Behaviour Policy

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Alternative Education Provision

Mission Statement

School of Coding is a safe, well ordered and caring environment for learning. It delivers high quality education to all its AEP students and supports them to develop their individual potential for growth, self-worth and self-control.

High quality outstanding teaching, and clear and consistent guidance and support facilitates AEP students in succeeding in education. Our broad and balanced academic and vocational curriculum will provide AEP students with access to a range of accredited qualifications as well as educational and social experiences, which will address their learning and emotional needs. Our purpose is to support every AEP student to develop their true potential, make positive contributions to their families and find fulfilment in employment.

Values

1. Alternative Provision allows educators to make reasonable adjustments for individual students' needs.
2. Learning is about a journey and there is more than one way to get to the destination
3. Qualifications, manners, respect and opportunity should be the foundations for all students.

High Expectations– AEP students are pushed to achieve beyond their potential, and staff work to ensure everything that we do is better than people expect.

Daring to Dream – at School of Coding we challenge students to reach their potential and go on to further education and employment.

Traditional Values – some things often get forgotten in education, at School of Coding we pride ourselves on mutual respect, good manners, making a positive contribution, supporting one another and an orderly, litter free environment

Success – can come in many virtues, at School of Coding we celebrate the small steps every day and tell students when they are doing well. We ensure that AEP students can have a successful future.

Personalised Support - all students at School of Coding have a tutor who guides them, sets them bespoke targets and supports them in making social and academic progress.

High Expectations	- Wear uniform correctly in accordance with the school dress code - Use appropriate language and do not swear - Keep hands, feet, objects and personal comments to yourself - Look after the school, building, displays and equipment
Daring to Dream	- Always try your best in everything that you do - Want to work towards your next destination in your education - Be prepared to show others how great we are
Traditional Values	- Arrive on time to school and all lessons throughout the day **Hand in any mobile phones/contraband at the beginning of the day without question** - Eat and drink in designated areas and clean up after yourself
Success	- Aim for 100% attendance - Listen to others and in turn be listened to - Be safe and all follow instructions
Personalised Support	- Ask for help if/when you need it - Remain in school for the whole day and be prepared to stay to rectify any mistakes you have made

Behaviour Policy statement

School of Coding is committed to creating an environment where exemplary behaviour is at the heart of productive learning. School of Coding prides itself on our ability to deal with AEP students that may have found mainstream education difficult, but in turn we will not settle for second best.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Aim of the policy

To create a culture of exceptionally good behaviour: for learning, for community, for life.

- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Consistency of Approach

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals, they respect adults and accept their authority.

Ready, Respectful, Safe

Consistent language; consistent response: Referring to the agreement made between staff and learners simple and clear expectations reflected in all conversations about behaviour.

Consistent simple rules and expectations referencing promoting appropriate behaviour.

Consistent follow up: Ensuring 'certainty' at the classroom, department and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.

Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.

Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.

Consistent respect from the adults: Even in the face of disrespectful learners!

Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners

Consistently reinforced rituals and routines for behaviour around the site and off-site.

All staff

1. Meet and greet at the door.
2. Refer to 'Ready, Respectful, Safe'
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson.
6. Be calm and give 'take up time' when going through the steps. Prevent previous sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are making poor behaviour choices.

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Be a visible presence around the site.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support staff in managing learners with more complex or entrenched negative behaviours Regularly review provision for learners who fall beyond the range of written policies.

Pupils will:

- Be ready
- Be respectful
- Be safe

Parents / Carers will:
- Encourage independence and self – discipline, to show an interest in all that their child does in school and to offer a framework for social education.
- Foster good relationships with the school and support the school in the implementation of this policy.
- Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.
- Inform school of anything that could impact their child's behaviour;
- Follow our code of conduct on the telephone, on site and in meetings;
- Attend regular review meetings when requested by the school;
- Maintain regular contact with school;
- Be fully supportive of this policy.

All behaviour expectations are discussed with parents and students at admissions meetings prior to an AEP student starting at School of Coding and at appropriate times during the academic year. We expect our parents/carers to support the school behaviour policy and in turn our code of conduct. We welcome feedback, advice and support from parents/careers, however; to change the lives of our young people we ask for parents/careers uncompromising support. Sometimes AEP students may disagree with staff, but it is important that parents/careers support the school in order to educate our young people and support them in overcoming their difficulties.

Recognition and rewards for effort
We recognise and reward learners who go "over and above" our standards.

Classroom level
- Praise for choice
- On to the class recognition board.
- Sticker reward/sweet reward.
- Mention/Note/phone call to parents.
- Half termly choice afternoon - takeaway and "choice" of activity.
- Termly outing.

Recognition board
Each class will have a Recognition board. The teacher/tutor will write at the top of the board the behaviour they are focusing on. Examples could include " One voice" for classes who constantly talk over each other," speak politely" to emphasise manners. The focus can also relate to learning behaviours "Accurate peer feedback" or "show working" When the teacher sees children demonstrating the behaviour well, they will write their name on the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. At the end of the lesson /session/day (depending on context) the aim is for everyone to have their name on the board.

Stages of behaviour

Staff will always deliver any of the below sanctions calmly and with care. It is in nobody's interest to confront poor behaviour.

Stage 1	**Redirection** Positive reinforcement of other children around them "X thank you for sitting so beautifully. A visual cue to the child that you want them to make a good choice this could include: a 'look' or a visual point to what you expect.
Stage 2	**Reminder** A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. The adult makes the learner aware of their behaviour. The learner has a choice to do the right thing.Praise them when they positively change their behaviour, acknowledging the positive change.
Stage 3	**Warning If the behaviour persists:** A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices. Scripted approaches at this stage are encouraged (see appendix). Praise them when they positively change their behaviour, acknowledging the positive change.
Stage 4	**Consequence If the behaviour persists:** • The learner is asked to speak to the teacher away from the others. • Boundaries are reset • The learner is asked to reflect on the next step. Again, they are reminded of their previous conduct/attitude/learning. • Learners are given a final opportunity to engage with the learning/follow instructions. At this point if necessary to cool down/diffuse the situation the learner can go to a time out /space in the classroom to reflect on their

	behaviour.
Stage 5	The following non-negotiable behaviour may result in suspension or exclusion: • Physical aggression towards an adult • Repeated patterns of aggressive behaviour towards an adult / child • Deliberate and destructive behaviour Exclusions: For very serious offences, the senior staff will consider exclusion in line with statutory guidance. Parents will always be informed at the earliest opportunity and a meeting will be arranged to discuss the reasons for the exclusion and positive steps forward at the beginning of the exclusion and before the child returns to school at a reintegration meeting. Exclusion is always a very last resort.

Reparation conversation

As part of our approaches to managing behaviour, adults should hold a reparation conversation for any child who reaches stage 5 when they are ready,

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

All staff involved will write a report based on the incident(s) and a summary of the learner's responses. This will be sent to the Operations Manager/DSL and New Leaf.

Removal from Lessons

If an AEP student is causing a disruption to a lesson and it is preventing them or others from learning, staff will intervene early with a restorative conversation. If a student continues to disrupt learning a member of staff will remove the student from the lesson and they will be in REFLECTION (a designated area) while a decision is   being made to bring about a solution.

A sanction will be applied to the AEP student depending on the reason for their removal from class. Whilst we will always try to prevent a removal from lessons, sometimes we will have no other option. Learning can continue in reflection with a member of staff.

Reflection is used to:
- maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption:
- enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- allow the pupil to regain calm in a safe space

Searching pupils

The School of Coding must maintain high levels of safety for staff, AEP students and visitors, therefore we ask parents/careers to support us in ensuring that no dangerous items/harmful substances are brought onto the premises. We ask everyone to apply a common-sense approach to this, if it's not safe don't bring it to school! As a school we will exercise our right to search an AEP student or their belongings without consent. This will be completed by a member of the teaching staff and one other member of staff. We have identified a list of prohibited items, they are:

- Knives, including craft knives, pen knives, razors, guns of any kind, including replicas and BB guns
- Alcohol
- Illegal drugs and 'legal highs'
- Stolen items
- Tobacco and cigarette papers including e-cigarettes/vapes
- Fire lighting equipment or flammable liquids
- Fireworks or explosives of any kind
- Offensive material such as pornographic, racist or violent images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Laser pens or LED torches

- Energy drinks containing high amounts of caffeine (Red Bull, Relentless, etc.)
- Any item deemed to be inappropriate or unsafe by a member of staff

If anything is found on a student's person or in their property, the school will confiscate this item. If this is an illegal item, the matter will be referred to the police. If not, school will determine if, when and how the item will be returned.

In certain circumstances school will destroy any of the banned items that are listed, or anything else that might be linked to one of the items listed. Sanctions will be applied to any student found in the possession of any of these items

Suspension and Exclusion

The types of suspensions and exclusions at School of Coding are;
- Internal – working in reflection away from peers
- External – working in another venue from the school
- Suspension – working under the supervision of parents/careers at home
- Permanent – termination of a placement at School of Coding.

AEP students might be placed in reflection where they are supported and monitored by staff but have no interaction with any other students throughout the course of their time in reflection. This may entail finishing school later or earlier for a fixed period. The logistics of this will be dealt with on a case-by-case basis.

Whilst we aim to manage behaviour in school, there are certain circumstances where a student might have to be suspended. In these instances, the student will not be allowed on the school site or in a public place (during the school day) for the specified period. It may require parents/careers to collect the student from school during the school day. If a student refuses to leave the premises the police will be contacted.

In the most serious of circumstances a suspension may become a permanent exclusion, and this would terminate the student's place at School of Coding. Decisions to suspend or exclude are taken very seriously and follow due process.

Examples of incidents that could lead to a suspension are (but are not limited to);
- Verbal or physical abuse towards staff

- Physical violence or aggression towards staff or students
- Child-on-child sexual violence
- Bullying towards another student
- Sexual harassment
- Prejudice based on, gender, race, religion, ethnicity, sexuality, age or disability and others
- Carrying of an offensive weapon
- Use or possession of drugs or alcohol
- Deliberate damage or theft of property
- Smoking/vaping in or around the building
- Refusal to follow staff instructions

Child-on-child sexual violence and or sexual harassment offline or online is never acceptable, will not be tolerated and pupils who carry out such acts will be sanctioned whilst the victims will be supported, kept safe and taken seriously.

Behaviour Incidents Online

School of Coding expects the same high standard of behaviour between students online as it does in the school building. All students should treat each other with kindness, respect and dignity. If inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment is made known to staff, it will be dealt with in the same manner as if it was done offline.

All AEP students have the right to an education; however students are not able to compromise this right for themselves or in a way that may affect others in school. We take breaches of the behaviour policy very seriously and will deal with this lawfully by the powers issued to us from the government.

Any AEP student that has been suspended will only be able to return after a re-integration meeting with parents/careers. This meeting will be outlined in the letter sent to parents/careers. If they are unable to attend, it will be their responsibility to contact the school to re-arrange this meeting. The School of Coding will not put a student back into lessons until this meeting has taken place. In exceptional cases, this could result in a continuation of the suspension.

Malicious Allegations against Staff
Our aim is to build positive and secure relationships between staff and students. However, there

may be an exceptional case where a student makes an allegation against a member of staff. If this does occur, it will be fully investigated. If it is deemed that the allegation was a deliberate act to deceive, serious sanctions will be applied to the student including suspension.

Positive Handling and Reasonable force
School of Coding makes use of the DfE guidance: Use of reasonable force in schools (2013) Any force used should always be the minimum needed to achieve the desired result. Key staff at School of Coding have had the appropriate training to use positive handling, force and restraint appropriately and safely and are certified to use this approach, although we would only resort to this in extreme circumstances where a child or adult is in danger. All incidents which require the use of positive handling or restraint will be reported to a member of the Senior Management. Parents will be informed of any incident where force or restraint has been used on their child.

Procedure in the event of a child running away from an adult
If children run out of class or the building or away from an off-site activity and do not respond to requests to return, parents will be called. Staff will not chase children as this may cause them to run into further danger but will observe from a distance and keep in contact with the school via mobile phones. If a child leaves the school site, the police will be contacted for the safety and wellbeing of the pupil.

Equality
The school expects all members of the community to adhere to this policy consistently, fairly and without prejudice. The school adheres to the Equality Act 2010 in reference to this policy. No member of staff will discriminate against, harass or victimise children because of their: sex; race; disability; religion or belief; sexual orientation; or because of gender reassignment.

For children with SEND, this includes a duty to make reasonable adjustments to policies and practices.
● Reasonable adjustments for pupils will be recorded on an individual behaviour plan or an SEN pupil profile outlining the provision needed for a particular individual. This may include the development of behaviour modification strategies with the advice of external agencies e.g. Educational psychologists, behaviour consultants, social services or CAMHS.
● A risk assessment based on prior behaviours may result in the pupils being restricted from some activities such e.g. attending school trips but only if the behaviour is dangerous.

Supporting pupils with SEND Expectations for managing behaviour of pupils with SEND:

For pupils with SEND their behaviour is often a form of communication and the meaning behind

this communication might not always be clear. Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage. Teachers need to use IEPs to understand what works and what doesn't work for that child. Behaviour scripts and systems can be adapted to suit the needs of individual pupils. If a child does not respond to policy systems, evaluate why and what would work better for that child. Their individual plan and adapted expectations for behaviour should be on their IEP which will be monitored by the SENCO. A child's triggers for negative behaviour need to be on their IEP so that everyone can be aware of these. Teachers will need to be particularly aware when leaving a child with attachment needs or who have previously suffered trauma.

Behaviours that children with SEND that might exhibit to try and communicate with you:
- Work avoidance- this might be because they have not understood instructions or require reassurance that they are doing the right thing.
- Focusing their attention on the adults- following and asking repeated questions this might be for more reassurance that they are doing the right thing or that they are liked.
- Calling out- this might be, so they feel noticed and to also feel reassured.

Parent concerns
If a parent is not satisfied with the way their child has been sanctioned, then they should take the following action:
- Contact the child's teacher – either via email or call the main office or AEP department
- Arrange an appointment with the teacher
- Arrange an appointment to see a senior member or staff

Is the policy working?
With all of the above systems we need to constantly evaluate:
- Is this policy manageable to implement ensuring consistency across the whole school?
- Are the procedures and strategies having an impact on individuals where pupils are taking responsibility for their own behaviour?
- Are pupils developing the behaviours for learning?
- Does the policy ensure the involvement of all adults, pupils and parents thus developing a safe and emotionally literate environment?
- Do routines and approaches to behaviour need to be adapted to suit particular needs of children (including children with SEND)?
- Do children actively make positive choices rather than just use them to reflect on

behaviours after negative choices?

Related policies
- Safeguarding
- Abscoding policy

DfE guidance – Beyond the School gate
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/276783/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_school_staff__final_draft__2_.pdf

DFE guidance - Searching screening and confiscation
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

DFE guidance - Exclusions
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools__academies_and_pupil_referral_units_in_England__including_pupil_movement.pdf

DFE guidance
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf#:~:text=What%20is%20reasonable%20force%3F%201.%20The%20term%20%E2%80%98reasonable,is%20usually%20used%20either%20to%20control%20or%20restrain.

Appendix

Examples of Scripts Privately where possible, calm approach, use child's name, child level, eye contact, deliver message then move away to give up time.

Reminder

I noticed you chose to…. (noticed behaviour).
This is a reminder that we need to be (Ready, Respectful, Safe)
You now have the chance to make a better choice.
Thank you for listening

Warning:

I noticed you chose to…… (noticed behaviour)

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This is the _____time I have spoken to you. If you choose to make the wrong choices again you will move to the table at the back/outside

(Learner's name), do you remember when_____ (model of previous good behaviour)? That is the behaviour I expect from you.

Think carefully, I know that you can make good choices. Thank you for listening.

Consequence/ Calming time

I noticed you are still choosing to …….. (noticed behaviour)

You need to go to sit at the table at the back/ move rooms

I will come and speak to you when you are ready.

If need-be – call the office to request support from senior management.