

**Behaviour Policy**

**Venture Learning**

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Introduction

Venture Learning is committed to creating and maintaining a positive learning environment.

We recognise that in the context of alternative provision we must anticipate and diffuse potentially challenging behaviour. The aim of this policy is to determine the boundaries of acceptable and unacceptable behaviour to fulfil our duty of care and ensure that every young person is safe, respected and has the opportunity to learn.

Venture Learning aims to change young people’s perceptions of education, who may have become disillusioned through a cycle of negative behaviours and sanctions. As such, we aim, as far as is practicable, to focus on reinforcing positive behaviours through the consistent application of boundaries; the setting of achievable improvement targets; regular, genuine and specific praise; and, opportunities to earn rewards.

Where it is deemed necessary and appropriate to issue sanctions, Venture Learning will apply these fairly and consistently, ensuring that opportunities for restoration are facilitated at every stage.

This policy acknowledges that Venture Learning is working towards reintegrating students into full-time mainstream education. At all stages of our behaviour management procedures we intend to ensure that young people are building resilience and developing the emotional maturity necessary to cope with conflict and deal with challenging situations.

# Key Staff and Contacts

**Provision Based Contacts**

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| **Name** | **Role** |
| **Rhys Griffiths** | **Head of Provision** |
| **Rich Hill** | **Deputy Head of Provision** |
| **Contact details:** | **Venture Learning**  **19A Forester Street**  **Netherfield**  **Nottingham**  **NG4 2LJ** |
| [**www.venturelearning.co.uk**](http://www.venturelearning.co.uk) |
| **0115 987 6621 / 07587 408 996** |
| **Rhys.griffiths@venturelearning.co.uk** |
| **Rich.hill@venturelearning.co.uk** |



**Section 1: Principles**

All staff are responsible for applying the principles of this policy fairly and appropriately, and to support other staff in doing so. At Venture Learning, we are committed to involving parents/carers and will communicate with them regularly to share students’ success, address negative behaviours and collaborate on long term plans for improvement.

* 1. **Expectations**

Venture Learning set explicit expectations for the conduct of every student, both in lessons and around site. These will be clearly explained to the students on their induction and displayed around site. Students will be expected to sign a Home-Provision Agreement at the onset of their placement to declare that they will adhere to these.

Reminders of expectations will be clearly displayed around site and reiterated to students on a regular basis. Conversations around behaviour will refer clearly to the expectations. Teaching staff should ensure that they apply Venture Learning’s expectations, though they may want to incorporate some additional, specific expectations to to their sessions.

* 1. **Establishing a Positive Ethos**

Venture Learning aims to proactively reduce negative behaviours by ensuring that students are positively engaged in learning. Teaching staff are encouraged and supported to deliver well-planned lessons with attainable learning objectives. Teaching staff should take into account the needs of the students to ensure that tasks are accessible, whilst ensuring that work has an appropriate level of challenge to foster engagement and instil a sense of purpose and achievement. Achievement will be met with positive recognition to build self-esteem and inspire young people to want to make the right choices.

All students will be given a fresh start by all staff after a sanction, including a restorative action, has taken place. Every young person should feel safe, welcome and included at all times. It is the responsibility of all staff to promote a positive ethos in lessons and around site at all times.

\*RESPECT agenda currently being developed with students. To be updated once completed.\*

* 1. **Safety**

At all times, Venture Learning’s highest priority is the safety of all of the students in our care, both physically and emotionally. We recognise that our context as an alternative provision suggests an increased likelihood of high-risk behaviours and dangerous situations. We take a proactive approach to minimising this risk:

* providing and maintaining adequate staffing levels that do not leave individuals in a

vulnerable position;

* avoiding or closely managing situations which are known to trigger aggressive episodes;
* recognising the signs and triggers of emerging behaviours and deploying diffusion techniques to deescalate the situation;
* addressing and resolving on-going issues such as bullying or rivalries; and,
* implementing individual behaviour pathways, positive handling plans and/or risk assessments where appropriate.

**Section 2: Operation of this Policy**

The following guidelines are to ensure consistency of response, however staff must make a professional judgement in each situation based on a number of factors, including but not limited to:

* any knowledge or suggestion of an underlying issue – such as a recent change in circumstances at home;
* triggers/escalation factors;
* whether the student behaviour/response (though still unacceptable) demonstrates an improvement on previous behaviours/responses;
* willingness to admit responsibility and make amends; or
* any individual behaviour pathway that is in place.

Staff should not at any point issue a higher tier response than is warranted based on a student’s past behaviours or a preemptive assumption that a behaviour may continue or escalate.

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| **Unacceptable Behaviour** | **Suggested Response** |
| Tier 1:   * being off task * disruption * not following instructions * interrupting or talking over a member of staff * unnecessarily out of seat during a learning session * contraband items on site or in session   COVID RESPONSE:   * not wearing a protective mask * not maintaining social distancing * not sitting in allocated seat / desk * crossing bubbles * not adhering to allocated walkways / restricted / cordoned off areas | **Non-verbal prompt/cue** e.g. ‘the look’/physical prompt  **Purposeful praise** of those demonstrating the positive behaviour and meeting expectations  **Proximity** – closer to staff or away from a negative influence (include proactive planning)  **Tactically ignoring** – notice but appear to ignore low level disruptions while reinforcing on task behaviour.  **Distract and divert** – to break the cycle of low level behaviour and gives the student a chance to start again  Use **‘When … then …’** requests  **Redirect** the child by emphasising the behaviour you want to see  **Calm, clear and assertive** language and tone – give an instruction and then say ‘thank you’ reinforcing the expectation of compliance  Prompt / reminder of COVID protocols  Offer PPE if student has forgotten or lost |
| Tier 2:  Persistence of Tier 1 behaviours and:   * intentionally damaging work or equipment * misuse of provision property or resources * inappropriate language * threatening behaviour * defiance and rudeness * lying or refusing to cooperate * leaving a session or supervised area without permission * persistent defiance   COVID RESPONSE:   * refusal to wear a protective mask * refusal to maintain social distancing * refusal to sit in allocated seat / desk * continued breach of bubble rules * refusal to adhere to allocated walkways / restricted / cordoned off areas | **Restorative Strategies**  **Reposition within the class** or move to a designated ‘work station’/area that is in the class as an  informal form of time out to take a break/break the cycle of spiralling negative behaviour.  **1:1 discussion** with the student who is offered **choice** and a clear explanation of the positive/negative consequences of each choice. Students should be given ‘take-up time’ to make a choice.  **Distract and divert** – given legitimate responsibility e.g. a job (for 5/10 minutes) to break the escalation of negative behaviour so that when they return to class they can start again.  **Reset Time for** an agreed period  **Restorative/Refective space** utilised.  If deemed necessary and appropriate the **Strike system** can be initiated:  Students may receive a strike for: rudeness to staff; persistent refusal, persistent disruption; damage/destruction.  All strikes are logged and these details will be taken into account when a student’s placement is reviewed. If a student receives 3 strikes in one day parents/carers receive a phonecall. If this has happened on 3 occasions a review meeting will be called with parents/carers.  Initial response:   * Time spent in exit room * Parents contacted to be notified of incident/s * Written record of incident/s to be logged (CPOMS) * Reflection time and discussion around the RESPECT values to work towards a restorative and positive outcome   Response to multiple/continuous incidents:   * Parental meeting * Individual behaviour plan implemented with specific targets * Alternative arrangements made for working e.g. change of group * Risk assessment |
| Tier 3:  Persistence of Level 2 behaviours or:   * dangerous refusal to comply with instructions * persistent major disruption. * Direct/agressive verbal abuse. * violence or targeted aggression * Peer on Peer abuse to include Harmful Sexual Behaviour (HSB) * Stealing * Discriminatory behaviour. * Possession of illicit substances and/or alcohol. * Deemed to be under the influence. * damaging or vandalising property * leaving site without consent   COVID RESPONSE:  Deliberate, malicious and/or continued breaches of COVID rules / protocols, including:   * coughing or spitting at other students or staff * physical contact with others, including touching, hugging, playfighting | For tier 3 behaviours including continued breaches of COVID protocols, fixed-term exclusion will be utilised, in this event there must be a re-admission meeting. This meeting will:   * Focus on why the exclusion occurred * Look at appropriate measures to prevent further incidents * Risk assessment to be undertaken and actioned where necessary.   In some cases of tier 3 behaviour the individual may be educated utilising off-site provision to mitigate the immediate risk. This will be reviewed within an agreed timeline and communicated with commissioners.  For deliberate and malicious breaches of COVID protocols, fixed term exclusions will be pursued in the interest of maintaining the health and safety of all staff and students.  In some circumstance student placements may be discontinued if it is deemed that:   * The placement is unsuitable for the individual. * We are unable to successfully meet the inidivduals needs. * The individidual continues to display unacceptable behaviours despite being given exhaustive opportunities to engage. * The individual refuses to co-operate with the ethos and culture of the school. * The individual compromises the safety of staff and students and this cannot be mitigated. |
| Tier 4   * Dealing or supplying illicit substances * Possession of an offensive weapon. * Physical assault on a member of staff. * Unprovoked assault on another student resulting in significant injury. * Peer on Peer abuse resulting in legal proceedings. * Intentional criminal damage relating to Venture Learning. | Cease placement. |

At every level, a measure of professional judgement should be exerted. The suggested responses are to be used as are guide and are not exhaustive or prescriptive. Staff will have a knowledge of the young person as an individual and what works for them, and should apply this to their response. If staff are unsure how to respond to a situation they should seek support from a senior leader.

**Section 3: Serious Incidents**

**3.1 Exclusions**

As far as is practicable, Venture Learning aims to manage young people’s behaviour on site to reduce loss of learning and prepare students for reintegration into mainstream education. However, where a student’s behaviour causes a risk of harm to themselves or others, this may warrant a fixed-term exclusion.

During a fixed-term exclusion relevant work will be sent home to be completed. Upon return there will be a readmission meeting which parents/carers and the student are required to attend. This will allow us to work together to address the issue, agree restorative actions and make any necessary amendments to individual behaviour plans to support the young person to make the right choice.

Venture Learning does not permanently exclude students as they remain on the roll of the commissioning school. Under extreme circumstances a placement may be terminated. In these cases, Venture Learning will liaise with the commissioning school to support with sourcing an appropriate alternative placement.

**3.2 Police Contact**

If police arrive at a centre to formally interview and possibly arrest a pupil the following procedure should be followed:

* police have a right to interview a student and staff cannot refuse to allow the interview to take place;
* a member of staff must be present at the interview;
* notes of the interview should be made by the member of staff and kept in the student file;
* parents/carers should be contacted after the interview and informed that it has taken place (unless there are Child Protection issues in which case the police will advise regarding parental contact); and,
* staff should not accompany pupils to the police station if they are asked to do so. The police will contact Social Care who will provide a responsible adult to be present at interviews off site.

In the event that Actual bodily Harm occurs as the result of a deliberate act towards a member of staff or a student on-site, the Head of Provision must be informed and a decision will be made as to who the incident should be referred to.