

BEHAVIOUR POLICY STATEMENT

Bounce Back is committed to creating a learning environment where the learning, social and personal needs of its learners are addressed and where learners are helped to achieve in an atmosphere of safety and mutual respect.

By removing barriers to learning we aim wherever possible to support transfer back into mainstream education or other specialised educational settings, further education or the world of work.

Everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour and encourage others to do the same. We believe in a working partnership with referrers, parents/carers in order to support a young person's placement at Bounce Back.

The Purpose of the Behaviour Policy

To provide a simple, practical code-of-conduct for staff, learners and parents which recognises behavioural norms

Positively reinforces behavioural norms

Promotes self-esteem and self-discipline

Teaches appropriate behaviour through positive interventions

Expectations

At Bounce Back we believe all of our learners can do well. We encourage success by supporting them to meet the following

expectations:

- Be ready to participate:
- Be on time.
- Switch off and hand in mobile phones, iPods etc.
- Be Respected and Respectful
- Listen to others and expect to be listened to
- Use appropriate language
- Keep hands, feet, objects and personal comments to yourself
- Look after the building, displays and equipment
- Stay for the whole session
- Be safe
- Follow the provisions rules for health and safety
- Be in the right place at the right time

Behaviour Policy Statement

Guidelines

Most behaviour will be managed in the Provision however a learner will sometimes be required to leave the premises. In cases where s/he refuses to leave, an appropriate staff member will contact parents and, if necessary, the police.

Behaviours that stop learners doing well and could result in sanctions are:

- Verbal or physical abuse of staff
- Bullying – physical, verbal, emotional (please see bullying policy)
- Using a mobile phone or other internet linked device
- Sexual harassment of any kind including grooming, ‘shadowing’ students (this includes staring at a student in a predatory manner)
- Prejudice on grounds of race, age, gender, sexuality, disability and others
- Carrying an offensive weapon
- Use or sale of alcohol, tobacco and any illegal drugs
- Deliberate damage or theft of property
- Deliberate disruption of others’ learning
- Smoking in or around the building
- Refusing to leave the premises when asked
- Gambling

The provisions expects staff to:**Set activities that are interesting, relevant and appropriate to learners’ abilities**

- Maintain high expectations of learners
- Recognise and reward positive behaviour
- Model appropriate behaviour
- Provide positive feedback about learners’ efforts and achievement
- Treat learners with fairness and respect at all times

The school expects parents and carers to:

- Support our policy on attendance and punctuality by notifying the school of any absences or lateness
- Notify Bounce Back of any factors which may affect the behaviour of their child
- Support their child by attending regular reviews, open days and other meetings
- Be aware of and support the Bounce Back Behaviour Policy

Staff Guidelines

Inappropriate behaviour is likely to occur when learners lack a sense of purpose and/or structure, are presented with opportunities to misbehave or are struggling to deal with external factors unrelated to the provision. Certain measures can be employed to prevent these and other potentially damaging situations from arising.

Staff should aim to create a calm atmosphere that is conducive to work and learning by:

- Planning differentiated learning experiences that are relevant to the learners' academic and social needs
- Offering varied tasks that are sufficiently challenging and achievable
- Demonstrating flexibility where planned activities fail to engage
- Teaching with appropriate pace; ensuring that there is a clear sense of progression

During the session staff should:

- Set clear learning objectives and outcomes, attainable in the time available
- Model tasks clearly with explicit success criteria
- Encourage learners by offering appropriate praise, help and explanations where necessary
- Monitor progress
- Correct errors in ways that emphasise the learning opportunities they present
- Give personal feedback to learners on all progress made academically and socially
- The recognition of achievement is important. Reward learning and endeavour by:
Using spontaneous praise
- Informing staff and peers of progress in the learner's presence
- Asking the learner to share their work with others
- Collecting important pieces of work for learner achievement portfolios
- Displaying work prominently and attractively
- Awarding merits in line with the rewards policy
- Providing extracurricular activities
- Informing parents of positive experiences and achievements

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For Parent / Carer

At Bounce Back everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour and encourage others to do the same.

This is a summary of our behaviour policy. It will help you to understand how we will respond to your child's behaviour.

We will always try to deal with behaviour in school. Each week we focus on a particular behaviour and reward learners for meeting our expectations.

We will try at all times to only contact you at home regarding the positive progress of your child. We see the parent / Carer as a positive link between the school and the child and need your support to

help us achieve the best for your child. You can be sure that if we contact you at home with a negative issue it is because our efforts to engage your child have failed and their behaviour has been completely unreasonable.

The following will not be tolerated at Bounce Back

- o Verbal or physical abuse of staff
- o Bullying – physical, verbal, emotional
- o Sexual harassment of any kind
- o Use of mobile phone in school
- o Prejudice on grounds of race, age, gender, sexuality, disability and others
- o Carrying an offensive weapon
- o Use or sale of alcohol, tobacco and/or illegal drugs
- o Deliberate damage or theft of property
- o Deliberate disruption of others' learning
- o Smoking
- o Refusing to leave the premises when asked
- o Gambling
- o Consistent refusal to do as asked

Behaviour Rewards

At Bounce Back we reward good behaviour.

The Behaviour Expectations form the basis of our reward system.

Each week we select an expectation from the list and we reward learners for meeting that expectation.

You will also have personal targets set for you. You should make sure you agree with your targets when they are set at the beginning of the week. We reward learners by awarding points.

Follow-up of Incident Statement

At Bounce Back behaviour deemed by staff to warrant an official response is formally recorded.

The recording will consist of:

- A – Antecedents (what happened immediately beforehand)
- B – Behaviour (or description of incident or event)
- C – Consequence (for all concerned, both long and short term if applicable)

Creating a record of the incident.

If the incident has been recorded by the member of staff, the learner may wish to record their version of events before both records are reviewed to establish learner & staff perspectives.

Completing & reviewing the record will enable those involved to consider any rule(s) broken and the **consequences of the behaviour.**

The adult should encourage the learner to consider what they could do to manage their behaviour better in future (learner view) whilst suggesting ways in which the learner might be helped to manage their behaviour (staff view).

In cases where the learner refuses to take part in the process the member of staff should inform the managing team and/ or the SLT in order that a more official response might be made. Adults and young learners have the right to defer mediation to a later time to give the process a greater chance of success. However, in cases like this the learner must be made aware that the mediation process is compulsory and cannot be delayed indefinitely.

Bounce Backs Positive Behaviour System

To encourage and reward good behaviour we use a points system.

During each day the child will have the opportunity, through good work and good behaviour, to gain points from the staff member.

Points will be awarded for:

- Behaviour
- Progress
- Effort

It will also include a 'You've Been Spotted' section where the child can gain points for positive behaviour such as:

- helping someone inside or outside of the provision.
- Areas for You've Been Spotted will include:
 - Helping other learners or staff
 - Responding appropriately to requests to change behaviour
 - Meeting personal targets

De-escalation policy

The best form of de-escalation is to have lessons prepared, create a calm atmosphere in your provision and remain calm yourself.

However there are circumstances where the best teachers require de-escalation with students:

- Remember when dealing with an agitated or aggressive student, the behaviour is symptomatic of other problems so remain sensitive (refer back to your de-escalation training).
- Notice if a student is showing signs of distress
- Connect with the student using verbal de-escalation first. Do not 'confront' an agitated student. Speak calmly and from a distance of about three feet. Do not make the conversation
- 'public'. Use positive reinforcement, always remain calm and keep your voice low. Choose what you say very carefully and try to ascertain what the problem is.
- LISTEN. If a student has an issue they will tell you.
- Re-direct the student by giving them reasonable choices/options for alternative activities e.g. I know you really like art, shall we ask if you can finish this task in the art room?
- Once the child has calmed down, have a quiet conversation about what the cause was (remember here that if the situation is a safeguarding issue then you must refer to one of the designated safeguarding officers)