

Behaviour Management Policy



developing character - promoting values



Developing Character Qualities and Leadership Skills Through Performing Arts

We, TFL Education having considered and reviewed the attached policy, agree to accept the Statements, Principles and Procedures as listed in the document.

Signed by the Director.....Date.....

This Policy has been drawn up with reference to DFE and LA guidelines.



1. Introduction

TFL Education's Be Scene Performing Arts Academy's 'EXPLORE' Programme specialises in working with young people in KS3 with:

- Behavioural, emotional and social difficulties (BESD)
- Social, emotional and mental health (SEMH)
- An Education, Health & Care Plan
- Learning Difficulties
- Social Difficulties

This provision aims to nurture social and personal skills through performing arts in a safe, non threatening environment.

2. Aims and Objectives

- We recognise that all students have different talents and we strive to ensure everybody has an equal opportunity to find and develop the talents they possess
- We believe that the development of character, leadership and creativity are primary aims of our education
- We work together to create a happy, caring and safe centre
- We pursue high standards in every area of our provision
- To explain clearly what the behavioural expectations and shared values are in our provision
- To promote positive patterns of behaviour in which values of respect, responsibility, kindness and honesty are considered as the norm
- To help young learners understand, respect and value individuals whose background or views may differ from their own
- To provide a framework in which those whose behaviour does not meet the standards expected are dealt with consistently, fairly and firmly in a way that supports the individual but demonstrates clearly that certain patterns of behaviour are unacceptable in our provision
- To set out rewards for good behaviour and sanctions to correct behaviour which falls short of the expected standards



3. The Principle

- Determines the detail of the standard of behaviour acceptable within the centre is consistent
- Promotes self-discipline and proper regard for authority among young learners
- Encourages good behaviour and respect for others, and acts to prevent all forms of bullying
- Regulates the conduct of young learners
- Ensures that the behaviour policy is implemented consistently to ensure the health, safety and welfare of all
- Reviews the policy on an annual basis
- Supports all staff in the implementation of the policy

4 Pastoral Manager

- Responsible for ensuring that behaviour policy is implemented consistently
- In the event of an alleged serious breach of discipline, advises the Principal and Director
- Encourages high standards of behaviour and appearance through implementing the sanctions and rewards system
- Oversees attendance and punctuality, monitors reasons for absence, and takes appropriate action on persistent and unauthorised absentees

5 Staff

- To be responsible for discipline and the smooth running of the provision at all times, not only when teaching or undertaking a specific duty
- To enforce actively the centres rules and guidelines for promoting good behaviour, where possible, dealing with breaches of rules immediately and consistently
- To refer issues which cannot be resolved immediately to the Pastoral Manager
- To be aware of young people who experience difficulty in managing their own behaviour, and exercise professional judgement in handling potentially confrontational situations with firmness and sensitivity.



- Ensure that they respond to the needs of individuals in line with the curriculum and mission of TFL Education
- Plan interesting and challenging lessons that contribute to good discipline
- Act as role models for young learners and set examples of hard work, and respect for self and others
- Promote positive patterns of behaviour and self-discipline amongst young learners, and deal appropriately with any unacceptable behaviour
- Be consistent in dealing with young learners; apply all rewards and sanctions fairly both in relation to work and behaviour, so that they know what is expected of them

6 Parents/Carers

TFL education collaborates with parents/carers, so that young learners receive consistent messages about how to behave at the centre and at home.

Parents/Carers are also encouraged to:

- Cooperate with staff in addressing any issues raised concerning the behaviour or welfare of their son or daughter
- Support TFL Education when reasonable sanctions have been applied. If parents/carers have any concerns about the way in which their son or daughter has been treated, they should contact the Principle.

7 Schools

TFL education collaborates and communicates on a regular basis with schools to monitor progress of young learners with regards to their attitude to learning and others. Schools are made fully aware of any issues that arise whilst young learners are on the programme. Young learners are offered a two week trial placement to assess suitability of the programme.



8 The Code of Conduct

- TFL Education endeavours to encourage good habits of work and behaviour from the moment the young learner enters the centre
- Young learners are expected to follow the Code of Conduct, which is on display in the centre
- TFL staff are expected to promote self-discipline amongst young learners and to deal appropriately with any unacceptable behaviour
- Punctual attendance at the start of the day and lessons is a requirement
- All absences must be explained and unexplained absence will be followed up by the Pastoral Manager
- It is understood that staff will adapt their strategies in accordance with individual behavioural needs whilst in class and depending on the nature of the group and content of the lesson, but behaviour which does not allow constructive teaching and learning is unacceptable and all teachers have a duty to ensure that such behaviour is not tolerated

9 Rewards & Sanction

- Rewards and sanctions must be applied fairly and consistently

10 Rewards & Recognition

At TFL Education we recognise and encourage positive young learner involvement, cooperation and achievement in all aspects of 'EXPLORE.' Staff promote positive patterns of behaviour and lead by example, praising good behaviour, achievement and progress.

Staff are encouraged to:

- Actively build self esteem
- Praise the good choices that the young learners make
- Actively build trust and rapport
- Be role models of good behaviour
- Work to repair and restore relationships

Sharing young learners achievements and efforts including:

- Verbal praise
- Positive written comments on work
- Postcards/phone calls home
- Feedback at parents' meetings or young learner reviews
- Communicating with school



Academic awards

On a daily basis young learners who have followed the code of conduct and learning code to a particularly high standard, improved their behaviour and other contributions will be worthy of credit.

Certificates will be awarded weekly for the following:

- Achievement - academic achievement in the subject
- Progress - given to the pupil who is “most improved”
- Effort - given to the pupil who puts in exceptional effort

Sanctions

Sanctions should be applied where it is necessary, in the circumstances to show appropriate disapproval. Young learners who appear to have difficulty in accessing the learning journey are referred to the Pastoral Manager. Students who appear to show signs of abuse must be reported to the lead Safeguarding and Child Protection Officer.

The system of support and sanctions is designed to deal with a range of situations ranging from the trivial to the serious. Any sanction applied must be proportionate to the misdemeanour. As far as possible, the sanction applied should be as constructive as possible.

Behaviour Procedure A:

The following sanctions may be used by class teachers in cases where inappropriate behaviour in lessons affects the learning of others:

1. A clear verbal warning is issued where staff

-Explain why it is unacceptable -Give words of correction -Remind the young learner about the centres expectations.

2. A second verbal warning is issued.

3. A third verbal warning is issued and the young learner is reminded of the consequences.

4. If unreasonable behaviour persists the young learner will be referred to the Pastoral Manager for a mentoring session

5. If poor behaviour persists after the mentoring session the young learner will be issued with a report card that must be completed after every learning session. Parents and school will be informed.

6. Further failure to improve behaviour after the report period has ended will result in discussion with school and parents about the suitability of the programme for the young learner.

The same principles are applied to supervising behaviour outside of the classroom.

Teachers must ensure that the Code of Conduct is followed and record incidents in the Behaviour Book as appropriate.



Behaviour Procedure B:

For serious behavioural issues such as bullying, physical violence, theft, drug and alcohol concerns, sexualised behaviour or verbal abuse staff will move straight to procedure B:

- Accompany the student to the Pastoral Manager, who will discuss the issue with the young learners and immediate contact with parents/carers/school and/or relevant body

Exclusion

Only after discussions with SLT at specific can a young learner be formally excluded from our provision. Recommendations for exclusion can only be made by the Principle.

Young learners may be excluded for one or more fixed periods or permanently. Procedures are set out in the Exclusion Policy.

Restraint

In accordance with the law corporal punishment is not permitted. However, if authorised by the Head of Centre, a teacher, or other member of staff, may use 'reasonable force' to prevent a student from:

- Committing an offence
- Causing personal injury or damage to others or themselves
- Engaging in any activity prejudicial to the maintenance of good order at the centre

Behaviour Support Systems

TFL Education has a number of programmes and techniques for supporting behaviour management. These are:

- Behaviour Plans developed by the Teacher and Pastoral Manager
- Training in behaviour management is provided to staff for professional development
- Staff will discuss behaviour issues with students in group time or personal development

Equal Opportunities

All rewards and sanctions must be applied fairly and consistently and in accordance with our Equal Opportunities Policy.

6. Associated Documents and References

The Policy should be read alongside the following:

- Anti-Bullying
- Attendance
- Complaints
- Confidentiality
- Drug Abuse
- Equal Opportunities
- Exclusion
- Special Educational Needs
- Prospectus

