

Behaviour Policy



College	FAR Academy - Whitstable
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Policy owner:	Dez Riddler and Fiona Wood
Queries to be directed to:	Dez Riddler - Inclusion Team/DSL Fiona Wood - Inclusion Team/DSL

This policy will be reviewed on an annual basis.

Date created:	March 2022
Date of last review:	Short Interim Review March 2024
Date of next review:	December 2024

Behaviour Policy



The aim of the Behaviour Policy is to determine the boundaries of acceptable and unacceptable behaviour to fulfil the duty of care placed on us. The Policy will also outline the hierarchy of rewards and sanctions.

Teachers have a responsibility to deal with behaviour in their own teaching group and can seek advice from the leadership or inclusion teams, as and when appropriate. Staff are advised to follow the strategies advised in Provision Plans and Risk Assessments and to work with others as part of a team.

SCOPE

The ethos of the Alternative Provision College is one of anticipating and diffusing potentially challenging behaviour. The FAR Academy makes a commitment to:

- Setting clear expectations and firm boundaries agreed by students, parents/carers and staff. We firmly believe that the most effective policy is one where all concerned with the student's welfare work together.
- Support the provision of an effective learning environment in which everyone feels safe, valued and able to learn.
- Encouraging good behaviour and respect for others and prevent all forms of bullying.
- Providing and maintaining adequate staffing levels that we do not leave individuals in a vulnerable position.
- Ensuring staff model the behaviour we are expecting of our students.
- Developing and maintaining staff competence and expertise which corresponds to the needs of the students.
- Avoiding situations which are known to trigger aggressive episodes and creating opportunities to engage in meaningful activities which include opportunity for choice and a sense of achievement.
- Establishing individual risk assessments when required.
- Involve families, advocates and students to produce an individual, comprehensive plan of action and support (safety plan) when they pose a significant risk to themselves or others.
- Recognising early stages of behavioural episodes and the deployment of diffusion techniques to avoid escalation.
- Endorsing the principles of effective risk assessment.

The aim of our college is to enable individual students to develop their academic and social skills, in order for them to reintegrate successfully into appropriate full time educational provision or employment. Students will be treated fairly, but appropriately, regardless of race, gender, social background, ability and beliefs.

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IMPLEMENTATION AND REVIEW

The FAR Academy will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the college.

1. Key principles

1. Working with families:

Parents/carers are encouraged to support good attendance and behaviour through the Home/College Agreement and regular progress review meetings.

2. Encouraging high expectations and establishing an ethos of achievement:

Work requires just the right level of challenge and should generate a feeling of success and increased self-esteem. It requires sensitivity and flexibility to avoid presenting work that is both too easy and demeaning or too difficult thereby inducing failure.

3. Identifying underlying cause

Poor behaviour may be linked to a student's problems in understanding lessons, and therefore may require work on expressive and receptive language skills or additional literacy or numeracy support to address them effectively. Social and emotional issues and circumstances also affect behaviour.

4. Rewarding achievement:

Positive recognition of individual students or groups is a valuable and effective strategy in ensuring that students are rewarded for doing the right thing.

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2. Proactive Approach

In many instances behaviour problems can be avoided or prevented by using appropriate behaviour strategies.

- Listen: listening is important. Being listened to can have a positive effect on behaviour and motivation.
- Stay calm: calming strategies often work. The teacher remaining seated and talking softly may avoid the escalation of confrontation.
- Give clear directions: check for understanding and pay attention to signals and body language.
- Positive reinforcement: focus on those who are carrying out instructions.
- Keep student on task: give consistent praise, which is specific and genuine. Use positive repetition.
- Remain calm. Talk to the inclusion team about what the behaviour is communicating. Use 'I' statements. Use 'please' to convey expectation. Re-establish the relationship as soon as possible.
- Avert confrontation: you may briefly 'tactically ignore' behaviour, but follow up. Do not create an audience. Sanctions to be talked through with leadership or inclusion team (emotion coaching and restorative approach).

3. Rewards

These include praise for good work or behaviour. Another member of staff can be asked to supply positive recognition of effort and behaviour. Parents or carers may be contacted by telephone or letter. Written comments can annotate a piece of work.

4. Exclusions

The FAR Academy does not permanently exclude students. It is the policy of the college to make appropriate alternative provision for those students whose behaviour would have warranted permanent exclusion should they have been in mainstream college. This will be subject to a satisfactory risk assessment having been carried out.

5. Police Contact

- Police have a right to interview a student and college staff cannot refuse to allow the interview to take place.
- A member of the leadership team to request to be present at the interview, taking brief factual notes to transfer to CPOMS.
- Parents/carers should be contacted and informed that it will/has taken place (ask police advise on timing) unless there are Child Protection issues in which case the police will advise regarding parental contact.

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- Staff should not accompany students to the police station if they are asked to do so, but must ask who will be contacted to support the student.
- In the event of harm/a deliberate act towards a member of staff or student, the leadership team must be informed and a decision will be made as to who the incident should be referred to.