

CACFO UK EDUCATION CENTRE



ETHOS & BEHAVIOUR POLICY

Approved by: Adrian Dennis **Date:** 22 February 2018

Signature:

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ETHOS AND BEHAVIOUR POLICY

Includes:

- Rewards & sanctions
- Code of conduct
- Discipline strategy
- Exclusion policy
- List of (a) unacceptable behaviour and (b) seriously unacceptable behaviour
- Classroom behaviour expectations

THE CENTRE'S ETHOS

Our aim is to give pupils a sound, educational experience, whilst simultaneously helping them overcome any behavioural or emotional difficulties which may interfere with the achievement of this aim. To do this, we need to operate in an atmosphere which is calm and purposeful and which encourages tolerance and respect. Regardless of race, sex, class, disability or any other consideration, every pupil will be treated with courtesy and respect. Similarly, every pupil must learn to acknowledge his/her obligation to treat others in this way. We must cultivate understanding of the need for such an ethos and will seek the support of parent(s) and carer(s) to achieve this aim. Without this 'respect for persons', it is our view that no serious learning can take place. Our ethos is explained during initial interview. A responsible adult signature will be obtained to denote acceptance of these principles.

If an excluded pupil is being educated at the CACFO UK Education Centre, it must be assumed that behaviour is or has been so unsatisfactory that at least one mainstream school has been unable to cope, despite its behavioural support mechanisms and strategies. Accordingly, it must be assumed that such a pupil has reached School Action Plus of the SEN Code of Practice.

Consequently, our job is to cope with any challenging behaviour presented, whilst at the same time educating pupils and helping them develop strategies for modifying behaviour, so that a return to mainstream, or the securing of another alternative provision or Pupil Referral unit, becomes realistic progression possibilities. This will be the goal for the vast majority.

Every teacher at the Centre has chosen to work here and is mindful of the need to balance the requirement for flexibility with the requirement to maintain good order and educate pupils. Various classroom techniques will be used for 'working through' bad behaviour and establishing rapport with pupils, so that satisfactory

learning can take place. Such “coping mechanisms” will include the use of humour to diffuse difficult situations and, of course, a well thought-out teaching programme, which is meaningful to pupils and offers external accreditation opportunities.

SECTION 1 - REWARDS

Target books

- Targets will be set by the Behaviour Team
- These targets will be written at the front of each student’s **Target Book** (TB)
- Students will give TB to teacher after each lesson
- Teacher will mark whether student has met each target in the T1, T2, T3 columns (tick / cross) and make any additional comments for good behaviours
- Any negative comments should be recorded in the Behaviour log. The Behaviour Team will review these comments and address them in the student’s weekly 1-2-1s
- A **Cause for Concern** should be raised when serious negative behaviours are displayed for example incidences of bullying; continued refusal to follow instructions; violence against other students / teachers etc. or if there is a noticeable change in the student’s character.

- **Reward System**
- To encourage and reinforce positive behaviours, there is a reward system in place.
- Students will receive points for meeting their class work requirements and for behaving in a way which contributes positively to a learning environment. Students can earn up to 27 points a day broken down into 3 sections: ‘Behaviour’, ‘Class work completed’ and ‘How I worked’. A target of 125 points a week will be rewarded with a WHSmith Voucher. Maximum points would amount to 135 for the week so setting the reward bar at 125 means the students can, during the course of a week, have a minor blip and get back on track to earn points thus not allowing negative behaviour to spiral out of control.
- The points are recorded daily on the white board to create visuals for the students to keep track of and on a ‘Reward Scheme’ sheet added to their Target books for Teachers to fill in after every lesson.
- Teachers also allocate Classroom Stars for good classwork and behaviour.

Points

Daily	Points allocated
How I Worked	1,2 or 3
Behaviour	1,2 or 3
Class Work Completed	1,2 or 3
Completed Home Work	1,2 or 3

Merit Marks

- At the teacher's discretion, students can gain an extra 2 points for completed homework and for other acts of positivity.
- Merit marks can be awarded to a student for exceptional work, behaviours or actions. Merits should not be awarded for meeting targets.
- Teachers should record in the target book that a merit has been awarded and the reason for it
- Merits will be tallied over the half term and certificates presented
- Good News cards area also sent home

HALF TERMLY CERTIFICATES:

Certificates are given in the following areas:

- Most Classroom Stars
 - Attendance
 - Academic improvement/ consistency
 - Most Improved Student in Behaviour
 - Good Work Ethic
 - Best Attired Student
 - Most Helpful
 - All Round Excellence
 - Most Talented Sports person
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- **ATTENDANCE AND PUNCTUALITY**
Any student who attains 95% and above per half-term

SECTION II – SANCTIONS

The formal mechanisms which staff can employ if they are unable to deal with difficult or challenging behaviour, despite their best efforts include:

Internal Referral - This can be done on an informal or formal basis, depending on the severity of the situation and any previous behavioural problems. Where a fairly informal approach is warranted (e.g. suspicion of problems at home/outside the centre), referral will be made to the Behaviour Team who will

investigate the situation and offer a 'cooling off' opportunity where the pupil is withdrawn from lesson to discuss the problems or to sit quietly and reflect until s/he feels able to return to class. They may also offer more in-depth counselling for more serious or ongoing problems. Where a more formal approach is warranted, the sanction used will be drawn from the following list, unless the behaviour warrants treatment under the "serious misbehaviour disciplinary strategy" (**Appendix 3**)

Red Report - The written daily report is used for a week to record a note of the behaviour and show that unacceptable behaviour has taken place.

Debrief - This forum can be used to delay the punishment and give the opportunity to discuss the behaviour and ascertain whether other staff have been experiencing similar difficulties. An appropriate plan of action will be agreed by staff consensus and then be communicated to the pupil (who will have been told that his behaviour has been unsatisfactory and is being referred) by the tutor.

Report Monitoring - The Behaviour staff should comment on the week's report and whether any behavioural targets are being achieved. Any rewards or sanctions must also be noted on the report.

Subject Detention - Particularly in cases where the "offence" is insufficient work production, it may be appropriate to detain pupils for part or all of a morning break or part of lunchtime, in order to complete work. After school detentions can be arranged after prior consultation with parents/carers.

Late Detention - Students who are marked late would automatically serve a 15 – minute detention. This detention should be recorded on the student's daily report as not meeting punctuality targets.

Phone Home - Ideally, the Behaviour staff should do this but in rare situations, (e.g. absence) it might be necessary for a subject teacher to do this and then make sure that the TIC/ Behaviour staff is informed of the action and the reason for it.

Write Home - Subject teachers can use this sanction but again, the TIC must be informed that it is happening so that communication breakdowns do not occur.

Home Visit - Where other sanctions have failed to change behaviour, the Behaviour staff may feel it is appropriate to visit the home and discuss concerns with parents/carers, either with or without the pupil being present. If the home prefers, a visit to the Centre can be made instead.

External Referral - It may be considered appropriate to involve an outside agency, for example, the Educational Psychological Service. Again, this action

would only be taken after whole staff discussion, probably at debrief. In such situations the placing authority will be notified promptly and the procedures for accessing additional support, as set out in the S L A, shall determine future actions.

'Cooling Off' - In some circumstances, it is necessary to ask pupils to leave the Centre and take a specified period of time to 'calm down', following a serious incident or when, in our professional opinion, a pupil is in a potentially confrontational mood or in danger of involving themselves in behaviour likely to result in serious sanctions having to be imposed. The usual period would be the rest of the day and TIC approval is necessary before this sanction can be used. The home must be informed immediately before the child is sent home.

Official Send Home - If a pupil has to be officially sent home, then the parent(s)/carer(s) must be contacted immediately to let them know that this is what will happen and why it has to happen. This is considered more severe than being sent home to "cool off" but like that sanction, it can only take place if the TIC agrees.

Incident Reports - All cases of extremely poor behaviour must be noted on a cause for concern document in the staff room in a folder called forms. All official incident reports should be recorded in the Official Incident Report Book, a hardback book with numbered pages, kept in the main office. Entries must include the Name of the student, Date of the sanction, Duration of the sanction and the reason for the sanction. This report should detail sanctions imposed upon students for serious disciplinary offences.

Withdrawal of Privileges - Outings or trips can be cancelled if a pupil is not behaving/producing work as expected.

For extremely serious behaviour or where all the above sanctions have been tried but have failed, it will be necessary to invoke the Disciplinary Procedure. In practice, this will usually be a whole staff decision. A flow chart showing the disciplinary procedure is attached at Appendix 2. Appendix 3 outlines the types of misbehaviour which will attract sanctions as described above and also outlines examples of Seriously Unacceptable Behaviour. Appendix 1 shows the Centre's Code of Conduct.

Restraint - The 1997 Education Act and its associated guidance made it clear that there are occasions when staff may be required to use reasonable force in order to protect the rights and interests of both adults and young people.

The term 'Use of reasonable force' in the guidance includes anything from gently leading a young person by the arm to physically restraining a violent young person. Whilst our ethos promotes a 'hands-off' approach as the norm, we

reserve the right to restrain in exceptional circumstances. (Refer to separate detailed Croydon LEA Guidance on use of restraint.)

The Children Act (1989) - The Children Act requires Local Authority providers of child care/education to do everything in their power to protect those children from coming to harm or harming others. We fully subscribe to this.

Appendix 1 Code of Conduct

I WILL:

- Attend the Centre regularly.
- Always endeavour to be punctual.
- Wear appropriate clothing for a 'working day' as determined by the timetable of activities.
- Bring all the necessary equipment for the sessions.
- Show respect for staff and peers.
- Complete work assignments to the best of my ability.
- Remain on site during the school day
- Conduct myself in a sensible, mature manner whilst around the building and take care not to be disrespectful to other site users.
- Never bully or intimidate other students at the Centre either by physical verbal or emotional abuse.
- Not bring any objects to the premises that could be considered dangerous, offensive or illegal. I recognise that this statement includes weapons, drugs and alcohol.
- Not smoke in or around the building and on school outings.
- Agree to use the provided litterbins to keep the environment pleasant for all site users.
- Use equipment, furniture and facilities at the Centre for its intended purpose and respect the property of others.
- Accept the Health & Safety requirements of the Centre and in particular fully appreciate the need for safe practise whilst using the mini- buses and during educational visits.

Rules for Responsible Internet use

The computer system is owned by CACFO and is made available to students to further their education and to staff to enhance their professional activities including teaching, research, administration and management. These rules have been drawn up to protect all parties - the students, the staff and CACFO.

- CACFO reserves the right to examine or delete any files that may be held on the computer system and to monitor user activities on the Internet (e.g. all Internet sites visited).
- Access must only be made via the authorised account and password, which must not be made available to any other person;

- All Internet use should be appropriate to staff professional activity or student's education;
- Activity that threatens the integrity of the Centre's ICT systems, or that attacks or corrupts other systems, is forbidden;
- Sites and materials accessed must be appropriate to work at the Centre. Users will recognise materials that are inappropriate and should expect to have their access removed;
- Users are responsible for e-mail they send and for contacts made that may result in e-mail being received;
- The same professional levels of language and content should be applied as for letters or other media, particularly as e-mail is often forwarded;
- Posting anonymous messages and forwarding chain letters is forbidden;
- Copyright of materials and intellectual property rights must be respected;
- Use for personal financial gain, gambling, political purposes or advertising is forbidden;
- The Centre will not be held responsible for payment of any items ordered through the internet.

The students of the Centre will be using computers and Internet access to help with learning. The following rules will keep everyone safe and help us to be fair to others.

- I will only access the system with my own login and password, which I will keep secret;
- I will not access other people's files;
- I will only use the computers for the Centre's work and homework;
- I will not bring in USBs from outside or from home;
- I will ask permission from a member of staff before using the Internet;
- I will only e-mail people I know, or who my teacher has approved;
- The messages I send will be polite and responsible;
- Copyright of materials must be respected;
- I will not give my home address or telephone number, or arrange to meet someone, unless my parent/carer or teacher has give permission;
- Use of the network to access inappropriate materials such as pornographic, racist or offensive material is forbidden;
- I will report any unpleasant material or messages sent to me. I understand my report would be confidential and would help protect other pupils and myself;
- I understand that the school may check my computer files and may monitor the Internet sites I visit.

Appendix 2 Exclusion Policy

Decision to withdraw the offer of a place to a student.

Unsuitable placement

In some cases, it may be determined that the Centre is not suited to the needs of a student. This will have to be a decision taken by all staff at a meeting convened for the purpose. In such cases the placing Authority may be asked by the Headteacher to withdraw a student. The teacher in Charge should communicate this decision in writing to the placing authority promptly, setting out the reasons for the decision, and where possible offer suggestions for future work with the student, e.g. statutory assessment for special needs, etc. Parents and carers would be invited to make a written contribution to form part of the determination that the placement is unsuitable.

Permanent Exclusion for serious breaches of school discipline

Only the Headteacher shall have the power in her/his discretion to take the decision to withdraw the placement offered to a student. This decision will first have been taken by a meeting of all staff and will be for very serious offences only. In all cases, where possible, restorative justice procedures and other interventions should have been attempted before getting to this stage.

Notwithstanding the above, in extreme circumstances, the Headteacher may decide to take this course of action without the student already being on a PSP or other intervening support. The Headteacher will invite a parent/carer to make written representation on behalf of the student and take this into consideration before reaching a final decision which will be conveyed in writing without delay. Where the student has been referred by the LEA, or a school, a letter will be sent to the placing authority giving notice of the intention to have the student withdrawn from the Centre.

The parent/carer will be informed in writing by the Headteacher of their right of appeal against the decision to have the student withdrawn. Parents/Carers will be advised that they may if they wish have someone of their choice to accompany and assist them at the appeal meeting. Appeals should be made in writing to the Chairman of Education Subcommittee, via the CACFO Secretary, within seven days of notification. A minimum of three members of the Education Subcommittee will constitute the Disciplinary Committee convened for the purpose of considering appeals against the decision to withdraw a student.

The decision of the Education Subcommittee will be final.

See flow chart showing disciplinary procedure

Flow chart for Disciplinary procedure

Stage 1 – Verbal Warning

A note is sent home to parents/carers setting out reason(s) for verbal warning. A conscious effort should be made by all staff to ensure that, where possible, an escalation of sanctions does not happen. Pastoral work with student to modify behaviour challenge should take place. Pupil's Weekly target review may address the concern at this stage



Stage 2 – Formal Warning

A student who gets to this stage has failed to modify her/his behaviour at stage 1 or has committed a serious breach of school discipline.

A letter is sent home setting out reason(s) for warning and inviting parents to a formal discussion of behaviour concerns. Incident forming the background and initial student response should be discussed with parents/ carers. A review of interventions at stage 1 should be conducted, if applicable, at the meeting. Possible use of restorative justice or mediation should be discussed and implemented where appropriate.

Possible use of PSP or review of existing PSP (where one is in existence) should be considered. Additional internal interventions, e.g. further involvement of other agencies is discussed and implemented.

Possible use of behaviour contract and Red Report should be discussed and implemented where appropriate.



Stage 3 – Final Warning

A student who gets to this stage has failed to modify her/his behaviour at stage 2 or has committed a very serious breach of school discipline.

A letter is sent home setting out reason(s) for warning and inviting parents to a formal discussion of behaviour concerns. Incident(s) forming the background and initial student response should be discussed with parents/ carers. A review of interventions at stage 2 should be conducted, if applicable, at the meeting.

Headteacher must inform a Placing Authority in writing about a possible breakdown of the placement and measures being implemented to bring about change. Possible use of external support, e.g. Educational Psychologist, CAMHS, etc., should be discussed and implemented as set out in SLA.



Stage 4 – Exclusion / Withdrawal proceedings.

A student who gets to stage has failed to modify her/his behaviour at stage 3 or has committed an extremely serious breach of school discipline. A letter is sent home setting out reason for exclusion. The parent/carer will be informed in writing by the Headteacher of their right of appeal against the decision to have the student withdrawn. Parents/Carers will be advised that they may if they wish have someone of their choice to accompany and assist them at the appeal meeting. Appeals should be made in writing to the Chairman of Education Subcommittee, via the CACFO Secretary, within seven days of notification. A minimum of three members of the Education Subcommittee will constitute the Disciplinary Committee convened for the purpose of considering appeals against the decision to withdraw a student. The decision of the Education Subcommittee will be final.

Appendix 3

List of inappropriate behaviours which may be recorded as part of the procedure for formal sanctions and could provide a basis for the withdrawal of a student from CACFO.

a) Physical assault against a pupil

Includes: fighting, violent behaviour, wounding, obstruction and jostling

b) Physical assault against an adult

Includes: violent behaviour, wounding, obstruction and jostling

c) Verbal abuse/threatening behaviour against a pupil

Includes: threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon

d) Verbal abuse/threatening behaviour against an adult

Includes: threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon

e) Bullying

Includes: verbal, physical, homophobic bullying, racist bullying

f) Racist abuse

Includes: racist taunting and harassment, derogatory racist statements, swearing that can be attributed to racist characteristics, racist bullying, racist graffiti

g) Sexual misconduct

Includes: sexual abuse, sexual assault, sexual harassment, lewd behaviour, sexual bullying, sexual graffiti

h) Drug and alcohol related incidents

Includes: possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol abuse, substance abuse

i) Damage

Includes: damage to school or personal property belonging to any member of the school community: vandalism, arson, and graffiti

j) Theft

Includes: stealing school property, stealing personal property (pupil or adult), stealing from local shops, on a school outing

k) Persistent disruptive behaviour

Includes: challenging behaviour, disobedience, persistent violation of school rules

l) Other

Includes: incidents which are not covered by the categories above but this category should be used sparingly

Appendix 4

Advice on Behaviour Management for all Staff

Controlling behaviour — the way to good order

Out and about the school

All informal contact contributes to standards of behaviour. Control that behaviour by taking the initiative at every opportunity. Expect to:

- act confidently.
- start the dialogue.
- greet pupils positively.
- deal with all misbehaviour — to ignore it is to condone it.
- set high standards of speech and manner.

In the classroom

Create and sustain a positive, supportive and secure environment. Well prepared, stimulating lessons generate good behaviour and earn respect. Expect to:

- read carefully the Expectations of the Teacher, and follow the specific instructions.
- for each lesson, there should be a seating plan to help manage behaviour and learning.
- for each lesson, there should be known arrangements for support through a 'holding activity'.

Success is not only measured by the absence of problems but by the way we deal with them. React by addressing the problem and helping students and your colleagues.

Endeavour to:

- act confidently.
- avoid confrontation.
- stay calm and in control.
- use a quiet voice — don't shout. Listen.
- establish the facts.
- judge only when certain.
- use punishments consistently.
- make use of curriculum area arrangements.
- follow the referral procedure and other school systems.
- do not set whole class detentions which may well penalise those who least deserve it.

Encouraging good behaviour

- be clear about what you expect in the classroom.
(Expectations of the Teacher)
- ensure that all work is planned, appropriate and meaningful.
- emphasis on encouraging and motivating pupils.
- emphasise what a pupil does that is correct.
- have respect for all individuals
 - including their culture and background
 - model desired behaviour
 - listen to children and communicate to them, that you have heard what they have said.
- raise self-esteem
 - by communicating a sense of importance
 - ensuring pupils experience and have a sense of their own success
 - give opportunities for pupils to take responsibility for themselves in their behaviour by, for example, providing choices
 - ensure that 'feelings' are duly considered.

Strategies for Positive Encouragement

- mark all pupil work regularly - grade it and give a target for improvement (refer to Marking Policy).
- tell other staff how well pupils are doing.
- in class pupils can:
 - show each other their work
 - have their work displayed in the room.
- encourage pupils to show their work to CACFO Management, visiting senior staff from placing schools, and Inclusion / Reintegration officers from placing authorities.
- praise pupil achievement, give merits, make a fuss and make a visible entry in rewards book, say well done, smile. (refer to section on Rewards)

What do staff do if a child misbehaves?

Pupils should be encouraged to take a responsibility in sorting out their own conflicts. This means that they need to see adults taking responsibility in teaching and modelling this. Pupils need to be encouraged to be assertive, express their feelings and to resolve a conflict without resorting to violence, swearing or abuse.

- We ask them to stop misbehaving.
- Where necessary, we discuss the incidents with the pupil(s) involved.
- Where possible, we encourage pupils to resolve their disagreements.
- We encourage pupils to take responsibility for their own actions.