



Trafford Alternative Education Provision



TRAFFORD HIGH SCHOOL
Trafford, Greater Manchester

Pupil Behaviour Policy

2019

Policy Name:	Pupil Behaviour Policy
Policy Number:	6
Date of Approval:	April 2019
Review Date:	April 2021
Person Responsible:	Lynda Thompson Executive Headteacher
Approved By:	Lynda Thompson Executive Headteacher
For Action By	Senior Leadership Team
For Information to:	All Staff
General Data Protection Regulations (GDPR)	This policy document has been reviewed in compliance with GDPR (May 2018) Lynda H Thompson, Executive Headteacher 



Trafford Alternative Education Provision



Our Mission Statement:

Trafford Alternative Education Provision is committed to providing...

A 21st Century education that promotes the academic, emotional and social development of our pupils. Our aim is to create a holistic, nurturing and inspiring environment where pupils are supported and encouraged to take charge of their lives, their learning and their decisions. Every pupil will have an understanding of their personal journey, challenges and future opportunities. All will be encouraged to become independent thinkers and learn to value and respect others thus enabling them to meet the challenges of the wider world. In partnership with parents, carers, schools and outside agencies we will provide pupils and staff with a positive and supportive learning experience.

We will achieve our vision by constantly thinking about the bigger picture, working as one team, valuing our staff and their continual development and by frequently reviewing, debating and developing the curriculum.

Contents

1. Introduction
2. Principles Supporting the Aims and Ethos of Trafford Alternative Education
3. Behaviour Rewards
4. Behaviour Sanctions
5. Behaviour Management
6. Strategies We Use in Dealing with Difficult Behaviour
7. Strategies We Use
8. Involving Other Agencies
9. Summary of Trafford Alternative Education Approach to Managing Pupil Behaviour
10. Appeals Against Sanctions

1. Introduction

1.1 Staff at Trafford Alternative Education have high expectations for pupils' behaviour, as in any learning environment. As such, any disruption to the learning of others is treated seriously.

2. Principles Supporting the Aims and Ethos of Trafford Alternative Education

- We create a positive, safe environment in which our pupils can develop self-discipline and behaviour strategies.
- We will encourage pupils to celebrate their successes.
- An atmosphere that encourages pupils and staff to value and appreciate each other irrespective of age, gender, creed, race or ability.
- We want every pupil to learn to the best of their ability (academically and socially) and every member of staff to be able to continue to learn and develop professionally.
- We wish to ensure that all pupils attending Trafford Alternative Education feel safe and respected.
- We encourage all pupils to develop a sense of personal responsibility and accountability and understand how their behaviour may affect others.
- The school aims to provide a high level of support for pupils so that any problems they may have can be addressed sensitively.
- Our aim is to communicate clearly to pupils, staff and parents/carers the expectations we have for good behaviour and to inform parents of any positive or negative incidents.
- Clear, consistent graduated sanctions are used by all staff where a pupil chooses to behave inappropriately.

We will

- Provide each pupil with an individual education programme that allows for progress, taking into account their previous educational history, patterns of attainment, behaviour and attendance.
- Provide a happy, secure learning environment where social behaviour and academic achievements have equal status.

- Prevent bullying by being pro- active in our approach. Bullying is not tolerated and we promote tolerance and respect as part of British Values.
- Ensure that pupils complete assigned work. Our approach to learning is rigorous and we ensure that pupils learn, their learning is tracked, and they make progress.
- Regulate pupils' conduct through our system, and monitor and report on improvements made.

3. Behaviour Rewards

3.1 The following methods will be used by all staff to reward pupils for displaying appropriate behaviour within school, achieving learning targets and in recognition of contributions to the community.

- Verbal praise
- Points for learning and behaviour recorded in their Progress Booklet, which will lead to a reward trip at the end of term for the top point earners.
- Certificate of achievement e.g. for improved attendance or academic work. (copy sent home)
- Phone call home (by a member of staff or form tutor)
- Awards assembly- certificate awards.

4. Behaviour Sanctions

4.1 The following scale will be used by all staff where a pupil chooses not to follow the agreed expectations for behaviour. (These expectations are provided within the Parent/Carers' & Student Handbook).

- Verbal warning that behaviour is inappropriate
- Discussion of behaviour with form tutor
- Loss of social time, initially break time followed by lunch time
- 10 minute detention after school
- Phone call home by member of staff

- Phone call home by Senior Leadership Team member
- Letter of concern about behaviour
- Asked to return to school at the end of the day and work from 3pm – 4pm as a late timetable
- Fixed term exclusion
- Permanent exclusion for serious breach of school behaviour policy

5. Behaviour Management

- Screening and searching pupils.

All pupils are screened at the beginning of the school day to ensure that no dangerous item is brought into the building. This promotes a safe environment.

- The use of reasonable force.

Staff at Trafford Alternative Education are trained in the Team Teach method, which emphasises de-escalation. Only in the most extreme of circumstances will reasonable force be used to prevent injury to pupils and staff.

- Disciplining pupils beyond the school gate.

Trafford Alternative Education expects pupils to enter and leave the site in an orderly manner, showing respect to our neighbourhood. We will address issues in the immediate vicinity of school.

- Mobile Phones

Pupils should turn off their mobile phone on entering the school. At Trafford High Schools pupil should place their phone in their locker. At Trafford Medication Education Services pupils should hand in their phone to Pupil Reception. Pupils are not allowed to use mobile phones during the school day. If an essential call needs to be made, the office telephone is always available.

- Jewellery

Pupils should only wear a watch, one ring and one necklace. For reasons of safety, only stud earrings should be worn. Extra jewellery should be handed in at the start of the day.

6. Strategies We Use in Dealing with Difficult Behaviour

6.1 There are a range of strategies we use in dealing with difficult behaviour.

- We always treat pupils with respect even when they are exhibiting challenging behaviours.
- We ignore inappropriate behaviour when noticing it would cause more disruption or as part of a planned approach. However, this is always followed up at a more appropriate time.
- We avoid talking above background noise.
- We focus on those who are behaving and working well and praise and encourage them.
- We use eye contact, facial gesture or signals to express approval and disapproval initially.
- We have a quiet word with the pupil who is exhibiting behaviours that challenge, telling them that the behaviour is not acceptable and should stop.
- We describe the effects of the behaviour not the behaviour itself (“when you are making a noise or messing about, the others can’t hear or learn”).
- We use the Team Teach script in full or in part if appropriate to support a child in crisis.
- If necessary we send for help in good time.
- We sometimes ask that a pupil be withdrawn to a quiet room or given Time Out. These strategies are planned for and recorded on the Behaviour Support Plan/ Risk Assessment.
- We are prepared to find the best adult and best conditions to resolve the issue, and prepared to change adults where necessary in order to support both the child and adults.
- We allow pupils time to make amends or take time to follow up an instruction.
- We follow up inappropriate behaviour with a pupil on their own where possible.
- We discuss problems and difficulties privately as far as possible.
- We follow the guidelines if restrictive intervention is needed, and only after use of de-escalation techniques.
- We accept that sometimes it is appropriate to show controlled anger. We can thus model appropriate anger to the pupils. We do so in a controlled way and avoid blaming. We give an “I” message e.g. “I feel very angry that you have spoken so unkindly to Scott.”

- We only raise our voices in exceptional circumstances and always in a controlled manner.
- We give opportunities for reparation and restitution when all those involved are ready and without increasing delays.
- We model reconciliation and support these processes as appropriate.

7. Strategies We Use

7.1 Our approach requires all staff working with our pupils to be aware of the principles of restorative justice, and the ability to apply them to resolving situations in their classes, corridors, and elsewhere in the school community. The principles and use of restorative justice is a regular feature in the schools Continuing Professional Development programme.

7.2 At Trafford Alternative Education we use a restorative approach as part of our behaviour management in the following areas:

- mentoring sessions, tutor time and lessons are used to encourage an ethos where thoughts and feelings can be explored openly.
- those pupils who unfortunately need time out of lessons in seclusion to reflect on their actions/behaviours complete a Restorative Enquiry written task with the member of staff supporting.
- restorative enquiries are used to resolve conflict between:
 - pupils
 - member of staff and pupil/s
 - parent/carer and pupil

8. Involving Other Agencies

8.1 The SENCO may carry out additional assessments or tests to find out more about the pupil's learning and behavioural difficulties so that the curriculum and teaching can be further tailored to enable the pupil to make progress. If the SENCO believes we need more advice about how to help your child learn, we will talk to you about this. We sometimes ask for advice from other specialists and this is used to inform teaching, learning and support packages. We record the strategies we are using in a Support Plan which is an individual plan for your child to help them to make progress and improve their behaviour. This will be written by a team of teachers and support staff within school. This will also be shared with you and evaluated on a termly basis.

Available agencies could include:

- Educational Psychologist
- Healthy Young Minds (formally known as CAMHS)
- Phoenix Futures
- Speech and Language Therapy
- Specialist Advisory Teachers
- Educational Welfare Officer
- School Nurse
- Talkshop
- 42nd Street
- Connexions
- Pupil Community Support Officers
- MARAT (Multi Agency Referral and Assessment Team)

9. Summary of Trafford Alternative Education Approach to Managing Pupil Behaviour

<p>The school's approach to behaviour</p>	<p>Trafford Alternative Education has high expectations of behaviour.</p> <p>We expect all pupils to come to school ready to learn, wearing the school uniform that has been agreed with pupils.</p> <p>Bullying of any kind will not be tolerated.</p> <p>All members of the school community will be treated with respect.</p> <p>Pupils must be safe at all times. Any breaches of this guidance can result in detentions, loss of privileges, home contact and in extreme cases, fixed term exclusion.</p> <p>Trafford Alternative Education has a positive vision for our community; we reward our pupils for behaving positively. The emphasis will always be on positive, respectful behaviour, which will be rewarded through our points system.</p>
---	--

	<p>The senior leadership team and all staff promote positive attitudes in school.</p> <p>We believe that fully involving our pupils in the life and work of the school lead to shared values.</p> <p>Staff have a responsibility to reward good behaviour and to record negative behaviour.</p> <p>We show pupils that they can improve by reducing negative recorded behaviours and increasing positive ones.</p> <p>All staff promote the rewards system.</p>
<p>Roles and responsibilities of staff and governors</p>	<p>The Head teacher and Deputies report to governor's management committee on progress made in increasing positive outcomes and decreasing negatives.</p> <p>Governors are rigorous in their expectations of raising levels of behaviour and returning pupils to mainstream school where possible.</p>
<p>Classroom management strategies used in the school</p>	<p>The behaviour expectations and learning entitlement for pupils is on the wall in every classroom.</p> <p>The rewards and sanctions used have been agreed with all staff and with pupils. The rewards and sanctions system is set out above.</p> <p>The school uses the Team Teach method of classroom management, which emphasises de- escalation techniques.</p> <p>This may involve pupils leaving the class for a short time and talking any difficulties over with a mentor or member of Senior Leadership Team.</p> <p>Pupils' additional needs are managed by the SENCO and colleagues have appropriate individual education plans to help them manage behaviour.</p>
<p>Rewards and sanctions</p>	<p>The rewards and sanctions used in Trafford Alternative Education are set out above. In extreme circumstances we may use positive handling techniques.</p> <p>This would be approved Team Teach methods and only in circumstances where a pupil is in danger of harming themselves or others.</p> <p>Positive handling of pupils is rare at Trafford Alternative Education. If used, it is recorded appropriately.</p>

<p>Behaviour strategies and the teaching of good behaviour</p>	<p>Trafford Alternative Education has a personal, social and health education programme which is taught across Key Stage 3 and 4. This sets out British values of tolerance, behaviour and respect.</p> <p>The school has an active pupil council which raises concerns of pupils and gives them a voice in how the school develops.</p> <p>By respecting and listening to our young learners, we treat them how to value other people and their opinions.</p> <p>The school has an active programme of guest speakers including Phoenix Futures (Greater Manchester Drug and Alcohol Service), Greater Manchester Police and Fire Services, and speakers from within school. Pupils are encouraged to take an active role in school assemblies.</p>
<p>Staff development and support</p>	<p>All staff are trained in safeguarding our young learners. This is of the utmost importance. Staff are trained in the PREVENT programme which is the government's programme to stop radicalisation of young people.</p> <p>Staff are trained in de-escalation techniques to manage challenging behaviour.</p> <p>Using this system, we can track positive changes in behaviour over time.</p>
<p>Pupil support systems</p>	<p>Every pupil is assigned a mentor. Mentoring takes place at the beginning of school each day. Pupils talk over the outcome from the previous day and how they can achieve their behaviour targets for the week.</p> <p>During the school day, pupils may need a short time out of class to discuss their behaviour, calm down and improve upon returning.</p>
<p>Liaison with parents and other agencies</p>	<p>Trafford Alternative Education works closely with parents and recognises good, positive behaviour by positive phone calls or postcards sent home.</p> <p>In some instances, it will be necessary to contact parents regarding negative behaviour.</p> <p>If damage has been caused to the school, Trafford Alternative Education expects parents to help resolve this situation, within reason. If negative behaviour becomes more serious, parents will be asked to attend a meeting in school, or a multi-agency meeting will be called. Trafford Alternative Education will request support from partner agencies to support our young people.</p>

Managing Pupil Transition	<p>Trafford Alternative Education (THS) has a Step Out programme for pupils in need of time out of mainstream school, to reflect on their behaviour and to get some intensive support with their work.</p> <p>Trafford Alternative Education has a close relationship with all other secondary schools in the area. The aim is for the majority of our pupils to transition back to mainstream school, or in some cases, to a more specialised provision.</p> <p>On joining Trafford Alternative Education, pupils come with a range of assessment data. On return to mainstream school, full data on improvements shown in learning and behaviour is provided.</p>
Organisation and Facilities	<p>Trafford Alternative Education (THS) has an isolation room where pupils may work one to one with a member of our support team if required.</p> <p>For the majority of the time, our pupils are in class working at an appropriate level. It is the intention of Trafford Alternative Education to reduce negative behaviour by providing high quality teaching and setting high levels of expectation for our pupils.</p>
Malicious Allegations	<p>Malicious allegations against staff will be taken seriously if found to be malicious. The school has full recourse to the law in these circumstances.</p> <p>Trafford Alternative Education will take seriously any allegations against staff and these will be investigated.</p>
Legal Duties	<p>Trafford Alternative Education acknowledges the school's legal duties under the Equality Act 2010, and those in respect of safeguarding and supporting pupils with special educational needs.</p> <p>The school fully supports pupils with special or additional needs, under the Special educational needs and disability code of practice: 0 to 25 years.</p> <p>Trafford Alternative Education recognises that our pupils require a more sensitive and differentiated approach. This is provided across the curriculum range.</p>

10. Appeals Against Sanctions

Pupils and parents / carers are free to discuss any sanction given, with the subject teacher in the first instance.