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Redbridge Tuition Service



Behaviour Policy

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Introduction:

Students who attend Redbridge Tuition Service have been identified as having behavioural, emotional and social difficulties: they often lack the necessary skills, which enable them to manage and control their behaviour. Our aim is to develop such skills by giving them the opportunity to experience positive relationships with adults and peers, to raise self-esteem and to develop a sense of personal control.

At interview, potential students and parent/carers are given a handbook and a contract, which lays out expectations regarding appropriate behaviour. Parents/carers and pupils must sign the contract before work at the service can begin.

A priority for staff will be to minimise conflict and confrontation whilst challenging inappropriate behaviour as and when they arise. Redbridge Tuition Service seeks to create an environment in which effective teaching and learning can take place.

The principles underlying this Behaviour Policy are based on respect:

- Respect for self
- Respect for others
- Respect for the environment

Everybody should:

- Allow others to learn and teachers to teach
- Treat everybody with consideration and good manners
- Respect the right of others to hold their beliefs and opinions
- Help to prevent all forms of bullying
- Behave with the health and safety of others in mind
- Wear clothing that does not cause offence or distract other pupils
- Treat their own property and the property of others with care
- Treat the school buildings, contents and grounds with care

In order to promote positive behaviour all pupils have an Individual Education Plan, which sets out targets for their behaviour - parents are informed of these targets in writing. Targets are reviewed regularly and changed termly.

Each child has a lesson-by-lesson tick sheet, which records the extent to which they demonstrate a good attitude to work and to others. Staff act as positive role models, treat pupils as individuals and reward good behaviour in any or all of the ways outlined below.

Rewards:

- Verbal praise
- Mention in assembly
- Merits
- Letter home
- Phone call home
- Departmental Awards
- House points
- Commendations recorded on E1
- Reward trips
- Certificates: Academic achievement, attendance, effort, participation, improvement
- Attendance rewards
- Extra curricular activities: films, meals, games, crafts, gardening

Pupil/Parent/Staff Conduct:

We have the highest expectations of behaviour and insist on the recognition of the rights of staff and pupils to work in a safe, secure environment, which is free from:

- The use of inappropriate language or any form of verbal abuse
- Personal Abuse
- Harassment whether it is emotional, physical, or verbal
- Physical threat, physical conflict or any unwanted physical contact
- Dishonesty, theft
- Bullying, whether verbal, physical or cyberbullying
- Intolerance of the race, religious beliefs, gender, or the sexual orientation of others
- Illegal drug or substance possession, dealing or abuse
- Weapons of any kind
- Selling/buying/trading of any articles/items
- Possession of contraband (see below)

Contraband:

Contraband may not be brought onto the premises. The current items that constitute contraband are listed below, though this is not an exclusive list and may be altered without prior notice:

- Weapons of any kind – including knives
- Any item that may be construed as a weapon or considered dangerous
- Any drug or substance not prescribed to an individual by a doctor
- Any category a, b, c or other illegal drug or substance

- Glue
- Aerosols
- Alcohol
- Mobile phones or other forbidden electronic devices
- Property not directly owned by the pupil
- Any item that is to be sold or offered for sale to another individual

When pupil behaviour falls below the expected standard, appropriate sanctions are put in place and will include some or all of the following.

Sanctions:	
Within the Lesson	Once withdrawn from lesson
<ul style="list-style-type: none"> • Non verbal/verbal 'reminder' • Verbal warnings - with required behaviour and result of non-compliance being made clear • Move to another seat • Change work • Withdraw pupil from lesson 	<ul style="list-style-type: none"> • Support staff remove pupil from room and work elsewhere for rest of lesson • Duty staff remove pupil from room and put in internal exclusion for rest of lesson • Duty staff discusses behaviour with pupil • Behavioural sheet completed
After the lesson	
<ul style="list-style-type: none"> • Detention- Work completed and/or inappropriate behaviour discussed and future expectations made clear • Incident entered onto e1. Yellow slip to inform form tutor (FT will discuss with pupil) • Phone call or letter home (Form Teacher/ Subject Teacher) • Pupil put on behaviour report - targets made clear to pupil and parents informed • Meeting with parents/carers (Form Teacher/ Subject Teacher) • Meeting with parents/carers (Head/ Deputy Head Teacher) • Meeting with other agencies • Fixed Term Internal Exclusion • Fixed Term External Exclusion 	

Pupil behaviour is recorded, reported and monitored in the following ways:

- Record of exclusions
- Daily tick sheets
- Record of incidents on e1
- Termly reports
- Referrals to outside agencies
- Interviews/phone calls/letters to parents recorded in pupils' file
- Records of lateness
- Record of pupils sent home

- Information shared at debrief sessions
- Information shared with outside agencies
- IEP targets

In extreme circumstances, if behaviour deteriorates and pupils do not respond to the ethos of Redbridge Tuition Service it may be necessary to seek a transfer to another provision. This will be done through the Redbridge Inclusion Panel.