



Behaviour Policy

Thrive is referred to in this policy. Thrive is a dynamic, developmental approach to working with students that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

The aim of this policy is to provide clear guidance to parents, staff, pupils and other stakeholders about the expectations of the Hub with regard to behaviour management and the methods used to maintain and promote an effective learning environment both within lessons, around the Hub and on any educational visits.

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PT Ethos and Values

At the PT Hub we believe that good behaviour is at the heart of a thriving educational setting. In turn, this contributes to a positive learning environment for both staff and students to thrive.

We believe that it is vital that all practitioners and staff within the Hub understand the individual needs of students who attend the setting. We believe that it is vital for staff members to have a realistic view of students' behaviours and that, particularly for young students, have feelings in the moment and are unable to recognise that others have different views and opinions. We recognise that behaviours can be learned and within our cognitive awareness, but also that they can be unconscious, patterned, non-problem-solving defence or discharge responses and might feel overwhelming. Attentive, observant adults working in relationship with children are required in order to recognise behaviours, identify the underlying needs and respond in appropriate ways. Each staff member working at PT is responsible for the students' care and wellbeing. It is important for staff to remember that often, behaviour is used as a communicator of emotions. Particularly for vulnerable students, who may be in long-term care placements or adoptive families. At PT, we aim to create positive trusted relationships with the students who attend, as we realise that relationships underpin positive behaviour management. Students are encouraged in developmentally appropriate ways that bullying, racism, homophobic comments and acts of violence are not acceptable. Physical punishment and the threat of such, will never be used by any member of the PT Team.

We believe that in order to maintain positive behaviour in our setting, we need to provide the following for students:

- Positive role modelling
- Specific, positive praise
- Outdoor opportunities to help reduce the child's high levels of cortisol
- Consistency and structure to promote security and communicate expectations
- Time – to understand what the child is trying to communicate
- Meaningful experiences to help engage students
- Parent partnerships, based on regular contact and honesty
- Opportunities to understand emotions and different ways to express them
- Support to communicate as required (e.g. picture cards)
- Opportunities to understand what other students/people thinking/feeling may be
- Support to communicate their needs in socially acceptable ways
- Opportunities for responsibility and to learn how to keep themselves and others safe
- An enabling environment

Shouting has a huge adverse effect on our physiology, such as an increased heart rate and blood pressure. Shouting can have a negative impact on students. In frightening and threatening situations, cortisol is released. We do not need to shout to show that we are serious and therefore operate a no shouting policy.

Aims



The overarching aims are:

- To promote positive behaviours and encourage achievement
- To support students in learning self-discipline
- To enable effective teaching and learning
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised
- To teach students to understand, accept and tolerate differences in individuals
- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices, where appropriate.

All staff are responsible for the behaviour and discipline of students in their charge and should use effective strategies and sanctions to maintain an orderly environment for learning. In dealing with matters of indiscipline or unacceptable behaviour, staff should always:

- Act justly and fairly and be seen to do so
- Establish a relationship of respect with students
- Deal promptly and personally in matters of discipline whenever possible
- Apply a consistent approach through the strategies recommended for each individual student.

Both rewards and sanctions will be used by staff to promote a positive ethos in the Hub and every lesson should incorporate praise and encouragement of students.

The successful implementation of this policy depends on full participation. Every member of the Hub has a responsibility to ensure positive behaviour.

Expectations

At PT, we strive to ensure that students are happy, and behaviour of other students does not affect their learning and wellbeing. Good behaviour is essential for ensuring students feel safe in their surroundings, respected by all members of the learning community and are free from bullying, harassment and anti-social behaviours. We would like students to follow the expected behaviours, outlined below, each day they attend the hub to ensure that a positive and calm learning environment is maintained.



- Be polite and show good manners
- Listen to instructions from all adults that work within the Hub
- Care for everyone and everything

Expectations of Students:

- To be prepared to listen and learn
- To control their own behaviour
- To let others work and make progress
- To resolve disagreements without resorting to physical/verbal aggression
- To respect property. Not to damage, take or misuse the property of other people or the Hub
- To make their best effort to understand and accept differences and the individuality of everyone and to be particularly supportive to minorities in terms of race, abilities, sexual orientation and background
- To work to the best of their ability at all times
- To follow Hub rules This policy applies to all students whilst they are in the Hub, travelling to and from the Hub, attending colleges or work-related learning experiences and whilst participating in activities or events organised by or associated with the Hub.

Expectations of Staff:

- To provide opportunities for students to learn to the best of their ability by setting suitable learning challenges, removing barriers to learning, accepting diversity
- To provide an environment in which students can learn.
- To teach positive behaviour
- To plan and prepare stimulating lessons
- To teach respect by treating students with fairness and consistency
- To teach interpersonal skills by promoting positive supportive relationships
- To set up useful, interesting and relevant work if an absence from a lesson can be foreseen
- To avoid confrontation, aggression, sarcasm, humiliation, personal comments about students and whole class punishments resulting from poor conduct of only some of the class
- To use a PACE (**P**layful, **A**ccepting, **C**urious, **E**mpathic) approach to developing relationships with students

Expectations of the Proprietor:

- To monitor the effectiveness of the Hub's Positive Behaviour Policy
- To support the Hub Manager and SLT in the monitoring of attendance and exclusions of different groups of students
- To form a Disciplinary Committee, with a clear role and guidelines for action, which meets as required



Expectations of Parents / Guardians:

- To ensure their child's regular attendance and punctuality
- To co-operate with the Hub to ensure that their child follows the Hub's Positive Behaviour policy
- To keep the key tutor aware of any circumstances which may affect their child's learning and behaviour
- To maintain regular contact with the Hub through attendance at progress and monitoring meetings and, as appropriate, through telephone calls
- To encourage and support their child

Thrive

Thrive uses a developmental framework to clarify the connections between emotional and social development, behaviour and learning. Child development can be depicted as 6 building blocks of experience, each with accompanying tasks and opportunities. These translate into 6 fundamental aspects for emotional and social development.

- Learning to be
- Learning to do



- Learning to think
- Learning to be powerful and to have identity
- Learning to be skilful and to have structure (6-12 years)
- Learning to be separate and secure in your sexual identity (13 years plus)

It is vital that we understand how best to support students as they grow up by helping them in the early years of their education and encouraging them to achieve higher, longer term educational goals. It is essential too that we pay attention to the role of emotions in learning and to the link between emotions and behaviour that in turn can either promote or inhibit learning.

For children at the 'Being' stage of development it is the role of the adult to be a co-regulator with the child.

For children at the 'Doing' stage of development it is the role of the adult to be a co-adventurer.

For children at the 'Thinking' stage of development it is the role of the adult to be a co-creator of meaning - lending your adult thinking brain to the child you are working with.

Positive Approach

We accept the principle that students do not always come to the Hub knowing how to behave in large social groups and so we take it on board to teach them how to behave; to recognise good behaviour and compliance with our instructions; and to reinforce good behaviour positively.



We know this will have an important impact on raising students' self-esteem, which, in turn, will have an important impact on raising achievement.

During the planning of activities, we will decide not only what we want the students to achieve, but also how we want them to behave. Having decided on this we will make explicit to the students how we want them to behave, and check for understanding.

We believe it is important to be consistent in the ways we reward students across the Hub, and for all staff in the Hub to be involved in praising the students (for example, at lunchtime).

We recognise that our praise is our most valuable tool, and we will use the 'Prompt/Praise' technique as often as we can to positively reinforce our instructions by restating them when praising a pupil who is doing exactly what we ask. We will also undertake THRIVE screening to enable us to respond to a class, a group or an individual's social and emotional development.

To ensure that the behaviour of students in the Hub is appropriate and dealt with in a positive way, we will adopt the following positive strategies to promote good behaviour.

Room/Classroom routines

- Social and teaching time distinctions (age appropriate)
- Appropriate noise levels
- Positive start and end of the day/session routines
- Positive corrective language for low-level disruption
- Our class/group rules with photographs

Positive reinforcement

- Placing a high emphasis on encouragement and motivating students
- Giving positive verbal, or written, feedback to students and parents
- Giving descriptive praise
- Recognising success (relative to the individual)
- Showing respect for all individuals, their culture and background
- Modelling desired behaviour
- Listening to each other
- Creating safety – physical/emotional
- Raising self-esteem
- Communicating a sense of importance
- Ensuring students experience and have a sense of their own success
- Maximising opportunities for students to take responsibility for their own behaviour
- Providing choices whenever possible

Rewards



PT Hub is keen to reward pupils promoting positive behaviour, therefore we have several rewards in place for students to access when they display positive behaviours.

At the Hub we support a whole Hub Rewards Scheme (PT Points). All staff are expected to engage with the scheme and apply selection criteria consistently. Verbal praise and encouragement should be used often and in every lesson.

We expect:

- Good behaviour
- Punctuality
- Respect

Monitoring criteria will include: Discipline, Attendance, and personal progress.

Our aim is to engage our students, to offer them support, help and guidance to raise their self-esteem and promote a positive outlook and approach to themselves, the Hub and learning. It recognises individuals' successes and achievements.

It is the Hub's preferred guiding principle to always address the positives in a young person's life. Effective behaviour management is based on: -

- Building positive relationships.
- Effective communication.
- Negotiation and mediation.
- Rewarding positive behaviour and outcomes.
- Responding appropriately to young people whose behaviour is unacceptable in a clear, timely and consistent manner.
- Recognising bullying behaviour.
- Addressing bullying behaviour.
- Actively promoting safe internet use.

Consequences

In the Hub we have clear consequences for all students attending who decide not to make the right choices. Although it is important to have consequences in place, they must relate to the negative behaviours displayed by the child and reasonable level of respect should be left intact. The following sanctions will apply for all students and will occur as below.



- Warning – a verbal warning will be given to the child, and they will be asked to change their behaviour and/or make the right choices
- Time out – if the negative behaviours continue, the child’s teacher may ask them to go and sit in a quiet area and have some time to reflect on their actions
- Speak to parent/carer(s) – if the child continues to make the wrong choices and/or their behaviour continues to deteriorate, the parent/carer will be informed. If the child is presenting challenging and unsafe behaviour, the parent/carer may be asked to collect their child early.
- Move to a quiet room (internal exclusion)– if the child is still not calm, and their behaviour has not changed. They will be removed from the classroom and asked to work alone in a quiet room. They will remain in the quiet room until their behaviour settles and/or they return home.

Timeout must be used effectively for an appropriate amount of time. The child should be encouraged to use this time as self-reflection, if their teacher feels it to be appropriate, consider asking the child what they think went wrong, how they can do things differently in the future, how may the adults in the setting be able to help.

In the event that a child has hurt/injured another child and/or adult within the setting, statements must be taken from the students and staff members involved. Additionally, an incident report form must be completed by the staff member who witnessed or was involved in the incident. The decision must then be made, by the SLT, whether the parent/carer(s) need to be informed prior to collection.

Sanctions

Students will not always behave in the way we may wish, and we will then implement a sanction.

If a sanction is deemed to be an appropriate measure, discussions would take place, where possible, with the student and parents.

Sanctions may take the form of:

- Reparation
- Restoration
- Restrictions of activities

National Minimum Standards requires that staff respond positively to acceptable behaviour, and where the behaviour of students is regarded as unacceptable by staff it is responded to by constructive measures. Sanctions not permissible include corporal punishment, deprivation of food and drink, removal of personal items, and punishing a group for the behaviour of an individual.

Physical Interventions



Methods to de-escalate confrontations or potentially challenging behaviour should be used, as physical intervention must be used as the very last resort. It should be used only in exceptional circumstances to prevent injury to any person or when there is serious risk of physical harm. Prone physical intervention should not be an option when responding to criminal damage. Any physical intervention is not part of a sanction.

In the rare cases that physical intervention is used at the Hub, everything should be done to ensure safety, prevent injury, and maintain a person's sense of dignity and for the minimum amount of time.

Any physical intervention should be agreed with other colleagues following a collective professional judgement and as the only safe course of action. It should be recorded clearly and promptly in the Restraint Book with copies to significant people and placed on the young person's file.

Discussions/Feedback with Students

Discussion with a student is an essential component of the reflection process after a physical intervention, aggressive incident and/or significant incident. This meeting is designed to explore:

- The young person's perspective.
- Share staff observations.
- Connect feeling and behaviours.
- Seek, develop, plan and agree alternative ways to respond to difficulties.
- Consider a restorative model to re-engage a young person with staff member and/or group and routines.

A young person's file should be referred to with a view to accessing prior history and knowledge of the young person including any risk assessments and protocols in place. This can lead to a better understanding of how we can look to promote the wellbeing of our students.

Training

All staff in the Hub attend a number of mandatory training courses. Both the induction and foundation course address some of the issues with regard to young people's behaviour and feelings and responses of staff, as well as appropriate policies and procedures.

All our staff will complete mandatory physical restraint training and subsequent refresher training. This includes work within the following areas:

- De-escalation
- Restorative Practice
- Post and pre-crisis interventions



The aim of this programme is to provide staff with the skills and knowledge to support pupils in order to reduce risk and ensure pupils are safe.

This training will help staff nominated as key tutors to contribute to the young person's placement plans, risk assessments and Individual Support Plans.

Staff meetings, team days, professional meetings etc. also form essential platforms where discussion takes place to provide positive intervention to encourage acceptable behaviour. Staff at The Hub are encouraged to work restoratively and apply restorative techniques. Staff will spend at least one day per year reflecting upon and monitoring the effectiveness of physical restraint measures as practiced in the Hub to ensure fairness and consistency using Restorative Practice.

Exclusions

As an alternative education provision, we understand that exclusion must be a last resort and we strive to ensure that this action is never taken. Exclusions will only take place as a last resort when all other measures have been taken to improve a child's behaviour. If a child has compromised the safety of staff and students within the setting, exclusions may occur until an appropriate risk assessment has taken place for the child to return to the setting.

There are 3 types of exclusion that may occur from the setting:

- Internal exclusions, where it is deemed appropriate to remove a child from the classroom environment for a set (usually short) period of time. The child will be educated in another part of the school under the supervision of a member of staff and will be marked as present on the register. Whilst an internal exclusion does not count as a formal exclusion, parents will always be informed of the decision to remove a child from class.
- Fixed term exclusions, where a child may be excluded for any period up to 45 days in any school year. A date is given for the child's return to the school.
- Permanent exclusions, where it is intended that the child will not return to the same school.

In the event of a child being excluded, PT Hub will inform the parent or carer of the child concerned about the exclusion as soon as possible. They will receive a letter explaining the reasons for the exclusion, whether the exclusion is fixed term or permanent and what arrangements there will be for continuing their child's education.

Date policy implemented: June 2019

Policy reviewed: September 2024

Next review date: September 2025