

The Constance Bridgeman Centre

Knowledge, Understanding, Opportunity

Behaviour Management Policy 2022

Behaviour Management Policy Review

This policy was reviewed and adopted at the management committee meeting on 29th November 2022

This policy is due for review in September 2024

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Date 29/11/22

Headteacher

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Date 29/11/22

Chair of Management Committee

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BEHAVIOUR MANAGEMENT POLICY STATEMENT

At the Constance Bridgeman Centre we aim to provide alternative education for years 10 & 11 students for whom mainstream education is considered to be no longer viable, within a framework which encourages students to manage their behaviour through a policy which is clear, coherent and consistently applied.

Our Family & Student Handbook, issued to both students and parents at the induction interview, encourages all students to acknowledge that they have rights and responsibilities towards themselves and the wider school community. This includes the responsibility to resolve any difficulties with the assistance of staff. In this way we, as a staff, endorse our own responsibility to help students develop and strengthen appropriate and acceptable social skills, which they can then apply to contexts both in and out of school.

Through this policy we aim to make explicit our expectations of appropriate behaviour and the consequences of inappropriate behaviour.

AIMS

- to reflect the values expressed in our values statement
- to make clear the positive and constructive rules of conduct as agreed by SMT, staff, parents and students
- to set the framework for rewarding positive and responsible behaviour
- to make explicit and clear the procedures to be followed and sanctions applied should behaviour fall below these standards

OBJECTIVES

- to ensure the school is a safe and supportive environment for all
- to ensure that all members of the school community are shown respect and show respect for others
- to ensure that the environment, curriculum, and other factors within the CBC's control are monitored to ensure the promotion of positive behaviour
- to ensure that where behaviour falls short of accepted standards, procedures are followed and sanctions are applied fairly and consistently

CODE OF CONDUCT

- **Listen** to members of staff and follow instructions politely and calmly
- **Be polite** to everyone you encounter: staff, visitors and fellow students, and treat all people as you would wish to be treated
- Go straight to lessons
- **Respect** others, and yourself
- **Never insult, undermine or swear** at any member of staff, visitor or student
- **Never fight, play-fight** or engage in any other form of physical contact/abuse at anytime
- **Never touch other people's property**, and treat their belongings with respect

ROUTINES AND EXPECTATIONS

The following routines and expectations apply to all students and will be rigorously and consistently upheld:

1. Arrive at school on time – 9:00am
2. On Arrival all students will:
 - Be appropriately dressed
 - Fully comply with the **Security Arch Protocol**:
 - Student access through the main entrance door will be controlled to a maximum of 2 at any one time.
 - Students will be asked to remove jackets, belts, bags, etc for search.
 - Students will be asked to empty their pockets and place contents on the table – keys, coins, oyster cards, etc.
 - The following items will be removed and placed in the student's labelled bag:
 - Mobile Phone
 - Headphones
 - Sweets/snack/food items
 - Chewing gum
 - Drinks
 - Aerosols/sprays/perfumes
 - The following items will be confiscated and will not be returned to the student
 - Lighters
 - Cigarettes or loose tobacco
 - Any sharp object
 - Anything staff consider dangerous or unnecessary
 - The named bags are passed to the Administrative Officer for safe keeping in the office.
 - Students will then walk through the arch when the green light shows. Staff will carry out any further search required with a hand held detector. At this time students may be asked to remove shoes/hoodies and go through the arch again. No intimate body searches will be carried out.

- If a student refuses to co-operate with the security search they will not be allowed access to the site until they do so. Parents will be informed if a student leaves site.
- When the search procedure is completed satisfactorily, students are permitted through the second security door into the main corridor. Students are expected then to proceed to their lessons in a calm and respectful manner.

Please note:

Drug paraphernalia (such as “grinders”), legal highs, vapes or alcohol will be confiscated. Illegal drugs or weapons will be reported to the police.

Security screening is a condition of access to the site, and if a student refuses to cooperate with this they will be denied entry and their parent/carer will be informed.

This is not a statement about the nature of our students, but a statement about our commitment to their care and protection.

3. Walking around school and moving to/from lessons:

- Follow instructions from any member of staff
- Leave the classroom once you’ve been dismissed
- Move to lessons swiftly and in an orderly way
- Avoid any physical contact with peers
- Use of the toilets is usually restricted to break and lunch time only

4. During the lesson students are expected to:

- Be an active listener
- Be respectful to staff and peers
- Follow staff instructions
- Complete set tasks to the best of their ability

5. Break and Lunch time:

- Use your break time effectively -
 - Drink some water

- Use the washroom
- Line up outside the kitchen for lunch
- All food and drink must be consumed in the dining area
- Tidy after yourself

6. End of the school day:

- Walk quietly to the exit
- Politely ask for your belongings at the office
- Leave the site in an orderly manner

REWARDS

At the Constance Bridgeman Centre a full range of rewards is in place including:

- Praise and encouragement for positive behaviour and engagement
- Respect Vouchers (awarded at any time of the day, by any member of team for going “the extra mile”) – these can be exchanged for an item from the tuck trolley free of charge
- Individual student highest attendance and punctuality for the week, announced at assembly on Friday and winner gets £10 amazon voucher
- Worker of the week – announced at assembly and winner gets item from tuck
- School outings and trips

We continue to monitor and develop appropriate strategies and review rewards.

DUTY OF CARE

Staff are seen to be in loco parentis and must demonstrate a duty of care to all students, to ensure their safety.

Staff have a duty to take reasonable care for the safety and welfare of students while students are involved in school activities or are present for the purposes of a school activity. The duty is to take such measures as are reasonable in all the circumstances to protect students from risks of harm that reasonably ought to be foreseen. This requires not only protection from known hazards, but also protection from harm that could foreseeably arise and against which preventative measures can be taken.

PROCEDURES for DEALING WITH DIFFICULT BEHAVIOUR

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2016).
- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Staff involved record all behaviour incidents on MIS
- A positive handling policy is in place. Staff must be appropriately trained and authorised by the Headteacher in order to use the techniques.
- **Staff are not expected to put themselves at risk of injury at any time.**
- Staff to call for additional support should a student leave the room without permission
- Staff should always challenge inappropriate behaviour immediately. The student will be asked to stop their actions. All students will be given 2 chances to stop any inappropriate behaviour.

- Should a situation escalate, staff should respond to defuse it, seeking support from another member of staff if required.
- If a prohibited item is seen on a student during the lesson, the student will be asked to take the item to the office. On refusal to follow those instructions, senior management staff may intervene.
- If considered necessary the student may be removed from the classroom and taken to another room where they can be supervised individually by support staff, completing their work away from the class.
- During this time the student should reflect on their behaviour, and consider how best to manage it in future.
- At the end of the lesson, if the student has calmed and reflected on their behaviour, they may be allowed to return to the tutor group for next lesson. However if they have not shown positive engagement it may be necessary to separate them for a further time of reflection.
- If staff consider that a student is in possession of either illegal substances or offensive weapons they should report their concerns to Headteacher or Deputy Head when the following procedure will be followed:
 - Student will be taken into a meeting room or another quiet place
 - Staff will make clear their suspicions
 - Staff will ask student to voluntarily demonstrate they are not in possession of a weapon or illegal substances
 - If the student refuses or staff continue to have concerns the student will be informed that the police may be called
- Verbal (racial, sexual, personal etc.) abuse at any level and to any individual should and will not be tolerated. Any occurrences will be dealt with immediately and consequences will depend upon the seriousness and situation.
- More serious incidents involving dangerous behaviour, violence, threatened or actual, may necessitate that a student should be removed immediately in order to avoid further confrontation or

physical injury. Parents/carers will be informed at the earliest convenience and may be invited to discuss the behaviour in person.

- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
 - ❖ Staff should and will act immediately to defuse potentially dangerous situations.
 - ❖ The most serious incidents may result in a fixed term exclusion of the student. All fixed term exclusions must be followed up with a post exclusion meeting.
 - ❖ It may be necessary to investigate the possibility of alternative provision based on health and safety grounds. A risk assessment must be completed which identifies the control measures leading to alternative provision.

Minibus Arrangements

Staff at the side door allow students on one at a time. A member of staff should seat themselves at the rear of the bus

When students are on the bus, remaining staff seat themselves amongst the students to ensure good behaviour – reseat students if needed.

Seat belts *must* be worn at all times.

Any student failing to comply with these expectations will be removed from the bus.

IN THE EVENT OF A CRITICAL INCIDENT

- In the event of a critical incident all students not directly involved in the occurrence should be withdrawn from the surrounding area to ensure they are free from injury.
- Staff who are directly involved should attempt to address the students involved in the incident to deescalate the situation.
- If the students involved are in physical contact staff should instruct them to disengage.
- If there is no immediate effect staff may call on the assistance of SMT or Police.

**STAFF ARE NOT EXPECTED TO PUT THEMSELVES AT RISK
OF INJURY AT ANY TIME**

**HOWEVER STAFF ARE CONSIDERED TO BE IN LOCO
PARENTIS AND HAVE A DUTY OF CARE. THEY ARE
EXPECTED TO DO ALL THEY CAN TO ENSURE THE
PERSONAL SAFETY OF STUDENTS AND OTHER STAFF**

BEHAVIOUR MENTOR INTERVENTIONS

At the CBC we have a dedicated Behaviour Mentor whose role is to work with all students to encourage and support them to reflect on prior negative behaviours and consider appropriate changes in order to enhance their engagement in their education program, future lifestyle choices and post 16 options. This intervention underpins the CBC behaviour policy. The behaviour mentor is a positive adult role model who is able to engage with students outside of the classroom and the teaching and learning expectations.

Weekly whole group sessions are timetabled when discussion topics will highlight general issues.

Individuals will be offered scheduled 1-2-1 support sessions to address specific issues relevant to themselves. Intervention record sheets will detail the focus, outcomes and action plan as a result of the session.

Ad hoc interventions will also take place should an incident occur which raises cause for concern. Records of these interventions will also be kept.