

Venture Learning

Behaviour Policy

Venture Learning

Document Owner	Rhys Griffiths
Version	1.0
Effective From	21/01/2019
Next Review Date	21/01/2020

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

Name	Role
Rhys Griffiths	**Head of Provision**
Holly Crann	**Deputy Head of Provision**
Contact details:	**Venture Learning** **19A Forester Street** **Netherfield** **Nottingham** **NG4 2LJ**
	www.venturelearning.co.uk
	0115 987 6621 / 07587 408 996
	Rhys.griffiths@venturelearning.co.uk
	Holly.crann@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.

1.1 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.

1.2 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.

1.3 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.

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	**Non-verbal warning** 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 **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 student 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
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	**Loss of privilege** **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. **Time out** for an agreed period.
Tier 3: Persistence of Level 2 behaviours and:	Initial response: • Time spent in exit room • Parents contacted to be notified of incident/s

• persistent defiance • dangerous refusal to comply with instructions • major disruption in a session • direct verbal abuse • bullying • violence or targeted aggression • stealing • damaging or vandalising property • leaving site without consent	• Written record of incident/s to be logged 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 For some Level 3 behaviours fixed-term exclusion will be considered, 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

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 presecriptive. 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.