



Youth Challenge Primary Behaviour and Rewards Policy

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This Behaviour Policy reflects and underpins the ethos, principles and philosophy of Youth Challenge Primary. The staff and pupils discuss daily the standard of behaviour expected of all who use the Youth Challenge Primary. Staff will explain rules within the Youth Challenge Primary to pupils and why they are necessary from the onset of their admission. Pupils will have opportunities to contribute to classroom rules and are encouraged to participate in discussions about why they are important. Our rules are based on promoting mutual respect for all those use Youth Challenge Primary and are intended to support learning and keep pupils, staff and property safe. A clear and consistent system of rewards and sanctions are in place and made clear to all staff and pupils and parents.

Mission

Here at Youth Challenge Primary we aim to provide a safe, secure learning environment where all pupils can fulfil their potential. At Youth Challenge Primary we aim to achieve a calm, happy, industrious and caring learning environment. Our children are at risk of permanent exclusion from their mainstream schools, or require further assessment and intervention to promote positive behaviour.

Pupils attending Primary Youth Challenge will have significant social, emotional, mental health and/or behavioural difficulty which are becoming a barrier to their learning in their mainstream primary school. These children need a highly structured nurturing environment in which they feel valued and secure. Our aim is to provide a stimulating and safe learning environment for pupils and to give each pupil a positive experience of school. We are a part-time (2 days per week) short stay provision that adopts an early intervention model of support to enable children to remain successfully where they belong in their mainstream school setting wherever possible. The goal is to return students to their mainstream school full-time, or to support the need for appropriate specialised provision in order for each child to fulfil their true potential.

We pursue every opportunity to address each child's social, emotional and mental health needs through carefully planned individual and small group work.

The Foundations

The following factors all have an equal part to play in securing acceptable standards

- Creating an atmosphere based on mutual respect, empathy, tolerance and understanding.
- Treating each individual equally and respectfully.
- Consistently reinforcing good behaviour and recognition of achievement.
- Encouraging staff and pupils to support each other.
- Ensuring that all the above aims are applied consistently

Aims

- Develop confidence and resilience
- Prepare pupils for life back in their own communities after they return to their mainstream schools full-time
- Develop skills for life
- Raise self-esteem
- Encourage pupils to take responsibility for their own actions

- Develop positive relationships with all within the school
- Support pupils in identifying strengths and barriers to learning
- Establish a caring and supporting ethos in an atmosphere of mutual respect
- Promote pupils' emotional health and wellbeing
- Enable pupils to achieve their best in all areas of the curriculum
- Promote tolerance and understanding of other people's needs and differences.

The objectives of the Behaviour Policy are:

- To help children begin to work through their difficulties.
- For the children to become increasingly aware of how to manage their own behaviour.
- For the children become responsible for the choices they make.
- To increase children's understanding of the relationship between actions and consequences.
- For the children to make positive changes in their behaviour, thus enabling them to operate effectively within educational, family and the wider community settings.
- To strengthen their emotional literacy and increase their feelings of self-worth.
- To provide a quality of teaching and learning that develops individual academic skills alongside the development of social emotional and behavioural skills.

The promotion of positive behaviour.

Staff

Staff work as a team to promote and model the desired behaviours expected of pupils. They use a positive approach reinforcing appropriate behaviours. They ensure that pupils are aware of and have a clear understanding of the expectations of behaviour. Staff will work with pupils to develop and implement behaviour management strategies to help them improve their behaviour in the classroom so that they can get the best possible access to the learning opportunities they have at YCP and at their mainstream school. Staff provide situations where social activities enable pupils to further learn and practice appropriate behaviour e.g. breaks and lunch times.

Staff encourage children to reflect on their actions and words to learn to resolve conflicts amicably and look for shared solutions.

Staff work together in providing the following:

- Consistent expectations from staff
- The development of good, trusting relationships between staff and children
- Identifying particular pupil needs through the use of Early Helps, Social care referral form, Pupil Passports, ECM's, risk assessments and daily handovers.
- Providing access to an appropriate broad and balanced curriculum
- Developing a good, working relationship with parents/carers and the mainstream schools
- Offering a good role model of co-operative behaviour

- Effective recording and reporting of significant incidents, risk reduction strategies and the development of Support Plans and Positive Handling Plans
- Recognising achievements
- Using specific praise for success
- Help with problem solving
- Addressing unacceptable behaviour swiftly and consistently
- Regular formal and informal staff meetings to ensure all staff are regularly informed about issues general to all pupils or specific to individual pupils, thus enabling a consistent and shared approach to behaviour management from all staff.
- Assessing and understanding children's needs

And by encouraging pupils to:

- Behave in a socially acceptable manner
- Acknowledge the rights and responsibilities of others as well as their own
- Exercise greater self-control
- Reflect on and better understand their own behaviour by providing daily opportunities to reflect on their own behaviour.

We tolerate a wide variety of behaviours, but do not accept them as inevitable and unchangeable. An individual's behaviours will be prioritised and, through planned intervention and adherence to the rewards and sanctions in the policy, we ensure that the consequences for behaviour are specific and limited. The high expectation for behaviour in all aspects of the day are shared with all, by all and adhered to, by all staff.

Staff work hard to build positive relationships with all pupils. This is essential in order that pupils feel secure in the knowledge that relationships with staff will remain positive and respectful following incidents of inappropriate behaviour, thus enabling the pupil to "get back on track" and move on. To this end it is also important that staff foster the belief in pupils that it is "ok" to make mistakes and that they can be part of a learning process and not the end of the world. Staff are proactive. Pupils are taught and regularly reminded that they are responsible for managing their behaviour through the choices they make. Conversely they are encouraged to understand that they are responsible for the consequences of the choices they make.

Curriculum

The curriculum is differentiated for individual pupils according to need, their mainstream school set targets and we differentiate through content, delivery, support and expected outcome. All teaching and learning takes place within and supports the ethos of Youth Challenge. Staff expectations of pupil behaviour and quality of work are high and realistic and reflect understanding of individual emotional needs, especially relating to self-esteem/self-confidence.

We strongly believe that learning can only take place when pupils display appropriate behaviour and, apart from challenging inappropriate behaviour as it occurs, we use the curriculum to make explicit the appropriate behaviour necessary to function in society.

Classroom management reflects this and all undesirable behaviour is dealt with quickly and consistently by staff who remind pupils of the choices they have and the consequences these bring.

Children

We ensure that all children are aware of the school rules, (Appendix 1) behaviour expectations and unacceptable behaviours (Appendix 2) on admission and are reminded of these daily. The children are aware of their own three behaviour targets, and they each set a behaviour target that they would like to improve and achieve - to encourage self-discipline. Children have a daily pupil voice at reward time, with their mentors weekly and in whole group half-termly meetings. They record their achievements weekly on a self-assessment record, with notes about what is helping them improve.

Rewards and Recognition

The most important strategy through which the aims of Youth challenge are met is the full and proper recognition of achievement – both behavioural and academic. We have a commitment to emphasising the positive and always looking for opportunities to praise and encourage.

We use the following regularly with the children, to inform parents and carers at home and to liaise positively with the child’s mainstream schools.

Examples of how rewards and recognition are used at Youth Challenge

Verbal feedback	Directed smiles	Thumbs up	Winks
VIP	Stickers	Postcards home	Tokens
The token shop	Earn time	Super work board	I have noticed leaves
Written feedback	Positive touch	Public recognition	Reward Trips
Dojo’s	Bronze, silver , gold awards	Certificates	Reward time
Photographs of the children sent home.	Phone calls home	Use of social media	Half termly reports and review meetings
Time with staff	Morning review	Prizes	Buddy time
Afternoon positive behaviour time.			

We feedback positive behaviour weekly to the children’s mainstream schools via, phone calls, emails and visits to schools.

Although we understand, accept and use tangible rewards, it is our intention to encourage pupils to own and independently manage their behaviour. The ultimate aim is self-discipline with an increasing moral and social understanding of how their behaviour impacts in a positive or negative way on those around them. By developing these skills, children will be

more able to experience social success in the future, which will impact their life choices. Children recognise their own achievements daily at reward time, set themselves targets and record how they believe they have achieved that week.

Recording rewards

Children’s rewards are logged on the daily behaviour mastery sheet at handover. Dojos are recorded and displayed on the board. All rewards are logged in the bound book and reviewed weekly and the usage termly.

Sanctions and Consequences

Youth Challenge Primary believes that through a system of positive role models, the setting and maintaining of high expectations of behaviour and rewarding positive actions, we can establish good behaviour amongst our pupils. However, in accordance with Government legislation- Education and Inspections Act 2006 and subsequent guidance February 2014- poor behaviour will be addressed and appropriate sanctions initiated.

Consequences of inappropriate behaviour will always be planned and predictable. The child will always be afforded the opportunity to reflect, repair and rebuild.

Agreed Behaviour Change Strategies

Calm voice	Calm stance	Tone and quality of voice – talk low and slowly and quietly	Offer clear/limited choices
Remove the audience	Divert/distract	Caring C’s to guide away	Time out directed
Make the environment safer	Reminder of consequences	Take up time	Time out offered
Give a get out with dignity	Tactical/planned ‘ignoring’	Sanction system – see below	Success reminders
Use of time out in the classroom	Loss of earn time	Timers	Loss of play/luchtimes
Internal exclusion	Verbal advice/support	Consequences	Humour

Other strategies will be used as appropriate and in accordance with the pupils’ positive handling plan or risk assessments. This may include encouraging a pupil to self-refer to time out or the thinking room.

Sanctions applied depend on the severity of the behaviour the child is displaying. Where teaching and learning is being disrupted the child will be isolated from peers for a short period of time or until they are ready to return and behave appropriately. Where work is not being completed, then this may need to be finished during break times or after school. A consistent approach is used by all staff. Children are fully aware of the sanction system used.

Sanction system

1. First warning

2. Name on the board
3. Tick next to their name- 2 minutes off playtime
4. Time out of class – return to class - 5 minutes off playtime
5. Time out of class – no return to class, work outside the classroom, miss their playtime.

If a student is removed from class, wherever possible the aim is to return children as soon as possible to class if their behaviour allows them to do so

It will be the responsibility of the leadership team to keep an ongoing log of all tangible rewards given to children. The log will record the name of the child, details of the reward, why they have received the reward and who issues the reward.

The log will be kept centrally in the Youth Challenge office and the Academy lead will monitor the log on a termly basis.

Transport

Occasionally a child's behaviour may be considered unsafe to place them in the taxi at the end of the day. Parents will be contacted to explain the position and pupils will be informed of the decision. When staff consider that the child is calm enough to go home, arrangements will be made with parents to transport the child home safely.

Behaviour on the transport is by managed the council staff, any inappropriate behaviour is reported to Youth Challenge Staff, children will be sanctioned accordingly and if the behaviour persists parents/carers will be contacted to arrange an alternative transport arrangement.

Positive Handling and the Use of Reasonable Force

At Youth Challenge Primary we have a non-confrontational approach to dealing with behaviour. Our aim is to always try to use de-escalation strategies to deal with incidents of behaviour.

The Education and Inspections Act 2006 gives staff the legal right to use reasonable force in certain circumstances. Staff at Youth Challenge will implement this right in any situation where not to do so would put the safety of any individuals at risk. (See appendix 6 Use of reasonable force)

Whilst it is acknowledged that staff are legally within their rights to use reasonable force, staff at Youth Challenge Primary are trained in MAPA to adopt a positive handling techniques, a gradient approach designed to work with the body's natural movement so as to keep all parties safe. It ensures that the level of response is appropriate to the level of behaviour presented. Staff will use physical restraint of a pupil if their behaviour is assessed as placing themselves or others' safety at risk or harm. Physical interventions will only ever be used as a 'Last Resort' and will be implemented using a least restrictive/minimal force approach.

Positive handling plans or Risk Assessments will be drawn up for individual pupils; a positive handling assessment is completed with the parents at their show round meeting and by

their mainstream schools before admission. The risk assessments are shared with parents/carers.

All incidents involving a physical restraint are recorded in a bound and numbered book and parents/carers informed.

All incidents of positive handling must be logged on the positive handling forms that can be found on the Primary shared system. A copy needs to be inserted into the child's folder and online file – a copy will be held by the school leadership team, logged and the Lead will keep an overview of all cases, which will be reviewed termly. Supervision from line managers will be available after a positive handling incident; this supervision is recorded and held by the leadership team. Further support and supervision may be offered if necessary.

Exclusions

This will only be considered as the very last resort, when all other strategies have been unsuccessful – the behaviour of the pupils may warrant a fixed-term exclusion except in circumstances where the pupil's behaviour is so serious that exclusion is the most appropriate sanction. In all circumstances leading to exclusion the procedures laid out in the Education and Inspections Act 2006 are followed. See Exclusion Policy for full details. However, at Youth challenge Primary we aim to keep this response to a minimum, bearing in mind the previous histories of our pupils.

The ultimate sanction of Permanently Excluding a pupil would only be used in the most extreme circumstances when every other strategy had failed or when the safety of others at Youth Challenge Primary were at risk. The decision would be made by the Academy Lead in consultation with other staff and other professionals involved in the care of the pupil.

Parents/carers

Parental support for the behaviour policy of the Youth Challenge Primary and their encouragement of their child to adhere to it is an important part of making positive changes in their child's attitudes and behaviour, allowing for successful full-time reintegration back into their mainstream school. Parents/carers are invited to attend with their child for an initial show round prior to the start of their placement at Youth Challenge Primary where the aims and objectives of the placement are discussed. At this meeting all parents/carers are made aware of the behaviour policy and they sign the Home-School agreement. Where there are clear lines of communication, a shared interest and close co-operation, then success in all its guises is sure to follow.

A home visit by Youth Challenge staff is arranged with parents during the admission, this helps ensure that we will involve parents/carers at all stages, we can discuss the child's progress and encourage them to be equally responsive in communicating to school any concerns that they may have.

Appendices

Appendix 1- Classroom rules

Appendix 2 –Unacceptable behaviours
Appendix 3 – Behaviour sanctions
Appendix 4 – Use of reasonable force

Classroom Rules

- We **respect** each other and our property
- We **speak** kindly to each other
- We **listen** to each other
- We **follow** directions promptly
- We **try** our best when attempting any task
- We **remain** in the classroom or session
- We **walk** around school
- We dress in full school uniform, no trainers.
- Mobile Phones are not allowed in Youth Challenge Primary.

Appendix 2

Unacceptable behaviour

Minor Incidents

Disrupting other pupils' learning
Walking off and ignoring instructions
Shouting out
Refusing to work
Throwing small items
Interfering with other pupils' belongings
Misusing or mistreating school equipment
Swearing
Play fighting and pushing

Major Incidents

Persistent and repeated disruption to other pupils' learning
Fighting exchange of punches, kicks or blows - more than play fighting or pushing
Bullying name calling, threats of violence
Unprovoked attacks an assault which comes without any justification
Sexism repeated sexist remarks, threats or touching
Racism repeated remarks or violence because of ethnicity
Verbal abuse or threats
Physical assault intentionally hitting, kicking or injuring another person
Theft stealing school or pupil/staff property
Major damage to school property intentional damage that is expensive and difficult to repair
Leaving school without Permission pupil leaving the premises without permission and in defiance of adult authority

Appendix 3

Behaviour Sanctions

Abuse of staff verbally – Parents informed / Loss of reward points / Fixed term exclusion

Accidental Damage – No action

Accidental Damage to others belongings – Repair or replace

Assault on staff – Police notified / Fixed term exclusion and behaviour meeting arranged / Permanent exclusion

Bullying – LA informed, Mediation, Warning and behaviour letter and meeting / Fixed term exclusion / Permanent exclusion – See Anti-bullying policy.

Continual disruption of class – Warnings / Work in isolation / Behaviour letter to parents / Lost time made up at break time or enrichment time

Deliberate damage to others belongings – Replace and parents informed / fixed term exclusion

Physical aggression to peers - Internal exclusion ½ day/phone call home /fixed term Behaviour letter sent out / Fixed term exclusion / Permanent exclusion

Physical aggression towards staff – Fixed term exclusion

In possession of mobile – Phones are prohibited in school. Abuse will result in the removal of phone and parents will be asked to collect it from Youth Challenge.

Leaving class without permission – loss of 5 minutes off playtime.

Leaving school site without permission – Parents informed / Police informed

Misuse of internet – Barred for day, week, permanently / Police or parents informed

Misbehaving on minibus or taxi – Inform parents / Excluded from transport for a day, week or permanently

Possession of weapon – Parents and Police informed and fixed term exclusion / Permanent exclusion

Racism – 1 day internal exclusion, Governors informed / Mediation and behaviour letter / Further instances – Fixed term exclusion / Permanent exclusion

Refusal to work in class – Complete work at break, dinner, earn time

Theft – Theft of any kind is not tolerated, children will be asked to return the item, telephone call home, treated as a criminal offence and will result in the Police being informed

Appendix 4

Guidelines on Physical Interventions and the Use of Reasonable Force (Legal term). The Use of force to Control or Restrain Pupils

The Education and Inspections Act 2007 sets out the position and powers of teachers and other staff who have lawful control or charge of pupils to use reasonable force to prevent pupils committing a crime, causing injury or causing disruption.

Reasonable force can be used to prevent a pupil from doing or continuing to:

- Committing any offence
- Causing personal injury to or damage to the property of any person (including the pupil himself) Prejudicing the maintenance of good order and discipline at the school or among any pupils
- Receiving education at the school whether during a teaching session or otherwise

There are a number of situations where reasonable force might be appropriate, or necessary to control or restrain a pupil:

- A pupil attacks a member of staff or another pupil
- Pupils are fighting
- A pupil is engaged in or is on the verge of committing deliberate damage or vandalism to property
- A pupil is causing or is at risk of causing injury or damage by accident, by rough play, by misuse of dangerous materials or objects
- A pupil running on a corridor or stairway in a way in which he or she might be injured or might cause an accident to themselves or others.
- A pupil persistently refuses to obey an order to leave a schoolroom
- A pupil is behaving in a way that is seriously disrupting a lesson
- A pupil absconds from a class or tries to leave school (This would apply if the pupil would be at risk if not in the schoolroom or at school)

Staff should always deal with situations by other means and strategies before using force.

Strategies to diffuse and calm a situation are employed first. **The use of reasonable force is never used as a substitute for good behaviour management.** Throughout a situation that may arise it is important to try to diffuse the situation by using some of the following:

- Using a calm voice
- Isolating the area so that there is no audience
- Bringing in a second member of staff in to assist

If physical intervention is necessary the following rules apply

- The pupil/s will be warned verbally that physical restraint will be used
- Minimum force only will be applied
- Every effort to secure the presence of other staff will be made
- Restraint will be used as an act of care and control not as a punishment
- Acts of restraint will be carried out in a firm and calm manner without being aggressive towards a pupil

Application of Force may involve:

- Physically interposing between pupils
- Blocking a pupil's path
- Holding
- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back

All physical interventions will be recorded on a physical intervention log and passed to the Academy Lead who will decide if further action is required.