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16/11/16	AB	Restorative section added

Promoting Positive Behaviour and Personal Development Policy

INTRODUCTION

All students that attend Manchester Settlement school are referred from their referring school, as either being at risk of permanent exclusion or otherwise not thriving at the referring school. The students have a range of Behavioural, Emotional and Social Difficulties (BESD) that have led them to be unsuccessful in the mainstream school environment. Students with BESD require specific boundaries and consistency in the application of behaviour expectations. It is expected that students of this nature will exhibit a range of challenging behaviours and emotional insecurities, including self-esteem issues, vulnerability, and anxiety and in some instances, low self-confidence. With many there may be a history of insecure or ambivalent attachments in early life, with others there may well have been secure attachments but later issues- it is expected that many will have particular difficulties in dealing with change and transitional phases, including their transfer to Manchester Settlement school. Because a significant number of our students will have attachment difficulties and also as attachment focused learning strategies are useful for all children in building up their self-esteem we have used the concepts of attachment focused teaching and mentoring in our staff training and our theory of change- building connections, constructing emotionally safe places from which young people have the confidence to grow, to be motivated confident learners, resilient and active, open to new ideas, concepts and interpersonal relationships.

KEY PRINCIPLES

A fundamental principle is connection not correction. Instead of reprimands or punishments we use solution focused interventions that include key principles of restorative justice, self-reflection and a focus on building and repairing relationships to ensure continued success. We look at the reasons behind the behaviour seeing behaviour as communication. We foster relationships of unconditional positive regard and care where young people can learn that they are valued and valuable to break cycles of poor interactions or poor behaviour. Praise is key; praise that is individual and accurate within relationships of trust. We have an individualised equitable version of equality – treating everyone the same is not always promoting equality. We promote rewards and accurate feedback to our students and their parent/carers for both academic progress and personal development including learning appropriate and success oriented behaviour.

Some young people need specific help, targets, guidelines and interventions to be able to participate as active citizens in society. Equally, however, we recognise that the vast majority of students we cater for have over time the capacity and right to participate in mainstream society and building this capacity is a fundamental part of our mission.

RELATIONSHIP TO OTHER POLICIES

The policy on behaviour embraces policies and procedures for Admissions, Assessment, Complaints, Drugs, Equality, Educational Visits, SEN, Code of Conduct, and Teaching and Learning.

BEHAVIOUR EXPECTATIONS

The following behaviour expectations have been developed in order to support positive learning and personal development at Manchester Settlement School. The behaviour expectations outline the behaviours that should be demonstrated by the students on a day-to-day basis. For each expectation, we appreciate there will be times where students make mistakes and get it wrong. In these instances, where appropriate, students have the opportunity to correct their behaviours before a sanction or consequence is implemented.

Expectation	Opportunity to correct	Action if not complied with	Consequence/follow up	Staff responsible
1. Students will arrive on time.	Be on time for next day	Lateness recorded on daily report. Text or phone parent/carer	After 3 in a week or 6 in a half term. Attendance monitoring and tracking. Mentor led intervention Parental meetings. Referral to attendance officer.	Learning mentors TN/JT overview
2. Students will hand over any electronic devices, including mobile phones, to learning mentors or teaching staff as soon as they enter lessons	If seen with <u>any</u> electronic devices, students are escorted to the school office to hand them in.	If phone/electronic devices are not handed in straight away phone call will be made and student either kept in isolation or fixed term exclusion if continued refusal.	Students are allowed their phone back at lunch and the end of the day. Parents informed of non-compliance. .	Learning mentors. TN/AC/JT overview.
3. Students will remain in the classroom (unless given permission) for the duration of the lesson.	NONE NEGOTIABLE. Establish need for time-out as part of ILP.	Students receive a red or amber depending on severity.	3 or more reds/ambers in a week results in learning mentor interventions, phone calls home to parent/carers and when appropriate lunch time, break or after school detentions.	Teaching staff in liaison with learning mentors.

<p>4. Students will refrain from using inappropriate or foul language.</p>	<p>Any inappropriate language is to be challenged: alternatives provided and/or a reminder that the inappropriate term is not suitable for use in school.</p>	<p>If poor language persists learning mentor speaks with the student (if necessary away from others) and steps forward agreed.</p>	<p>Parents requested to speak with child about appropriateness of language. For regular concerns regarding language, intervention programme and individual targets to be set.</p>	<p>Learning mentors.</p>
<p>5. Activities set during the lesson will be completed to the best of each student's ability.</p>	<p>NONE NEGOTIABLE.</p>	<p>Class teacher to monitor progress, requesting learning mentor help and if necessary further assessments around need through ILP and considerations of SEN. Overt refusal to work for no good reason results in being kept behind or detentions.</p>	<p>Noted on daily reports. Parental contact. Detentions-break/lunch/after school – max 15 mins.)</p>	<p>Teaching staff/ learning mentors.</p>
<p>6. Respecting school environment All litter to be placed in the bin. Cutlery/crockery to be returned to canteen hatch. The building and its environment should be respected/ no damage to property.</p>	<p>Students asked to pick up rubbish and take cutlery/crockery back to kitchen.</p>	<p>Refusal results in restorative activity whether picking up litter after school or detention.</p>	<p>Parent/carers informed of non-compliance. Work on restorative activity for example curriculum work on environmentalism and social responsibility in own time (e.g. detention).</p>	<p>Learning mentors/ teaching staff</p>
<p>7. Respect others: staff and students. Including refraining from verbal abuse or oppressive behaviour</p>	<p>Dynamic assessment undertaken- if student stops early enough opportunity for apology.</p>	<p>Work on restoring and repairing relationships as soon as possible. Work elsewhere or in Isolation may be</p>	<p>Isolation FTE In extreme cases- placement withdrawal.</p>	<p>All staff. JT/AC/TN to oversee.</p>

(racist, sexist or homophobic)		used to defuse situation.		
8. Smoking is not permitted in or around the building.	Students to extinguish cigarettes immediately or if permitted to move off site (e.g. at end of school day) or to designated sites- parents informed.	If law broken- e.g. smoking inside or near doorways then parent/carer contact and sent home with reintegration following day and appropriate intervention education work.	Referral to smoking cessation sessions. Internal intervention and education work.	
9. Drugs or Alcohol	None negotiable	Any student under the influence of drugs or alcohol will be isolated to be kept safe, parent/carers contacted to collect as soon as possible. Report to police if in possession of controlled substances.	Follow up- we will do reintegration and intervention work with an encouragement to refer to outside agencies such as Lifeline/Eclipse.	
10. Unsafe behaviour or violence.	None negotiable. Everyone- staff and fellow students have the right to remain safe at school and work and in the wider community.	Any student acting unsafely will be isolated (if safe to do so) to be kept safe, parent/carers contacted to collect as soon as possible. Any injuries or harm recorded. First aid or other medical assistance given or sought. Report to police made if laws broken.	If student is returning to Manchester Settlement school- Reintegration meeting with behaviour contract.	

EXTERNAL PROVIDERS:

All of the above expectations apply when engaging in activities with external providers. Repeated issues may result in loss of external provision privilege.

All external activities are risk assessed and any incidents would need to inform ongoing and dynamic risk assessments.

OFFSITE ACTIVITIES:

Jeopardy of health and safety may result in loss of offsite privilege.

Additional consequences to be determined by SLT.

Restorative approaches we will utilise the following principles

Develop - emotional literacy, conflict resolution skills, truth recognition, accountability, responsibility

Improve - behaviour, attendance, learning, teaching

Increase - empathy, happiness, positive life skills,

Reduce - exclusions, detentions, conflict, bullying, need for sanctions

Compliment - SEAL, PHSE, Citizenship, P4C

Interventions can include:

-Parental contact

-Parental involvement

-Detentions

-Isolation

- Learning mentor intervention

-Intervention program

-Fixed term exclusion (normally for rest of that day- exceptionally for longer periods).

FIXED-TERM EXCLUSIONS

We aim to use fixed term exclusion only as a last resort and as sparingly as possible. It is not to be used as a punishment or sanction but because the child remaining in school would be detrimental – for example in terms of safety. We seek to reintegrate students back into school as soon as possible- often the following day. Following a fixed term exclusion there will be a reintegration meeting. This may involve parent/carers (and for more serious or repeat incidents parent/carers will be invited) or in more serious cases yet the referring school will be invited in for a reintegration meeting or a review meeting. This will be an opportunity for the student to reflect on what he or she did and crucially work on a solution. In some cases, restorative work may be set for a number of sessions to ensure appropriate learning has taken place.

POSITIVE APPROACH TO BEHAVIOUR AND PERSONAL DEVELOPMENT

We promote positive behaviour as a way of encouraging young people to achieve success in their learning and wider life, to become active citizens interested in their world, to experience wonder and curiosity and discover themselves as competent and creative individuals within a wider society.

The components of a positive approach to behaviour management include:

- An understanding of child development, attachment and the origins of different types of behaviour.
- Written policies and agreements, including involving parent/carers, so that everyone knows what they can expect.
- Developing the ability of the student, staff and members of the group to recognise trigger points/ weaknesses and to curb or change what is happening at that time in order to recover equilibrium.
- Understanding what happens when the individual student is part of a group: identifying how they can be supported to manage themselves, or be managed, so that any triggers can be addressed and removed. The development of an Individual Learning Plan (ILP) for all students supports this process.
- Having graduated de-escalation and diversion strategies to pre-empt or limit the negative behaviour.
- Teaching conflict resolution skills and strategies.

- Keeping clear incident records that allow for discussion, learning and changed practice as a result of the monitoring of incidents in respect of the individual student, staff members and good practice in general.
- A method of debriefing for all involved that encourages students and staff to express their views about incidents and to learn from them.
- Encouraging students to complain if they feel they have been unfairly treated in any way.
- Keeping parents, carers and relevant professionals involved and informed at all stages, from policy development and assessment to monitoring of incidents.
- Taking all complaints seriously and being open to external and independent scrutiny.
- Regular management review of both individual incidents and patterns of incident and behaviour, within and across settings.

ROLES AND RESPONSIBILITIES

All adults in Manchester Settlement have an important responsibility to model high standards of behaviour (as set out in, but not limited to, the Code of Conduct), both in their dealings with the students and with each other, as their example will have an important influence on the students.

- encourage relationships based on care, respect, unconditional positive regard and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, sexual orientation, ability and disability;
- show appreciation of the efforts and contributions of all;
- display the highest standards of conduct, including the modelling of punctuality, consistency and fair and equitable boundaries.

REWARDS AND INCENTIVES

Underpinning our whole behaviour policy is a culture of conveying high expectations combined with positive feedback, praise, rewards and incentives for doing well. Overall, the greatest reward will be having positive behaviour and work recognised and celebrated- this will include quiet words of acknowledgement, positive phone calls home, certificates of achievement and other ways of recognising achievement. In addition to all of these we have a system of daily reports to give some systematic rewards and feed into longer term incentives.

Rewards will be given at different stages-

1. Lesson by lesson (or other sessions such as breaks)- Praise, points on the board.
2. Day- filling in of daily reports (reviewed in following form period- can lead to positive phone calls home)
3. Weekly- Greens recorded on chart in classroom, daily reports sent home every week and to referring school.- Green tokens go into a prize draw.
4. Half term-Reward Trips
5. Annual- towards the end of the year.

Greens can be earned in two ways- one, through the daily/weekly report card (please see the appendix to this policy for an example): two, through teacher or mentor awarded points – 10 of these add up to a green.

At the end of the week the greens are converted into raffle tickets and there is a weekly draw in the end of week assembly where certificates of achievement are also given out.

The greens are also recorded on a weekly chart and if a certain number are reached this enables the student to go on the half termly incentive- the number of target greens is declared before the end of the first week so students know how many they need to achieve and can see progress towards these.

DAILY REPORTS

In order to give accurate feedback to students (as well as parent/carers, referring schools and where appropriate other agencies) as well as to determine rewards and incentives daily reports are filled in for each session and break and copies shared with students and parent/carers on a weekly basis.

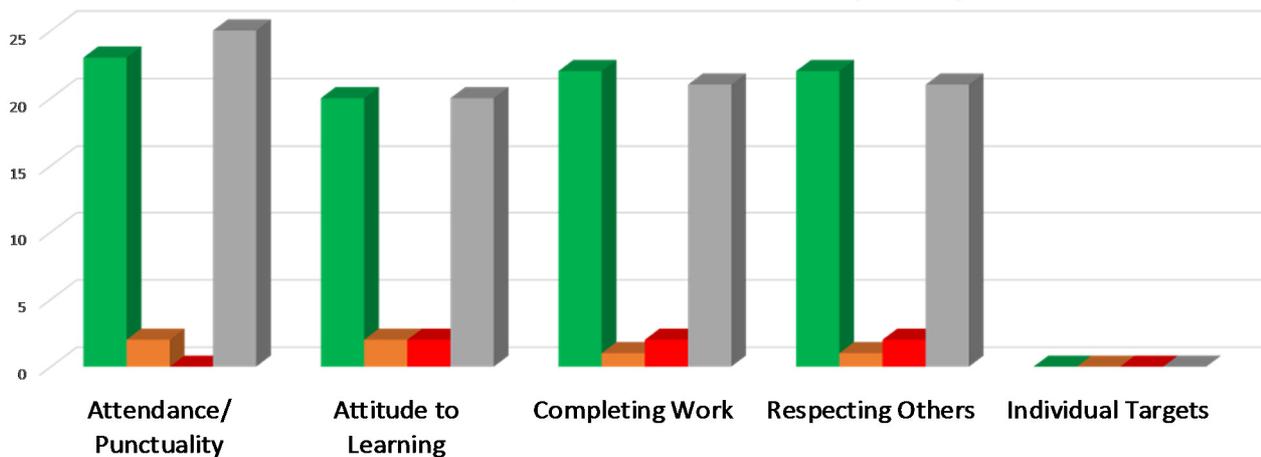
ENDING A PLACEMENT

We hope placements end successfully with transition either into the next stage of education or back into mainstream education where this is appropriate to the student's needs. However, in exceptional circumstances, Manchester Settlement school reserves the right to end a student placement, as opposed to permanent exclusion, due to the fact that students are dual registered with their referring school. This is seen very much as a last resort. The ending of a student's placement will normally be considered for persistent breaches of school discipline, resulting in multiple fixed-term exclusions and in conjunction with referring schools or exceptionally for extreme circumstances. The decision may also be made to end a placement by mutual agreement in favour of alternative provision more suited to the student. We aspire where possible to refer students back into mainstream education whether in high school or into ongoing education employment or training after the school leaving age.

Appendix – Weekly Report Example

		Attendance/ Punctuality	Attitude to Learning	Completing Work	Respecting Others	Individual Targets	Teacher Points	Tokens Earned	Additional Comments
Mon	P1	🟢 2	🟡 1	🟢 2	🟢 2		3	3.3	excellent
	P2	🟢 2	🟡 1	🟢 2	🟢 2			3	excellent
	P3	🟡 1	🟢 2	🟢 2	🟢 2			3	excellent
	P4	🟢 2	🟢 2	🟢 2	🟢 2		5	4.5	excellent
	P5	🟢 2	🟢 2	🟢 2	🟢 2		5	4.5	excellent
Tue	P1	🟢 2	🟢 2	🟢 2	🟢 2		1	4.1	excellent
	P2	🟢 2	🟢 2	🟢 2	🟢 2		5	4.5	excellent
	P3	🟢 2	🟢 2	🟢 2	🟢 2		2	4.2	excellent
	P4	🟢 2	🟢 2	🟢 2	🟢 2		1	4.1	excellent
	P5	🟢 2	🟢 2	🟢 2	🟢 2		1	4.1	excellent
Wed	P1	🟢 2	🟢 2	🟢 2	🟢 2		5	4.5	brilliant
	P2	🟢 2	🟡 1	🟡 1	🟡 1		5	1.5	brilliant
	P3	🟢 2	🟢 2	🟢 2	🟢 2		5	4.5	brilliant
	P4	🟢 2	🟢 2	🟢 2	🟢 2		5	4.5	brilliant
	P5	🟢 2	🟢 2	🟢 2	🟢 2		5	4.5	brilliant
Thur	P1	🟢 2	🟢 2	🟢 2	🟢 2		12	5.2	fantastic
	P2	🟢 2	🟢 2	🟢 2	🟢 2		11	5.1	fantastic
	P3	🟢 2	🟢 2	🟢 2	🟢 2		13	5.3	fantastic
	P4	🟢 2	🟢 2	🟢 2	🟢 2		10	5	fantastic
	P5	🟢 2	🟢 2	🟢 2	🟢 2		5	4.5	fantastic
Fri	P1	🟡 1	🟢 2	🟢 2	🟢 2		5	3.5	great
	P2	🟢 2	🟢 2	🟢 2	🟢 2		5	4.5	great
	P3	🟢 2	🟢 2	🟢 2	🟢 2		24	6.4	great
	P4	🟢 2	🔴 0	🔴 0	🔴 0		5	1.5	head on desk did not participate in lesson
	P5	🟢 2	🔴 0	🔴 0	🔴 0		5	1.5	head on desk did not participate in lesson

Number of Green, Amber and Red Lessons + Weekly Summary



Targets
1 needs to participate in all lessons, stop falling asleep in class and putting head on table
2
3
4
5
6

This Week's Prize Tokens*	10	*One Prize token is awarded for every 10 class tokens
You have had a	🟢	week