our students, staff or members of the public

Resources and Training

Staff are trained in behaviour management and awareness of influences affecting pupils' behaviour. Team Teach is the adopted strategy used to respond to challenging behaviour.

Use of Physical Restraint/Force

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, using the double C method, which staff have been trained to use by Team Teach to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. Again restraint techniques that staff have been trained in by Team Teach include the single elbow hold, double elbow hold and seated hold, all methods are safe and minimize risk to the pupil(s) or staff members involved. Each of these restraint techniques can be used to reduce risk to staff or pupils. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Other situations where reasonable force may be required are outlined below:

- The prevention of a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);
- Searching for 'Prohibited Items (see section 4 above); Behaviour, Discipline, Exclusions, Restraint and Searches 8
- A pupil injuring themselves or others;
- A pupil causing damage to property (including the pupil's own property); and
- A pupil engaging in any behaviour prejudicial to maintaining good order and discipline.

At MMAP we aim to offer a welcoming, secure and safe environment in which our pupils will flourish. We also aim to create an environment in which the use of force in relation to a pupil is unlikely. However, it must be clear that the Department for Education believes that the adoption of a 'no contact' policy at a school can leave staff unable to fully support and protect their pupils and students. It encourages headteachers, principals, governing bodies and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances and as such all staff have been fully trained on the Team Teach model of control and restraint. This policy outlines the methods used and the statutory guidance that the school follows from the DfE (Department for Education), Keeping Children Safe in Education September 2018: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping_Children_Safe_in_Education_3_September_2018_14.09.18.pdf

The objectives of the physical restraint section of this policy:

- Maintaining the safety of pupils and staff;
- Preventing serious breaches of school discipline;
- Preventing serious damage to property; and
- Preventing criminal offences (or if under the age of criminal responsibility, from committing what would be a criminal act for an older pupil).

We aim to minimise the need to use force by:

- Creating a calm environment that minimises the risk of incidents arising that might require using force;
- Using social and emotional aspects of learning approaches to teach pupils how to manage conflict and strong feelings;
- De-escalating incidents if they do arise;
- Only using force when the risks involved in doing so are outweighed by the risks involved in not using force; and

Staff authorised to use force:

The Head teacher and all members of the teaching staff have the statutory power to use pupil restraint/force at all times. In addition support staff, teaching assistants, lunchtime supervisors and office staff may be authorised by the Head teacher to use restraint/force. The Head teacher has the responsibility to ensure that staff are fully informed of the school's policy and understand what authorisation entails. Temporary authorisation may be given to others who do not normally supervise children, for example, volunteers and parents/carers accompanying pupils on school-organised visits. Staff will only use force when:

- The potential consequences of not intervening are likely to be sufficiently serious to justify considering use of force;
- The chances of achieving the desired result by other means are low; or
- The risks associated with not using force outweighed those of using force.

Wherever possible these judgements will take account of the particular characteristic of the pupil, including age, special educational needs or disability. Before taking steps to restrain pupils, all members of staff will tell the pupil to stop misbehaving and what will happen if they do not. The member of staff will communicate in a calm and measured manner throughout the incident. The minimum force necessary will be used, to prevent harm to the pupil or to another pupil or adult.

In applying this policy the school acknowledges its legal duty to make reasonable adjustments for disabled children and children with special educational needs.

Positive handling training has been provided by a Team Teach, this is an accredited trainer for all key staff members to ensure best practice at all times. All staff will continue to receive training on an annual basis in pupil restraint from Team Teach. Last training for all staff took place in April 2019. Staff have identified areas required for training and as such training and subsequent training focus on the following:

- De-escalation
- How to positively handle pupils who present particular risks to themselves or others
- How to minimise the highest risks, for example, by calling the police if a pupil suspected of having a weapon seems likely to resist a search

Positive handling practices established and agreed by all staff via annual training provided by team teach:

Types of non-restraining holds that could be used in the MMAP setting, for example:

- Standing between pupils or blocking a pupil's path.
- Guiding a student in the direction that is required
- Leading a pupil by the hand or arm.
- Ushering a pupil away by placing a hand in the centre of the back.

Using appropriate restricting holds in the MMAP setting can be used in more extreme circumstances such as preventing a student from:

- Causing damage property of the school or staff
- Causing injury to themselves, other staff or students
- Removing a student from a situation where they could be at risk of physical violence from another student(s)
- Leaving a classroom to find another student with the intention to cause disruption to lessons or intimidation/violence to staff or students in another area of the building

There are some types of restraint that are unacceptable because they present an **unacceptable** risk. These are:

- The seated double embrace (which involves two members of staff forcing a person into a sitting position and leaning them forward).
- The double basket hold (which involves holding a person's arms across their chest).
- A distracting blow under the pupil's nose.

Staff have been trained in safe holds by Team Teach and have been made fully aware of the holds listed above which under any circumstance should not be used.

Exclusion

Exclusion is used as a sanction for breaches of school discipline and attitude to learning. Internal/external exclusions are used sparingly and only when other alternative sanctions have not succeeded in changing behaviour. Permanent Exclusion is reserved for serious misbehaviour. Support and advice are seen as important behaviour modification measures and will be used alongside sanctions such as exclusions as well as other intervention measures appropriate for the welfare of the student.

MIMAP will let you know about an exclusion as soon as possible and follow up with a letter including information about how long your child is excluded for and why..

Types of exclusion

There are 2 kinds of exclusion - fixed term exclusion and permanent exclusion

Fixed period exclusion

A fixed period exclusion is where your child is temporarily removed from school. If a child has been excluded for a fixed period, schools should set and mark work for the first 5 school days. If the exclusion is longer than 5 school days, the school must arrange full-time education from the 6th school day.

Permanent exclusion

Permanent exclusion means your child has been permanently excluded from the school, subject to appeal if the parent/guardian exercise the right to do so. The local council must arrange full-time education from the 6th school day.

Alternative education and exclusion

The school must tell you about any alternative education they or the local council arrange. It's your responsibility to make sure your child attends.

Challenging fixed period exclusion

You can challenge fixed period exclusions if a pupil has been excluded for more than 5 school days in a term or an exclusion will mean they will miss a public exam or national curriculum test. For exclusions of 5 school days or less, parents can ask the governing body to consider their views.

Challenging permanent exclusion

You can challenge permanent exclusion with the governing body. If they agree with the exclusion, you can appeal to the local council. The governing body must tell you how to do this.

Please see Section 89 of the Education Act 2006 for compliance and further information.

Discrimination and other complaints

Please read this document in conjunction with the Equalities, SEND and Complaints policies if you feel that your child has been discriminated against.

You can also make a claim to a court or a tribunal if you think your child's been discriminated against. Contact the Equality Advisory Support Service for help and advice.

For more general complaints (e.g., if you don't want to challenge the exclusion but you're not happy with the way the school handled it), follow the normal school complaints procedure which can be found on the school's website.

Appendix A

Maidstone and Malling Alternative Provision

RIGHTS AND RESPONSIBILITIES

Everyone at school has certain rights and responsibilities.

Everyone has the right to:

- Be treated with courtesy and consideration by everyone
- Have their ideas and their differences respected without the fear of bullying and discrimination
- Work without distraction from others
- Have their property respected
- Have help when problems arise
- Work in surroundings which are clean and tidy

We all have the responsibility to:

- Be courteous and kind to each other
- Get on with our own work and ensure that we do not disturb others
- Complete all tasks to the best of our abilities
- Move around the centre quietly and sensibly
- Behave appropriately to and from the school and when out of school
- Treat the school and the property of others with respect
- Ensure that all areas of The Cedars are kept clean and tidy
- Be properly organised and equipped for learning

Pupils have the right to learn and teachers have the right to teach.

Appendix B

INCIDENT SLIP				
PUPIL		TIME/PERIOD		
Incident type(tick as applicable)				
Bullying	Food/drink	Physical contact- pupil	Spitting	Out of lesson
Damage to property	Illicit /innapro.		Physical contact- staff	Swearing
Unsafe behaviour		Disruptive behaviour	Inadequate work	Racist Incident
Theft				
Verbal abuse- pupil		Verbal abuse – staff	Fighting	Not following instruction
Smoking staff		Threatening behaviour – pupil		Threatening behaviour -
Pupil(s) Involved;			Staff Directly Involved:	
Location:		Activity/Lesson:		
Detail (continue overleaf)				
CONSEQUENCE NEEDS TO BE COMPLETED:				
Negative given	Detention/ Make up time	Cooling off Period	Counselling	
Discussion with pupil	Isolation	Parents telephoned	Computer Ban	
Parents Meeting	Exclusion fixed term	EWO referral		
Bullying letter 1	Bullying letter 2	Bullying Letter 3		
Serious Incident book reference: (if applicable)				
Signature staff member:				
Head teacher initials:				

Date:

Positive Behaviour Management Flow Chart

Incident occurs

Is it serious?

Maidstone and Malling Alternative Provision

Appendix C

Yes

No

5

Head teacher informed and decision made regarding action. Ensure all forms completed and communicated as appropriate

1

Teacher/TA deals with incident in the lesson. Day sheet marked accordingly at end of lesson by giving a negative score. Incident recorded on pupil log if necessary, SIMS behaviour log updated

Resolution?

2

No

Yes

As for 1 with possible reflection time outside the classroom. Pupil is spoken to at an appropriate time.

NFA

3

Resolution?

No

Yes

As for 1 and 2 but the SMT is informed and supports with the incident. Pupil leaves the classroom or the rest of the class leaves the classroom to continue the lesson elsewhere. Incident Slip (pink) completed and communicated at the end of day meeting. Decision made as to appropriate further action.

NFA

4

Resolution?

No

Yes

Action required as outlined in the options considered by the Senior Management team; page 4 of this document.

NFA

Appendix D – example of a KS3 timetable and behaviour and rewards daily points sheet

Maidstone and Malling Alternative Provision - KS3

Name:

Date:

Home school target 1							Standard targets To be on time and participate in lessons.	
Home school target 2							To behave appropriately and follow instructions.	
Home school target 3							To be kind and respectful at all times.	
User name:	Logon:						To work to the best of my ability.	
	Attendance (0-3)	Work (0-3)	Behaviour (0-3)	HST1 (0-3)	HST2 (0-3)	HST3 (0-3)	Comments (including deductions)	
Tutor Time				n/a	n/a	n/a		
Lesson 1								
Lesson 2								
Points earned a.m.							Total a.m. points possible =	Total a.m. points possible x 0.7 =
Achieved?								
Tutor Time				n/a	n/a	n/a		
Lesson 3								
Lesson 4								
Points earned a.m.							Total a.m. points possible =	Total a.m. points possible x 0.7 =
Achieved?								

Appendix D – example of a KS4 timetable and behaviour and rewards daily points sheet

Maidstone and Malling Alternative Provision - KS4

Name:

Date:

Behaviour Target (B):					User name:
Academic Target (T):					Logon:
	Attendance 0-3	Work 0-3	Behaviour r 0-3	Acc. Target 0-3	Comments (including deductions)
Tutor Time					
Lesson 1					
Lesson 2					
Points earned a.m.				Total a.m. points possible =	Total a.m. points possible x 0.7 =
Achieved?					
Tutor Time					
Lesson 3					
Lesson 4					
Points earned grand total				Total points possible =	Total points possible x 0.7 =
Achieved?					