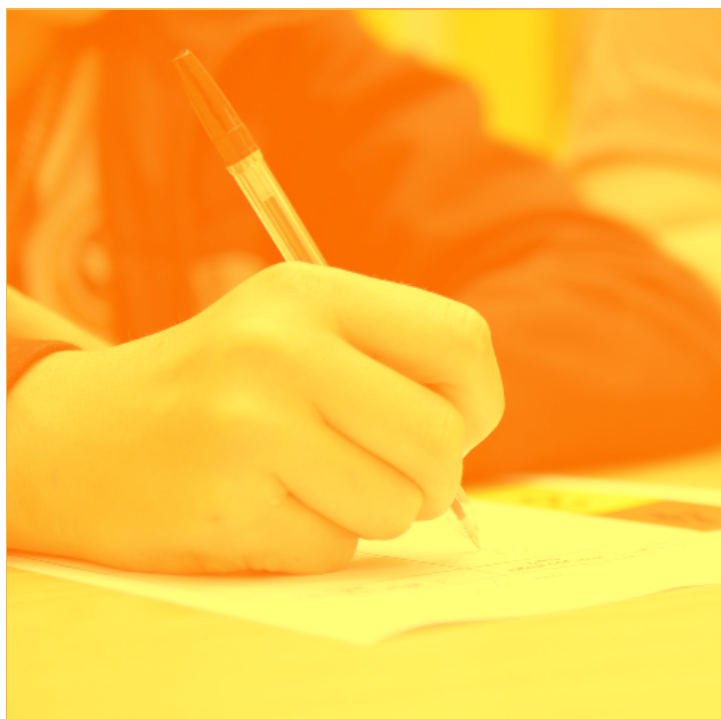




osmis

Mentoring & Inclusion Services

Behaviour Policy



SSEN | SHEFFIELD
SOCIAL
ENTERPRISE
NETWORK



European Union
European Structural
and Investment Funds



Alternative Provision **Behaviour Policy**

This policy supersedes all previous policies and guidance.

Approved: *AM Keenan*

Date of Creation: Sept 2022
Reviewed: 01 September 2025
Next review date: 01 September 2026

“Challenging behaviour is an emotive issue. Feelings will inevitably run deep on the management of challenging behaviour in school. This is not merely a cerebral task. When a youngster challenges our authority, we are often struck below the belt. We are hit where it hurts; it is the core of our personhood that is threatened when a youngster challenges us; unless we have a very strong sense of self our vulnerabilities are exposed” (Lines, 2003)

OSMIS Mentoring and Inclusion Services aim to meet the educational needs of a group of children and young people who have encountered complex issues in their mainstream primary settings. This policy has been created to assist the learning community as it prepares the children for the next stage of their educational journey.

Scope

This policy applies to all staff, parents and pupils at OSMIS Mentoring and Inclusion Services. The policy should be shared with parents and carers at point of pupil entry.

Aims

- 1) For all staff and pupils to take an active rolls in ensuring the behaviour policy is followed and adhered to;
- 2) To create an environment which encourages and reinforces good behaviour;
- 3) To define acceptable standards of behaviour;
- 4) To encourage consistency of response to both positive and negative behaviour;
- 5) To promote self-esteem, self-discipline and positive relationships;
- 6) To ensure that the provision’s expectations and strategies are widely known and understood;
- 7) To encourage the involvement of both home and the provision in the implementation of this policy.
- 8) To provide the children with the skills to ensure that they learn to regulate their behaviour through choice rather than enforcement or through physical intervention.
- 9) To enable pupils to take responsibility for their own actions
- 10) To enable pupils to improve their decision making skills and make good choices.
- 11) To promote pupil self esteem and enable them to become assertive in their dealings with other people
- 12) To ensure a safe well ordered environment conducive to generating a positive climate for learning
- 13) To enable staff to analyse behaviour in order to plan appropriately for individual pupil needs in the form of an IBP and/or risk assessment.
- 14) To ensure a consistency of approach across the Centre
- 15) To involve parents/carers in the management of pupil behaviour.

The Provision's environment gives clear messages to the children about the extent to which they and their efforts are valued. This is achieved through:-

- Building positive relationships between staff and children;
- Learning Place being organised so as to develop independence and personal initiative;
- Furniture arranged to provide an environment conducive to children being on-task in their work;
- Materials and resources arranged to aid accessibility and reduce uncertainty and disruption;
- Displays aimed at helping develop self-esteem through demonstrating the value of every individual's contribution;
- Providing a learning place that is a welcoming environment;
- Teaching methods that encourage enthusiasm and active participation for all;
- Sessions aimed at developing the skills, knowledge and understanding that will enable the children to work in a co-operative way with others;
- Praising and encouraging good behaviour as well as good work;
- All work being differentiated to match each child's ability and emotional maturity;
- Provide an environment / ethos that facilitates the child in developing skills of self regulation and reflection to promote positive behaviour responses.

Learning Space Management Strategies

All staff are individuals and as such will have different strategies for ensuring a positive learning environment within space. However Team Teach™ principles and processes apply throughout the Centre. All core staff are trained in these principles and techniques as part of their induction.

Prevention

Rights, responsibilities, routines and rules should be taught/discussed at the start of the placement of the child and regularly re-enforced. They should include routines for coming in/leaving each space, how to gain adult attention, equipment etc. There should be clear expectations. Rules should be discussed, few, simple, enforced, fair, and visible.

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When dealing with inappropriate behaviour all staff are trained to use Team Teach de-escalation strategies. This model ensures a consistency of approach whilst allowing staff to respond to the individual needs of each child.

The key to good behaviour management is the reinforcement of positive behaviours.

Responsibilities

Children are expected to:

- Behave in an orderly, purposeful and sensible manner
- Show courtesy and respect to all members of the Centre and visitors;
- Be thoughtful, helpful and understanding to each other and staff
- Strive to become positive role models for their newer and more challenging peers;
- Accept the help and guidance given by staff to develop new behavioural strategies that will enable them to be successful in school.

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Parents are expected to:

- Be aware of the Centre's Behaviour Policy and actively support it
- All parents will be given a copy of this policy on their child's admittance to the Provision.

Staff are expected to:

- Create a positive learning environment with challenging expectations;
- Emphasise the importance of being valued as an individual within the Centre
- Separate the child from their behaviour
- Encourage relationships based on kindness, respect and understanding the needs of others and themselves;
- Ensure fair treatment for all regardless of age, gender, race, ability or disability;
- Show appreciation of, and celebrate, the positive efforts of all;
- Set high standards of social behaviour, be polite, well disciplined and thorough;
- Listen to children, making it clear through their response that children's comments and reactions matter;
- Seek every opportunity to explain and reinforce the code of acceptable behaviour, dealing fairly with those who do not maintain the high standards expected of them.
- The Centre will not force any member of staff to undertake searches or screens against their will.

The Management are expected to:

Be familiar with the Centre policy and actively support it.

Visits, Centre Journeys and Transport

Emphasise to staff all of the aims and responsibilities set out above apply when children are involved in any educational activity off the Centre site. All children are ambassadors for their feeder school and the Key Stage 1 and 2 Inclusion Centre when on these journeys and expectations of behaviour and discipline are as high as those within any school setting. Visits, trips and outings form a big part of OSMIS' daily duties and are risk assessed and planned using the referring schools EVOLVE planning programme.

Leaving the centre without permission

If a child leaves the centre, we will establish where he or she has gone. Staff are to attempt to calmly encourage the child back, monitor at a distance, to ensure the safety of the child and report back. If a child is no longer on Centre premises parents and management will be contacted. If they are not at home the police will be informed that a child has left the Centre and is at risk.

Discipline

We take every opportunity to teach and encourage children to behave as disciplined members of the Centre community. We use the "Good to Be Green" system to help children manage themselves and reward good behaviour. When children do not behave appropriately, they are disciplined according to need. The Centre will take a dual strategy approach to children who display significant behaviour problems. Firstly, there is a structure of accepted behaviour and it will be expected that all children at the Centre work within it. If not, then the agreed sanctions will apply. Secondly all staff acknowledge that it is their responsibility to manage the behaviour of children in their care and that a range of strategies will be deployed to support the child in overcoming their behaviour difficulties.

Provision Sanctions

Where a child's behaviour begins to cause concern, a series of sanctions may be applied – these may include:

- Verbal reminders of appropriate behaviour; highlighting to the child that we know they can comply with expectations and provide examples of when this has happened.
- Mild verbal reprimands – discussion with child; • Stronger verbal reprimands; • Withdrawal of free time; • Withdrawal of privileges (without withdrawing entitlements); • In class isolation; • Delay in finishing time; • Time out; • Behaviour contract to run for one week;
- Removal from area to other learning stations or rooms.

Centre Sanctions

To support the range of Centre sanctions the following further sanctions may apply:-

- Management instigated pupil contract/chart for two weeks if classroom ones have not shown a significant improvement
- Management involvement only for violent incidents and extreme abusive behaviour
- Internal exclusion;
- Fixed term exclusion
- Permanent exclusion
- Parental involvement;

Any sanction imposed must be relevant to the needs of the child and facilitate a change in their behaviour as a result of them learning to modify / manage the unacceptable behaviour.

Staff actions.

Staff will be expected to:-

- Maintain positive verbal and non verbal communication
- Remain calm at all times
- Attune with the child
- Produce behaviour logs for ALL incidents (to be written by STAFF unless specific to an individual member of the support staff);
- Contact mainstream schools to advise them of inappropriate actions or behaviour

Rewards

All the staff on the Provision are to regularly praise and encourage good behaviour, focusing on positive aspects. They use a variety of strategies, which include:

- Verbal praise; • Written comments in books;
- Personal strategies eg points; • Having responsibilities;
- Work displayed around the Centre; • Demonstrating and pointing out good examples;
- Pupils taking or explaining their work to other members of staff
- Behaviour certificates; • Stickers • Financial rewards based on positive behaviour points
- Involvement of outside agencies to celebrate achievements with us.

Centre Visits

The agreed rules apply to all children. Staff will deal firmly but fairly with misbehaviour wherever it occurs in the Centre, or on visits elsewhere since all venues are regarded as extensions of the Centre. Incidents of serious misbehaviour on Centre visits will always be reported to parents. Pre visit risk assessments should ensure that potential risks are recognised and appropriate strategies identified.

Criminal Acts

Any incident of a criminal nature will result in police contact.

Exclusion

In very serious cases and in accordance with LA and National policies, it may be necessary to exclude a child. The exclusion will either be for a set period, or permanently with parents' right of appeal to an Independent Body.

The power to discipline beyond the school gate

"Disciplining beyond the Centre gate" covers the Centre's response to all noncriminal bad behaviour and bullying which occurs anywhere off the Centre premises, and which is witnessed by a member of staff or reported to the Centre. The management committee must be satisfied that the measures proposed by the head teacher are lawful.

This encompasses:-

- Any bad behaviour when the child is:
- taking part in any Centre-organised or Centre-related activity or;
- travelling to or from the Centre or;
- in some other way identifiable as a pupil at the Centre.
- Or, misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of a Centre or;
- poses a threat to another child or member of the public or;
- could adversely affect the reputation of the Centre.

As a result of any of these behaviours, the designated member of staff will collect witness statements from both adults and children who have witnessed the event. The parents of the child involved will be contacted and invited into the Centre to discuss the matter. Sanctions for the behaviour will mirror those issued by the Centre for bad behaviour during the Centre day. Parental support will be sought for sanctions which they are able to administer outside the school day.

Following any incident, the centre manager will consider whether it is appropriate to notify the police. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, safeguarding procedures would be followed.

Individual Behaviour Profile / Handling Plans (HP)

When a pupil's behaviour is causing concern and is regularly requiring more input than usual classroom management strategies, an BP should be drawn up; wherever possible with involvement with parents/carers.

All pupils requiring physical interventions have been identified and risk assessed. (HP)

This is discussed with parents and if requested parents will be shown the holds likely to be employed with their child. This is recorded as part of the child's BP.

In extreme instances' children not previously identified as needing physical restraint or requiring an BP may have to be restrained. This would then necessitate the development and maintenance of an BP and risk assessment for that child.

BPs are reviewed and updated regularly and shared with all staff across the Centre. Copies of the BPs are available in the child's folder in the school Office.

A suggested process for drawing up a plan and recording format is shown in appendix A