



Positive Behaviour Management

Strategies for Behavioural Change

CHESHIRE ALTERNATIVE PROVISION SCHOOL

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Person/s Responsible	Lana Wild/Shane Mahon

BEHAVIOUR POLICY STATEMENT

CAPS is committed to creating a teaching and learning environment where the learning, social and personal needs of its learners are addressed and where learners are helped to achieve in an atmosphere of safety and mutual respect.

By removing barriers to learning we aim wherever possible to support transfer back into mainstream secondary education, further education or the world of work.

Everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour and encourage others to do the same. We believe in a working partnership with referrers, parents/carers in order to support a young person's placement at CAPS.

The Purpose of the Behaviour Policy

To provide a simple, practical code-of-conduct for staff, learners and parents which recognises behavioural norms

- Positively reinforces behavioural norms
- Promotes self-esteem and self-discipline

Teaches appropriate behaviour through positive interventions

Expectations

At CAPS we believe all of our learners can do well. We encourage success by supporting them to meet the following expectations:

Be ready to learn:

- Be on time, use a clock or wear a watch
- Dress according to the school's uniform policy
- Eat and drink in appropriate places
- Switch off and hand in mobile phones, iPods etc.
- If applicable, hand in all smoking paraphernalia e.g. tobacco, cigarettes, lighters and so on
- Be Respected and Respectful
- Listen to others and expect to be listened to
- Use appropriate language
- Keep hands, feet, objects and personal comments to yourself
- Look after the building, displays and equipment
- Stay for the whole session



Be safe

- Follow classroom rules for health and safety
- Be in the right place at the right time

Behaviour Policy Statement

Guidelines

Most behaviour will be managed in the Provision however a learner will sometimes be required to leave the premises. In cases where s/he refuses to leave, an appropriate staff member will contact parents and, if necessary, the police.

Behaviours that stop learners doing well and could result in sanctions are:

- Verbal or physical abuse of staff
- Bullying – physical, verbal, emotional
- Using a mobile phone or other internet linked device
- Sexual harassment of any kind including grooming, 'shadowing' students (this includes staring at a student in a predatory manner)
- Prejudice on grounds of race, age, gender, sexuality, disability and others
- Carrying an offensive weapon
- Use or sale of alcohol, tobacco and any illegal drugs
- Deliberate damage or theft of property
- Deliberate disruption of others' learning
- Smoking in or around the building
- Refusing to leave the premises when asked
- Gambling
- Absconson from school
- Attempt to infect (pretend or otherwise) someone with a virus or disease or any other contagious illness (please see Infectious Disease Policy).

The school expects teaching staff to:

- Set work that is interesting, relevant and appropriate to learners' abilities
- Maintain high expectations of learners
- Recognise and reward positive behaviour
- Model appropriate behaviour



- Provide positive feedback about learners' efforts and achievement
- Treat learners with fairness and respect at all times

The school expects parents and carers to:

- Support our policy on attendance and punctuality by notifying the school of any absences or lateness
- Notify CAPS of any factors which may affect the behaviour of their child
- Support their child by attending regular reviews, open days and other meetings
- Be aware of and support the CAPS Behaviour Policy

Staff Guidelines

Inappropriate behaviour is likely to occur when learners lack a sense of purpose and/or structure, are presented with opportunities to misbehave or are struggling to deal with external factors unrelated to school. Certain measures can be employed to prevent these and other potentially damaging situations from arising.

Staff should aim to create a calm atmosphere that is conducive to work and learning by:

- Planning differentiated learning experiences that are relevant to the learners' academic and social needs
- Offering varied tasks that are sufficiently challenging and achievable
- Demonstrating flexibility where planned activities fail to engage
- Teaching with appropriate pace; ensuring that there is a clear sense of progression
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During the lesson staff should:

- Set clear learning objectives and outcomes, attainable in the time available
- Model tasks clearly with explicit success criteria
- Encourage learners by offering appropriate praise, help and explanations where necessary
- Monitor progress
- Correct errors in ways that emphasise the learning opportunities they present
- Give personal feedback to learners on all progress made academically and socially

The recognition of achievement is important. Reward learning and endeavour by:

- Using spontaneous praise
- Informing staff and peers of progress in the learner's presence
- Asking the learner to share their work with others
- Collecting important pieces of work for learner achievement portfolios
- Displaying work prominently and attractively



- Awarding merits in line with the rewards policy
- Providing extracurricular activities
- Informing parents of positive experiences and achievements

It is preferable to prevent unwanted behaviour from occurring. Dealing with unacceptable behaviour wastes time, can lead to confrontation and is stressful for everyone involved. This principle is relevant to all aspects of work, both academic and social.

For Parent / Carer

At CAPS everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour and encourage others to do the same.

This is a summary of our behaviour policy. It will help you to understand how we will respond to your child's behaviour.

We will always try to deal with behaviour in school. Each week we focus on a particular behaviour and reward learners for meeting our expectations.

We will try at all times to only contact you at home regarding the positive progress of your child. We see the parent / Carer as a positive link between the school and the child and need your support to help us achieve the best for your child.

You can be sure that if we contact you at home with a negative issue it is because our efforts to engage your child have failed and their behaviour has been completely unreasonable.

SANCTIONS FOR POOR BEHAVIOUR

BEHAVIOUR	SANCTION
<ul style="list-style-type: none"> • Failing to observe health & safety rules in and around the building • Ignoring 'Out of Bounds' areas • Refusal to leave a class or a building 	<ul style="list-style-type: none"> • Verbal warning from staff • Phone call to parents. End of day briefings are used to update staff about learners' behaviour • FTE
<ul style="list-style-type: none"> • Persistent lateness • Persistent unauthorised absence from lessons • Using a mobile phone in school (FTE 1 	<ul style="list-style-type: none"> • Automatic phone call home • Inform Referrer • Letter home • Possible fixed term exclusion



<p>day)</p>	<ul style="list-style-type: none"> • Parent invited in • At this level incidents are dealt with by the pastoral manager and the Head teacher. • FTE
<ul style="list-style-type: none"> • Physical or verbal abuse of staff • Theft • Possession of an offensive weapon • Selling or using substances which re considered banned in CAPS • Those deemed to be under the influence of illegal substances • Smoking • Vandalism of property • Bullying, Racism, Sexism, Homophobia, ageism • Absconsion from school • Attempt to infect (pretend or otherwise) someone with a virus or disease or any other contagious illness 	<ul style="list-style-type: none"> • Written warning • Referrers, police, YOT informed • Fixed term exclusion or permanent exclusion. • Parents invited in by Head Teacher to meet appropriate parties
<ul style="list-style-type: none"> • When dealing with poor, unacceptable behaviour CAPS will adopt the following disciplinary procedure 	<ul style="list-style-type: none"> • 3 Verbal warnings from the Head Teacher • Phone call home • Written warnings • Host school formally informed (written statement of intentioned sanction in case of exclusion) • Exclusion (these are in extreme and dangerous cases)

The following will not be tolerated at CAPS:

- Verbal or physical abuse of staff
- Bullying – physical, verbal, emotional
- Sexual harassment of any kind
- Use of mobile phone in school
- Prejudice on grounds of race, age, gender, sexuality, disability and others
- Carrying an offensive weapon
- Use or sale of alcohol, tobacco and/or illegal drugs



- Deliberate damage or theft of property
- Deliberate disruption of others' learning
- Smoking
- Refusing to leave the premises when asked
- Gambling
- Consistent refusal to do as asked
- Absconson from school

Behaviour Rewards

At CAPS we reward good behaviour.

The Behaviour Expectations (under the positive behaviour policy) form the basis of our reward system. Each week we select an expectation from the list and we reward learners for meeting that expectation. You will also have personal targets set for you by your form tutor. You should make sure you agree with your targets when they are set at the beginning of the week. We reward learners by awarding points.

Students will also set their rewards using their student voice spokesperson for their form group.

Follow-up of Incident Statement

At CAPS behaviour deemed by staff to warrant an official response is formally recorded on CPOMS. The recording will consist of:

A – Antecedents (what happened immediately beforehand)

B – Behaviour (or description of incident or event)

C – Consequence (for all concerned, both long and short term if applicable)

Staff – student situations

Occasionally, following an incident where a learner has presented particularly challenging behaviour, the relationship with the adult concerned may suffer. This statement suggests a method of repairing or improving relations. Its purpose:

To mediate between a member of staff and a learner when the relationship has broken down



This should happen at the earliest convenient time e.g. break time, lunchtime, after the learner has had sufficient time to 'cool off' and is able to talk about what happened. If appropriate the 'on call' mentor may provide temporary cover.

At the meeting the discussion should focus on:

Creating a record of the incident.

If the incident has been recorded by the member of staff, the learner may wish to record their version of events before both records are reviewed to establish learner & staff perspectives.

Completing & reviewing the record will enable those involved to consider any rule(s) broken and the consequences of the behaviour.

The adult should encourage the learner to consider what they could do to manage their behaviour better in future (learner view) whilst suggesting ways in which the learner might be helped to manage their behaviour (staff view).

In cases where the learner refuses to take part in the process the member of staff should inform the mentoring team and/ or the SLT in order that a more official response might be made. Adults and young learners have the right to defer mediation to a later time to give the process a greater chance of success. However, in cases like this the learner must be made aware that the mediation process is compulsory and cannot be delayed indefinitely.

Fixed Term Exclusions

A student may be excluded from the school for a period of time that reflects the level of misbehaviour. This is a serious matter and moves the school into a process that may end the student's referral to us resulting in their return to the 'host school.' The 'host school' will be informed of the exclusion so that they can amend their attendance records accordingly.

Unfortunately, students will, occasionally, tell you one version of events, whilst we have a completely different one. We owe it to each other to listen and take the best possible steps in support of each other rather than looking to apportion blame.

Anger Management

Anger is often at the root of dysfunctional behaviour in schools, and an anger management approach can be of practical help in difficult situations.



Anger is often the 'fight' response to a perceived threat, and can be used as a response to frustration, as a way of getting what we want and as a release of pent-up emotion, all things which any teacher will have encountered! Although we cannot control all the frustrations and pent-up emotions of learners, we can equip them with the skills to express anger effectively. These ideas may help to avoid the 'hit and hurt' culture:

- Don't greet a learner's anger with your own. A child that has lost or is losing control needs you to be calm and rational.
- Never go from cold to hot. Learners need to be able to track your displeasure at their behaviour. Be specific, not general, in reprimands.
- Offer learners a chance to talk to you about how they are feeling, and give them the opportunity to engage their emotions through the work they do in your lessons.
- Encourage learners to recognise their own positive behaviour.
- Give genuine praise that is specific and targeted as much as possible.
- Think about how learners gain your attention in lessons. Be sure that they know how good social behaviour will be noticed.
- Allow time to 'cool down' when needed.

Preventative measures

Much of the time-wasting behaviour in lessons stems from learners' interactions with each other. Many teachers find it useful to devise agreements with their learners about the way in which they should communicate. The start of an academic year is a particularly good time to discuss this with learners. You could agree 'rules' relating to the way that learners:

- Speak to each other and to you
- Sit
- Listen
- Move around the room

But pay attention to the way in which the agreements are phrased. For example, 'listen' carries a more positive message than 'don't talk'.

Teachers are often able to establish very early on who, in their classes is most likely to disrupt. This predictability can be tedious, but it does offer teachers the scope to anticipate bad behaviour, use specific tactics to avoid the negative behaviour and praise at the earliest opportunity. All these approaches are preventative tools that can help to pre-empt the persistent low-level poor behaviour that is a source of such stress for many in the profession. Keeping up the momentum 'Teachers are



guardians of learners' right to learn, but the deal cuts both ways, with learners being guardians of your right to teach.

Remember the best way to avoid negative behaviour is to ensure the learner is engaged immediately in class and thus has no time to 'think' about misbehaving.

Having agreed with your learners the expectations that you have, don't relax them. Consistency will breed stability, security and expectation from your learners.

When building your relationships with individuals (and remember, this can be done as effectively outside your classroom as it can be inside) mutual respect is a key to success.

While your learners are in your classroom you have to work as a team if you are to teach and they are to learn successfully and happily. Motivating learners to appreciate this fully can help to prevent disrespect. These ideas may work for you:

- When appropriate, offer learners some choice over what they do in your lessons.
- Think of ways of teaching through the interests of your learners. This necessarily involves getting to know what's motivating and inspiring them at any time.

If all else has failed.

Sometimes though, despite employing all the usual management strategies, situations can deteriorate and require firm intervention. It is worth remembering that misbehaviour is rarely intended to be a personal insult. It is almost always connected to other factors impacting the learner's life and it can be useful to tell them that you appreciate that. These ideas could help:

- Don't get into a debate about a child's behaviour during the lesson. Instead, arrange a time when you can talk about what happened and how it can be avoided in the future. Public discussions may be interpreted as public humiliation.
- Use the opportunity to teach key ideas about emotional awareness, respect for others and citizenship.
- Be utterly consistent in warnings and delivery of sanctions.
- Agree a plan for positive change in the future. The next time you teach the learner take a minute to recap on the agreement and reiterate your desire to help them to succeed (without creating a 'set up to fail' scenario).

Above all, simply staying conscious of building respectful relationships within the classroom can create an atmosphere in which misbehaviour is reduced to a minimum.



CAPS Positive Behaviour System

To encourage and reward good behaviour CAPS uses a points system.

During each lesson a pupil will have the opportunity, through good work and good behaviour, to gain points from the teacher. The pupil will carry a positive report card where the teacher will allocate points to be added up at the end of each week to be commented on in the end of week assembly (with postcards home for reinforcement); at the end of each half term a reward, in terms of vouchers or 'buzz days' will be given as a reward for maintaining a positive impact within school.

Points will be awarded for:

- ❖ Behaviour
- ❖ Progress
- ❖ Attendance/punctuality
- ❖ Effort

An achievement notice board (in the canteen) will display a wide range of certificates and awards gained by our students on a weekly basis. This allows for all our learners to achieve something each week.

It will also include a 'You've Been Spotted' section where pupils can gain points for positive behaviour such as helping someone inside or outside of school.

Areas for You've Been Spotted will include:

Helping other learners or staff

Responding appropriately to requests to change behaviour

Meeting personal targets

Certificates include:

- ❖ **Student of the Week**
- ❖ **Certificates of Achievement and Effort**

As well as having their Certificate displayed on the achievement board, students will be given a copy of each certificate gained to go in their portfolio of work to take with them when they leave and to be shown at parent's evenings.

Responses to good behaviour

- ❖ Meeting Behaviour Expectations:
- ❖ Verbal praise
- ❖ Points leading to rewards



- ❖ Extra-curricular activity
- ❖ Parents informed
- ❖ Host schools informed of consistent progress in any/all areas
- ❖ Whole school acknowledgement in assembly

De-escalation policy

The best form of de-escalation is to have lessons prepared, create a calm atmosphere in your classroom and remain calm yourself.

- ❖ **However there are circumstances where the best teachers require de-escalation with students:**
- ❖ Remember when dealing with an agitated or aggressive student, the behaviour is symptomatic of other problems so remain sensitive (refer back to your de-escalation training).
- ❖ 1. Notice if a student is showing signs of distress
- ❖ 2. Connect with the student using verbal de-escalation first. **Do not 'confront'** an agitated student. Speak calmly and from a distance of about three feet. Do not make the conversation 'public'. Use positive reinforcement, always remain calm and keep your voice low. Choose what you say very carefully and try to ascertain what the problem is.
- ❖ 3. LISTEN. If a student has an issue they will tell you.
- ❖ 4. Re-direct the student by giving them reasonable choices/options for alternative activities e.g. I know you really like art, shall we ask if you can finish this task in the art room?
- ❖ 5. Once the student has calmed down, have a quiet conversation about what the cause was (remember here that if the situation is a safeguarding issue then you must refer to one of the designated safeguarding officers – Jon Talbot or Lana Wild)
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