



AYA College

Positive Behaviour Policy



Sankofa Care
September 2023

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Policy Monitoring

This policy was written March 2020

Date agreed and ratified by Governing Body/Trust/Committee/ Directors: May 2020

Date of review 1: March 2021

Date of review 2: September 2022

Date of last review: September 2023

Date of next review: September 2024

This policy will be reviewed at least annually, and following any concerns and/or updates to national/local guidance or procedures



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Behaviour Policy

1. Introduction

Many young people at AYA College and residential care will, through the nature of their needs and difficulties, display some type of challenging behaviour. This behaviour can be translated as an individual's response to their environment, an experience, an unmet request or inability to communicate their wants and needs effectively.

It is essential that all staff have an understanding of a wide range of strategies and de-escalation skills which will aim to:

- Understand the purpose of these behaviours.
- Replace them with more appropriate behaviours and skills.
- Reduce the frequency of challenging behaviours by striving to improve the person's quality of life.

This is a fundamental part of the young persons' progress and ensures they reach their full potential and enjoy a good quality of life.

2. Policy Aims

This policy aims to

- Provide a consistent approach to behaviour management in school
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- To ensure children and young people's rights and dignity are considered
- To promote a culture of social inclusion and respect for diversity
- To ensure that young people are confident of their rights to be treated fairly.
- To ensure a collaborative approach to behaviour management involving young people, staff, parents/carers and other agencies e.g. CAMHS etc
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

3. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)

- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

4. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in the residential home, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school/ residential home rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items

- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

5. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
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Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

6. Roles and responsibilities

6.1 The Governors

The Governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

6.2 The Headteacher/ Head of service

The headteacher/ Head of service is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 1 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

6.4 Parents/Carers

Parents/ carers are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly

7. Promoting Positive Behaviour

- Our home has a set of agreed rules, and where appropriate, young people are helped to draw up their own contract of learning and behaviour.
- Each young person and their families' / carers, and other involved supporters, will be encouraged to participate in the development of all positive behaviour support plans in order to support consistency and inclusion.
- Rules and codes of conduct are reinforced through assemblies, activities and social opportunities.
- The school community is committed to a culture that increases desired behaviour by recognizing achievement. For positive reinforcement, we think of it as adding something positive in order to increase the desired response. For negative reinforcement, we think of it as taking something negative away in order to increase a desired response.

8. Rewards and sanctions

8.1 List of rewards and reinforces and sanctions

Positive behaviour will be rewarded with:

- Special responsibilities/privileges
- Verbal praise and recognizing achievements in all aspects of the young person's life.
- Stickers, Certificates, Prizes etc...everyday recognition and rewards for participation and appropriate behaviour.
- Reward Trips
- Pupil of the week – awarded each Friday agreed by all staff. This is given to the pupil that has made the progress, dealt with an issue well, exhibited exemplar behaviour, and completed an exceptional piece of work. This process must be regularly monitored/scrutinised by the team to ensure it is not given to the same pupils too frequently.
- In the home, reward and recognition charts – young people have individual reward systems where they can build their tokens/stickers towards a larger reward or activity – such as a visit to a preferred venue.
- Letters to Parents – all staff communicate at least weekly with parents, sending photographs and evidence of achievements during the week.

At AYA College we always try to prioritise reward and intervention over sanction as we feel this approach will more likely result in a change in behaviour. In the event

that a sanction must be given the school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Restorative justice
- Sending the pupil out of the class (Time out card)
- Expecting work to be completed at home, or at break or lunchtime
- Confiscation of prohibited items
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

We may use a quiet room in response to serious or persistent breaches of this policy. Pupils may be sent to this room during lessons if they are disruptive, and they will be expected to complete work.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for procedures followed when dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Reporting of incidents

Where there has been an incident of behaviour that challenges, the staff member concerned must complete an incident report. Where there is a number of staff present, those immediately involved should take responsibility for completing the form.

Points to remember when completing the form:

- Staff must stick to the facts.
- Detail events in order.
- Avoid expressing an opinion.
- Write in a clear concise manner.
- Remember to sign and date the sheet.

On completion of incident reports, they should be returned to the Head teacher (if the incident occurred during school hours) or/and the Registered Manager (if the incident occurs at any other time).

Incident reports are collated on individual spreadsheets to enable information regarding patterns or trends of behaviour to be readily available. This will also inform the development and update of the PBS (positive behaviour support) plans.

At no time should incident reports be photocopied by staff (they are often photocopied to be sent to the parent/social worker). Reports should also be looked after and at no time should they be left unattended, as these are classed as confidential.

In some circumstances an incident may result in the need to report under safeguarding and require regulatory notification. This will be facilitated by the DSL or DDSL.

See appendix one for an example of an incident report form a copy can also be found online via **Microsoft 365 forms**.

9. Positive Behaviour and Learning Plans

In order to provide a consistent approach, all staff working with a young person with challenging behaviour must be informed of their positive behaviour and learning plan. A copy of the PBLP, THIS should be kept in the young person's file.

Positive Behaviour and Learning plans will contain the following information:

1. All stakeholders will be invited to participate in the development of PBS plans, they must be created with the young person.
2. Subjects liked by the young person
3. Subjects the young person finds challenging

4. Behaviour Triggers
5. Behaviours you may observe once the young person is triggered
6. Strategies that help the young person to learn
7. General Challenges the young person has that may affect them

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

Create and maintain a stimulating environment that encourages pupils to be

Additional information may also be required and include reflective accounts, accident records and body maps. This information must be passed to the relevant manager for review.

Where possible incident reports should be typed up. This will allow them to be shared with relevant parties easily if applicable.

For a serious incident then there may be a need to be an urgent review meeting convened within 24hrs or as soon as

- engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - giving a friendly welcome each day /at the start of lessons
 - taking time to get to know the student
 - taking time to discuss subjects that interest the individual student
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Having set values of 'difference'
 - Model appropriate behaviour, communication and expression of thought



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8.2 Positive Handling

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/ carers and stake holders related to the young person.

All staff will receive positive handling training as part of their induction to the school

8.3 Confiscation

Any prohibited of the following items found in pupils' possession will be confiscated.

These items will not be returned to pupils.

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Mobile phones are not allowed during school time. If found, they will be confiscated and handed to the residential manager or manager on duty.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils will be conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour is differentiated to cater to the needs of our pupils.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.


9. Training

Our staff are provided with training on managing behaviour, as part of their induction process.

Behaviour management will also form part of continuing professional development.

See appendix one: Incident report form

To be completed by staff within 24 hours of a behaviour incident taking place and shared with the headteacher

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	 <p>...giving back for a brighter future</p>
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	

Signature:

Date