

POSITIVE BEHAVIOUR POLICY

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DATE REVIEWED: February 2017

SIGNATURE:

DATE OF NEXT REVIEW: February 2018

This policy was written for Greatwood by Laura Wickham and updated by Emma Cassidy. It will be reviewed annually and updated in line with any new recommendations or legislation as it is made available.

Aim

This policy is intended to promote and reinforce positive behaviour; it is a statement of good practice covering all aspects of education at Greatwood that contribute to the development and maintenance of a positive ethos both inside and outside the classroom. It will assist teachers to teach, enable learners to learn, and it aims to generate an atmosphere of courtesy, consideration and calm conducive to learning. This policy will support the health, safety and wellbeing of all who visit Greatwood and through successful positive behaviour management we hope to build self-esteem, confidence and a sense of achievement in the students.

The Overarching aims are:

- To promote appropriate behaviour and encourage learning progress
- To enable effective teaching and learning for all
- To create a safe and secure environment for staff and learners
- To teach mutual respect and an understanding of individual differences

Students are expected to:

- Be prepared to listen to staff and to each other
- Arrive on time to sessions
- Bring appropriate clothing for the weather
- Bring a healthy packed lunch if staying all day
- Conduct themselves around Greatwood in a safe and sensible manner
- Follow reasonable instructions given
- Behave in a reasonable and polite manner to all staff and students
- Show respect for the opinions and beliefs of others
- Try to complete all activities to the best of their ability
- Show respect for the working environment and each other's property
- Follow Greatwood's safety rules and the guidance for staying safe around horses and animals

Staff are expected to:

- Encourage all learners to achieve their full potential
- To model good interpersonal skills by promoting positive and supportive relationships based on mutual respect
- Create a swift and purposeful start to the session
- Reinforce clear and consistent expectations of behaviour
- Deliver a suitably planned and structured lesson to meet individual needs
- Deal with incidents of inappropriate behaviour by following the agreed procedure
- Promote and reinforce positive behaviour
- Provide a personalised approach to specific behavioural needs, liaising with school and outside agencies as necessary

Schools are expected to:

- Ensure disclaimer, Student profile and Parental Permission forms are returned before beginning course

- Inform Greatwood of any serious concerns
- Work in partnership with Greatwood to ensure excellent behaviour
- Respond to the concerns raised by Greatwood
- Ensure students visit Greatwood fully equipped with appropriate clothing, food and drink

The positive reward system

We believe that it is important achievement and good behaviour are rewarded. We believe praise raises self-esteem and builds confidence in the individual. It lets the student know positive behaviour is valued. Receiving recognition and congratulations for success and effort is fundamental at Greatwood for changing lives and creating futures.

Rewards

Level 1 – Verbal Praise

Level 2 – Small reward eg College points, stickers, pencils etc

Level 3 – Postcard home, article in the newsletter, Facebook posts

Level 4 – Nomination for a Greatwood award

Support structure for behaviour causing concern

We have a duty to ensure all students are kept safe and feel safe when visiting Greatwood. We believe it is important the student understands that it is the behaviour being challenged, not the individual. At Greatwood we know that students may be visiting us at a time in their life which is unsettling and we want to support them through this. We recognise that behaviour can reflect how the student is feeling. We aim to listen to the individual voice their feelings and provide clear boundaries for success creating routine and stability.

Persistent incidents such as (not limited to) calling out, not following instructions, off task, incomplete work, swearing, rudeness to staff.

Staff are encouraged to use a clear facial expression and body language to support a disruptive student and listen in a non-threatening way to students voicing their feelings. There are times when it might be possible to facilitate a short cooling off period (maximum of 5 minutes) where the student is kept within visual contact of the member of staff and has a short escape route to try to take control of their feelings.

There are times when unacceptable behaviour persists and staff need to communicate clearly to be able to continue with learning and to encourage positive behaviour. At these times, staff are expected to follow the following support structure:

- Level 1 – Verbal warning in **Quiet request** to cease inappropriate behaviour. First verbal warning – this should be administered in a low key manner and inform the student that their behaviour needs to improve. Second verbal warning – at this point the pupil should be alerted to the fact that continued poor behaviour will lead to contact with the school
- Level 2 – discussion with the school Third verbal warning – this should lead to a discussion with the student's school contact via email with clear targets for the next session.
- Level 3 – exclusion from Greatwood for a short time
- Level 4 – Permanent exclusion

Serious incidents such as (not limited to) verbally aggressive behaviour to another pupil, extreme rudeness to staff, smoking, refusal to comply with other sanctions, theft, bullying, vandalising property

- All of the above support structure
- Placed on Daily report at Greatwood. The incident should also be discussed with the student's school contact via email with clear targets.

Very serious incidents should be dealt with by the Designated Safeguarding Lead. They might include serious incidents of bullying, sexual contact, racial/ sexual harassment, fighting, bringing an offensive weapon on site (laser pens, knives, pellet guns, fireworks, scissors (not limited to), involvement with drugs or alcohol, physical aggression to a member of staff, physical endangerment of other pupils, staff or animals.

- This could lead to student not being able to visit Greatwood
- Involvement with police

*Where staff are involved in managing violent incidents it is important that the appropriate **Local Authority recording procedures** are followed.

Absconding

Pupils who leave Greatwood site:

Where a student(s) leaves Greatwood property the following procedure should be followed:

-If a TA is attached to the group they should make the initial attempt to persuade the student/s to return. (The only exception to this is where the TA absence would either risk the health and safety of other pupils or if a number of other pupils are volatile and thus support for the teacher is a greater priority.)

If a student leaves Greatwood site it is imperative that the education team, Helen Yeadon (Founder of Charity) and Celia Jones (Charity Administrator) are informed immediately. In such circumstances the following procedure will be followed:

-Staff will either endeavour to persuade the student(s) to return or will embark upon a search of the local area to find them.
-If the student(s) cannot be found the school and parents/carers will be contacted and alerted to the fact their son/daughter has left Greatwood site without permission.

-If school and parents/carers agree, or they cannot be contacted, the police will be alerted to the situation.

-If the student(s) return to Greatwood the school and parents/carers and the police will be informed immediately.