

Behaviour Policy

Appendix 1 - Behaviour responses

Unacceptable behaviours	Suggested responses
<p>Level 1</p> <ul style="list-style-type: none"> • Not on task • Disrupting others, chatting in class • Not listening • Interrupting • Swinging on chairs • Ignoring instruction • Inappropriate use of technology 	<p>Non -verbal May include</p> <ul style="list-style-type: none"> • Use proximity control for some behaviours such as restlessness and chattering. These behaviours may be calmed by the physical proximity of an adult. Moving towards the young person, seemingly for another purpose can help to refocus them on their work. • Tactically ignoring – notice but appear to ignore low level disruptions while reinforcing on task behaviour. While appearing to ignore, decide – which behaviours you can appropriately ignore and how long you are prepared to ignore for. <p>Verbal</p> <ul style="list-style-type: none"> • Distract and divert stage 1 – eg, ‘Mark, can I see your work please?’ or ‘I can see you’re finding this difficult, can I give you a hand now?’ This is an attempt to break the cycle of low level behaviour and gives the young person the chance to start again. • Use ‘When ... then...’ requests. i.e., ‘When you are in your seat, then I will come and help you.’ • Redirect the young person by emphasising the behaviour you want to see rather than reinforcing the negatives such as ‘Don’t swing on your chair’ or ‘Stop calling out’ instead you could say ‘I need you to place all 4 legs on the floor’ and ‘I expect to see you put your hand up if you need to speak.’ Be assertive and sound like you expect compliance and move on swiftly.

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	<ul style="list-style-type: none"> • Avoid using can you please, rather give the instruction and say 'thank you' – which shows that you expect compliance rather than request it. • Staff to deal with low level disruptions where possible
<p>Level 2</p> <p>Persistence of level 1 behaviours</p> <ul style="list-style-type: none"> • Not on task • Disrupting others, chatting in class • Not listening • Interrupting • Swinging on chairs • Ignoring instruction • Inappropriate use of mobile technology <p>and</p> <ul style="list-style-type: none"> • Intentionally damaging own or another student's work • Minor vandalism – ie, writing on tables • Misuse of property or resources • Mild inappropriate language • Low level threatening behaviour • Answering back • Telling lies and getting other students into trouble 	<p>May include</p> <ul style="list-style-type: none"> • Reposition within the class, i.e., go to a designated work station/area within the classroom that is an informal form of time out to take a break and break the cycle of spiralling negative behaviour. • Point out choices and linked positive/negative consequences, eg. 'If you choose to continue with this then that will happen' or 'If you choose to stop this and make the right choice then that will happen. I'm going to give you one minute to make your choice but I know you will do the right thing/make the right choice.' • Distract and divert stage 2 – the young person's behaviour is escalating so divert them by giving legitimate responsibilities, eg. a job for 5/10 minutes. This should help the young person to break the spiralling negative behaviour so that when they return to class they can start again. • Change of face with another staff member. • Time out of class, but with frequent monitoring. • Working in isolation. • Follow up meeting with SLT to consider next steps. • Contact parent/carers for support with issues.

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<ul style="list-style-type: none"> Leaving the classroom without permission or being in an unsupervised area without permission 	<ul style="list-style-type: none"> Staff to deal with level 2 behaviour where possible, radio deputy/ centre manager for advice if needed.
<p>Level 3</p> <p>Persistence of level 2 behaviours and</p> <ul style="list-style-type: none"> Defiance Dangerous refusal to obey instructions Major disruption to class activity Direct verbal abuse, intentional swearing, gestures and aggressive bad language Bullying Violence (hitting, kicking, punching, biting) Throwing objects Stealing Damage to property, vandalism, Leaving the premises without consent Suspected use of drink or drugs 	<p>Will include</p> <ul style="list-style-type: none"> Discussion with Centre Manager/ deputy manager or member of SLT. Centre Manager will contact school and parents/carers to notify them of incident Written incident report will be sent to school and a copy put on the young person's file. Post 16 students maybe asked to leave the premises, re – admission meeting will take place before a student may return. If trend in level 3 continues the young person's school, parents or carers will be asked to meet with a member of SLT. During the meeting the next steps will be agreed and may include: <ul style="list-style-type: none"> Setting up a behaviour contract with the young person with SMART behaviour targets with clear dates for reviews. Reviewing the young person's timetable Removing the young person from the group, and working for a period of time in isolation or one-to-one. <p>The young person's risk assessment will be updated.</p>



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	<p>For some Level 3 behaviours fixed-term exclusion will be considered, in this event there will be a re-admission meeting. The meeting will:</p> <ul style="list-style-type: none">- Focus on why the exclusion occurred.- Look at appropriate measures to prevent further incidents. <p>In extreme circumstances the young person may be asked not to return to ACE.</p>
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