

BEHAVIOUR POLICY

Policy for promoting good behaviour amongst pupils and setting out the sanctions to be adopted in the event of pupils' misbehaviour

Context

Most pupils that attend Chevin Academy have been referred as a result of their challenging behaviour in school or breakdown of school / college placement. Many are at risk of, or have already received fixed term exclusions. Some have already been permanently excluded from mainstream schools. In addition, for some pupils, placements in other alternative provision or pupil referral units have broken down. Young People come to Chevin Academy with a range of complex needs that have been a barrier to them engaging with learning. Some of the main aims of the Chevin Academy focus on this – we seek to: *address the individual social, emotional and learning needs of young people, developing self-esteem; challenge and help modify unwanted behaviour, teaching young people to make appropriate choices; and facilitate reintegration back into school, further education or employment.* Because of this, our approach with behaviour is a key component of our programme.

Trauma-informed approach

All Chevin Academy staff are introduced to a 'trauma informed' approach during induction and receive follow-up training each year. Chevin Academy recognises that many of the negative 'behaviours' we see in our students have underlying causes – Adverse Childhood Experiences, unmet needs etc - and that addressing the behaviours alone will not help. At Chevin Academy there is a strong focus on developing relationships with our students, using empathy, active listening and acceptance to help develop secure attachments, setting a foundation on which students can begin to learn to regulate themselves. Staff are trained to be able to recognise attachment styles and how to differentiate their approach according for students with different styles. Where sanctions are necessary they will include a restorative element wherever possible and staff may also need to walk through or model a sanction or action with a student who is not able to carry it out on their own however it is the aim of Chevin Academy to de-escalate behaviours before this need is reached by meeting needs, pre-emptive trauma informed approaches and appropriate levels of support. Staff use specific tools within the curriculum and in one-to-one work with students that are therapeutic, reflective and restorative.

'Behaviours for Learning' framework

Along with a trauma-informed approach, Chevin Academy implements an overarching framework, which recognises that everything that happens within the context of the Chevin Academy has an impact on each student in one or more of three key areas: relationship with self; relationship with others; and/or relationship with the curriculum. This impact can be either positive or negative and the consequences are likely to elicit a behavioural response. Chevin Academy assesses all aspects of our practice in the light of this, aiming to be more deliberate in promoting actions and activities have

a positive impact in the key areas, and reducing those that have a negative impact, thus providing more opportunities for students to develop behaviours for learning.

Referral Process and Student Conduct Agreement

During the referral process, questions will be asked to identify the types of behaviour that have been a cause for concern in the past and a behaviour record should be provided by the referrer where possible. Questions are asked of the pupil and parent/carer to help ascertain where the pupil is in their 'behaviours for learning'. This information will help staff plan an individual approach and set priorities and targets for each pupil. It will also inform the content and focus of individual risk assessments/support plans.

Staff will set out Chevin Academy expectations for behaviour with the pupil, parent/carer and referrer during the referral interview using the Student Conduct Agreement (Appendix A). This sets out conditions of acceptance that pupils are required to sign up to before they will be admitted on a placement. Attending parents/carers/referrers can help identify which conditions expected by the Chevin Academy are likely to cause issues for the pupil and an agreement is reached to help the pupil comply and to help them see the need for the rules.

MAPA (management of actual and potential aggression) and de-escalation strategies

Key staff at Chevin Academy receive initial and annual training through the Crisis Prevention Institute (CPI) in the management of actual and potential aggression (MAPA). This includes strategies for de-escalation which staff should apply when dealing with pupils. All staff have received training in de-escalation during the induction period.

Physical Intervention including restraint and the use of force

Physical restraint should ONLY be used by staff trained under the MAPA programme. Any physical intervention is to be used only as a last resort when an individual is presenting an immediate physical danger to themselves or others. Even in those moments, an assessment is necessary to determine the best course of action to maintain the care, welfare, safety and security of all involved in the crisis situation. There are many times where other strategies, such as continued verbal intervention, removing dangerous objects, or calling for further assistance would precede any physical interventions and may, in fact, reduce the need for physical intervention.

Where possible, staff will be trained in the use of nonviolent *physical* crisis intervention and these staff should be called upon in any potential critical situation. The following principles apply:

SAFE

- no element of pain is involved;
- the intent is to calm down the individual who may be out-of-control;
- the techniques aim to keep the individual off the floor by using physiological principles that do not rely on matching strength;
- the importance of team interventions is emphasised.

THERAPEUTIC

- the techniques are to be used as a last resort, when someone is presenting a danger to

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themselves or others;

- they are used to protect, not to punish;
- they are not 'competitive' i.e. they do not fight the individual;
- the goal is to continually assess signs of tension reduction and use opportunities to begin to re-establish a therapeutic rapport.

Additional interventions

As well as applying sanctions for unacceptable and undesirable behaviour, staff should consider what further interventions may help the student reduce occurrences of this type of behaviour in future. These may include: re-establishing expectations, creating or adapting individual risk assessments, extra pastoral support, professional counselling, involvement with specialist external agencies, target setting, and/or an additional focus within curriculum on particular issue. Further interventions should also be logged within the safeguarding system along with details and the outcome of anything requiring follow-up.

Serious behaviour incidents

Any behaviour incidents where students or staff are harmed (e.g. fighting, assault, physical aggression), or there is a serious safeguarding implication (e.g. sexting) or where there is physical contact (including restraint), or where there is significant damage to property, or where a crime has taken place (e.g. sexual violence and/or harassment, theft, supplying drugs) are classed as *serious behaviour incidents*. When incidents of this type are recorded using the safeguarding system, this will automatically trigger oversight by a Director within Chevin Academy and details will be collated separately for analysis and response, also initiating safeguarding procedures if required. The sanctions and interventions applied must be recorded using this form. Reports may be required to agencies such as the police, children's social care as appropriate. Parents/carers and referrers should be informed of all serious behaviour incidents.

Confiscation of prohibited items

If there is a need to confiscate inappropriate/prohibited items and carry out a search of a young person, then the policy and procedures as set out in the Stop and Search policy will be referred to for guidance and legislation. Chevin Academy will not routinely confiscate items, such as mobile phones. Chevin Academy will teach to appropriate use of items where possible.

Bullying (see 'Anti-Bullying Policy' for more information)

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual of group either physically or emotionally and that is difficult for victims to defend themselves against.

All staff will be engaged in encouraging good behaviour and respect for others on the part of pupils and preventing all forms of bullying among young people. Bullying in any form – including cyberbullying, prejudice-based and discriminatory bullying - will not be tolerated. Nor will remarks made towards another person that could be early signs of bullying behaviour.

Staff will actively encourage young people to talk about bullies and bullying. Young people are

encouraged at all times to talk to staff about bullying issues affecting them.

Recognising and rewarding desirable behaviour

It is also important to recognise and respond to good behaviour and improvements in the behaviour presented by young people, particularly when it demonstrates progress in areas that have typically been areas of concern.

Partnership with parents/carers and external professionals

Pupils' behaviour – both positive and negative – is discussed with young people, parents/carers and external professionals on a regular (sometimes daily) basis, as required. It is also discussed as part of the on-going 'review' process that takes place at least once a term with pupils and staff.

Appendix A: **Student Conduct Agreement**

Introduction

When you are accepted to join the Chevin Academy centre we make commitments to each other as follows:

- We commit ourselves to you. We offer you our support as you become a valued and important part of this provision. We expect you to participate in the life of the centre to gain full value from it.
- We expect you to behave responsibly and with consideration to all members of Chevin Academy, both fellow students and staff.
- It is anticipated that you will maintain harmony by sorting out personal differences that may occur from time to time, but we are also here to support you in this if you tell us you need help.

Conditions of Acceptance

In any placement, there needs to be conditions governing the way members are expected to behave, and Chevin Academy is no exception. These conditions are there to give us all freedom and security and to help you move forward in your life.

For the above reasons, we ask that you commit yourself to the following conditions:

- **Access to other areas around the building**
As you will be aware, there are people working in other parts of the North Mill. You must not access any part of the Mill other than the Academy, interrupt those who work with other businesses or visit any area other than the centre, even if invited, except when accompanied by a member of staff for a pre-agreed activity.
- **Leaving the premises**
Under no circumstances are you to leave the premises during the day without permission. Contact must be made by your parents/carer beforehand if you will need to leave early or arrive late for a genuine reason. We will contact you on any days we are expecting you to attend, if you have not arrived, to check on your well-being (unless you / your parents / carers have told us beforehand not to expect you).
- **Violence, threats of violence, offensive or abusive behaviour**
These will not be tolerated at all. Anyone acting in such a way will be asked to leave the centre and will face sanctions.
- **Damage in the centre**
Any damage in the centre caused intentionally or through inappropriate behaviour will result in a repair bill to parents or carers.
- **Drugs and alcohol**
You must not take or be in possession of any drugs, solvents, other mood-altering chemicals or alcoholic substances at any time whilst at Chevin Academy or be under the influence of these during your attendance. Anyone found to be under the influence of drugs or alcohol may be asked to leave immediately and parents/carers and any necessary outside agencies (for example if we deem this to be a safeguarding concern) will be informed.

- **Smoking and Vaping**

Due to smoking and vaping legislation, smoking is not permitted in any part of the building at any time.

- **Swearing**

Out of respect for other members of Chevin Academy, we ask you not to use offensive language.

- **Mobile Phones**

We do understand that some young people travel a long distance, with this in mind we are prepared to allow phones to be brought in. However, all mobile phone use must be agreed through support planning and used in agreement with Chevin staff. You may use your mobile phone during lunch breaks, with the permission of staff and in line with the E-Safety agreement. Please note we do not accept any liability for mobiles brought onto our premises. Parents are requested to contact Chevin Academy directly if they need to speak to you for any emergency situation.

- **Literature**

No offensive magazines, books, leaflets etc. will be allowed within Chevin Academy. If any is found in your possession, we will expect you to place this in our safe-keeping until you leave the premises, and parents or carers will be informed. This includes having offensive images or videos on mobile phones.

- **Safety**

It is important to be familiar with and obey all the fire and health and safety instructions given by the staff. If there should be a fire, follow the instruction of staff without question. All accidents must be reported to staff immediately.

- **Attendance & Timetable**

You will be expected to attend Chevin Academy on the days agreed. A register will be kept and attendance carefully monitored. Any absences not accounted for shall be classed as unauthorised. Long term absenteeism and irregular attendance could jeopardise your place. At the start of each day there will be a Key Worker Meet and Greet on your timetable, you must arrive during this time but no earlier than 15 minutes before this. Please leave the premises promptly at the end of the day or when requested.

- **Conduct**

Everyone studying at Chevin has the right to be able to learn safely. Whilst learning you should make it as easy as possible for everyone to learn and the teachers to teach. This means being respectful to all, arriving on time, behaving in a courteous and orderly way, listening carefully, following instructions. You are responsible for playing your part in keeping all areas you use clean and tidy.

- **Breaking of Conditions**

If you fail to keep to the terms of this agreement, staff will discuss this with you, and if no

agreement is reached, it will be assumed that you no longer wish to be part of Chevin Academy. Action will then be taken to terminate your placement.

Student Conduct Agreement

I have read the above Conduct Agreement and agree to abide by its conditions.

Name:..... Date:...../...../.....

Signed:.....