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**Positive Behaviour and Rewards Policy  
2023/2024**

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**Statement of intent**

**LS-TEN** believes that, to facilitate positive and engaging teaching and learning, acceptable behaviour must be strived for in all aspects of school life. **LS-TEN** is committed to:

* Promoting positive behaviour.
* Promoting self-esteem
* Self-discipline and regulation of self
* Positive relationships based on mutual respect between staff and learners
* Ensuring equality and fair treatment for all
* Praising and rewarding good behaviour through our incentive package
* Challenging, exploring and sanctioning negative behaviours
* Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment for all
* Encouraging positive relationships with parents through feedback and communication
* Developing an open positive dialogue with our learners to enable early intervention and self-regulation
* Promoting a culture of praise and encouragement in which all LEARNERS can achieve reachable targets throughout the day/week/placement

**LS-TEN** understands that some learners may demonstrate negative behaviours due to SEMH needs and/or SEND. Our behaviour system and staff take all contributing factors into consideration when dealing with incidents and handing down sanctions as a response to negative incidents. The following documents play a major role when staff are dealing with learners to ensure the individuals needs are always considered.

* Individual Learning plan (ILP’S)
* Individual Pupil Risk Assessment (IPRA’s)
* Educational Health Care Plan (EHCP’s)
* Positive Handling Plan (PHP’s)

Along with any other supporting documents received or developed in relation to any of our learners.

**LS-TEN** aims to create a safe, calm, and engaging environment in which the health and wellbeing of LEARNERS and staff positive behaviours are promoted. Our ethos and approach are based around our core values:

**Brave**

**Accountable**

**Caring**

**Resilient**

**Relentless positivity**

**LS-TEN** aims to promote these values as part of a whole-school approach using the following methods:

* Modelling of values by staff at all times
* Reflect and review with learners through our behaviour recording system
* Pride and ownership of the facility
* Praise and reward of positive behaviour on a daily basis
* Consistency in staff behaviour management
* Restorative practices following negative incidents

# Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

* Education Act 1996
* Education Act 2002
* Education and Inspections Act 2006
* Health Act 2006
* The School Information (England) Regulations 2008
* Equality Act 2010
* Voyeurism (Offences) Act 2019
* DfE (2013) ‘Use of reasonable force’
* DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’
* DfE (2018) ‘Mental health and behaviour in schools’
* DfE (2021) ‘Sexual violence and sexual harassment between children in schools and colleges’
* DfE (2022) ‘Behaviour in schools: Advice for headteachers and school staff’
* DfE (2022) ‘Keeping children safe in education 2022’
* DfE (2022) ‘Searching, Screening and Confiscation: Advice for schools’

# Roles and responsibilities

The governing board has overall responsibility for:

* Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
* Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
* Handling complaints regarding this policy, as outlined in LS-TEN’s Complaints Procedures Policy.

The Head of School is responsible for:

* The monitoring and implementation of this policy and of the behaviour procedures at LS-TEN. This includes the policy’s effectiveness in addressing any SEMH-related drivers of poor behaviour.
* Establishing the standard of behaviour expected by learners at LS-TEN.
* Determining LS-TEN values and any disciplinary sanctions for breaching the standards of behaviour as described in this policy.
* The day-to-day implementation of this policy.
* Publishing this policy and making it available to staff, parents, and learners at least once a year.
* Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

Teaching staff are responsible for:

* Planning and reviewing support for learners with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the learners themselves.
* Aiming to teach all learners the full curriculum, whatever their prior attainment.
* Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
* Being responsible and accountable for the progress and development of the learners in their class.

All members of staff, including teaching and support staff, and volunteers are responsible for:

* Adhering to this policy.
* Supporting learners in adhering to this policy.
* Promoting a supportive and high-quality learning environment.
* Modelling high levels of behaviour.
* Being aware of the signs of behavioural difficulties.
* Setting high expectations for every pupil.
* Being aware of the needs, outcomes sought, and support provided to any learners with specific behavioural needs.
* Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  + Head of School
  + SENCO
  + Pastoral Lead
  + Exec team

Learners are responsible for:

* Their own behaviour both inside school and out in the wider community.
* Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

* Supporting their child in adhering to LS-TEN values and expected behaviours.
* Informing LS-TEN of any changes in circumstances which may affect their child’s behaviour.

# Definitions

For the purposes of this policy, LS-TEN defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of LS-TEN within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

* **Physical Abuse** – Violence against others
* **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
* **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
* **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
* **Bullying** – a type of harassment which involves personal abuse or persistent and repeated actions which humiliate, intimidate, frighten, or demean the individual being bullied.
* **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
* **Possessions**- of legal or illegal drugs, alcohol or tobacco, weapons or implements that could be used to hurt others
* **Truancy** and running away from school
* **Theft**
* **Verbal abuse**- including swearing, racist remarks, and threatening language
* **Fighting**- aggression and violence
* **Destruction of property-** serious vandalism

For the purposes of this policy, LS-TEN defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

* Lateness
* Low-level disruption impacting the learning of others
* Failure to complete classwork
* Rudeness
* Disruption on public transport
* Use of mobile phones without permission/bringing phones into LS-TEN
* Graffiti
* Bringing contraband (non-illegal) onsite
* Swearing / inappropriate language

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour” if persistent or does not cease with interventions.

# Managing behaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately.

LS-TEN will keep and electronic record of all reported ‘serious unacceptable behaviour’ incidents to help identify learners whose repeated behaviour may indicate potential SEMH/SEND needs that have not been identified or that are underlying. With such cases we will seek professional input and assessment from outside agencies.

LS-TEN uses a R.A.G. system to deal with and record negative behaviours, the system is designed to allow learners to use restorative practice, target setting, positive reinforcement, reflection, and modelling of good behaviours to allow learners to change their behaviours and attitudes.

We focus heavily on praise and rewards that are available throughout the day, at the end of the week, half termly, termly and at the end of the academic year.

How the system works:

**During the lesson:**

* All learners start on green
* Negative behaviour results in moving down the system
* Moving from Green to a Verbal Warning (V1)
* Continued negative behaviour – Move from a V1 to an Amber
* Continued negative behaviour – Move from an Amber to a second verbal warning (V2)
* Continued negative behaviour – Move from a V2 to a Red
* Positive behaviour means you can move back up the system
* Moving into red once means a reflective chat with a member of the behaviour team.
* Following re-entry to the classroom a learner will start from the Amber position and be opened up to the system again.
* Moving into red twice means you will go into inclusion/reflection
* Tutors can use their discretion to go from green to red (Yellow Arrow)

**What does this mean?**

* If you finish the lessons on green, you will go straight to the activity/reward session
* If you finish the lesson on a verbal warning or amber, you must have a reflective chat regarding your behaviour and actions
* If you finish the lesson on red you lose 10 minutes of the activity session and will be asked to reflective review behaviour and have a conversation about making changes.
* Your overall score for the day will be recorded and be shared with your parent/career and host school.

Should a learner exhibit extreme negative behaviours, place themselves and/or others in danger then the decision to exclude that leaner will fall to the Head of School in line with LS-TEN’s Exclusion Policy, and will determine the length of the exclusion.

For discipline to be lawful, LS-TEN will ensure that:

* The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the Head of School.
* The decision to discipline a pupil is made on LS-TEN premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
* The decision to discipline a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

LS-TEN will ensure that all discipline is reasonable in all circumstances, and will consider the pupil’s age, religious requirements, SEMH needs, any SEND, and any other relevant information.

# Prevention strategies and sanctions for unacceptable behaviour

This section outlines LS-TEN’s strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve learners’ behaviour in the future.

**Positive relationships with learners**

Positive relationships are key to pre-empting and de-escalating unacceptable behaviours. LS-TEN focusses heavily on forming these relationships to allow staff members to understand their learners and create a strong understanding of our values from which behavioural change can take place.

**De-escalation strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

* Appearing calm and using a modulated, low tone of voice
* Using simple, direct language.
* Avoiding being defensive, e.g., if comments or insults are directed at the staff member, ‘it is never personal’
* Providing adequate personal space and not blocking a pupil’s escape route/safe space
* Showing open, accepting body language, e.g. not standing with their arms crossed.
* Reassuring the learner that we are here to help and listen
* Identifying any points of agreement to set targets
* Offering the learner, a face-saving route out of confrontation e.g. that if they stop the behaviour, then the consequences will be lessened.
* Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

**Physical intervention**

LS-TEN’s staff team are fully trained in Team Teach and have the legal right to use reasonable force to prevent learners from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. .

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

Any violent or threatening behaviour will not be tolerated by LS-TEN and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Head of School as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving learners with SEND or medical conditions, LS-TEN will recognise and consider the vulnerability of these groups.

**Reflection rooms**

Should a learner move onto red x2 through our behaviour system they will be placed into Reflection for the remainder of that lesson. This room can be used for multiple learners at one time and will always be supervised. Learners will be asked to complete a Reflection form and/or complete standalone pieces of work related to the lesson they have been removed from.

# Sexual abuse and discrimination

LS-TEN prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. LS-TEN’s procedures for handling child -on-child sexual abuse and discrimination are detailed in LS-TEN’s Child Protection Policy.

LS-TEN will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

# Smoking and controlled substances

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. Parents, visitors, staff and LEARNERS are instructed **not to smoke** on school grounds. learners are not permitted to bring smoking materials or nicotine products to school.

LS-TEN has a **zero-tolerance** policy on illegal drugs, legal highs and other controlled substances. Where incidents with learners related to controlled substances occur, LS-TEN will follow the procedures outlined in the Child Protection and Safeguarding Policy.

# Prohibited items, searching learners and confiscation

Upon arrival all learners will be met by a staff member at the main entrance, the staff member will ask all learners to hand over their belongings to be stored safely. Learners will then be searched using a metal detecting wand. Anything found during this search is not permitted to be brought into LS-TEN. Should a learner refuse to hand in any such items then the Head of School or Pastoral Lead will be called, having a statutory power to search learners or their possessions, without consent, where they have reasonable grounds for suspecting that the learner may have a prohibited item. The prohibited items are:

* Knives or weapons.
* Alcohol.
* Illegal drugs.
* Stolen items.
* Tobacco and cigarette papers.
* Fireworks.
* Pornographic images.
* Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  + To commit an offence; or
  + To cause personal injury to any person, including the pupil themselves; or
  + To damage the property of any person, including the pupil themselves.

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The Head of School and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items.

# Effective learning environment management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. LS-TEN understands that effective learning environment management allows staff to:

* Start the year with clear sets of values and routines that are understood by all learners
* Establish agreed rewards and positive reinforcements.
* Establish sanctions for misbehaviour.
* Establish clear responses for handling behavioural problems.
* Encourage respect and development of positive relationships.
* Make effective use of the physical space available.
* Have well-planned lessons with a range of activities to keep learners stimulated.

Subject to reasonable adjustments, e.g. those made for learners whose SEND may affect their behaviour, learners will be expected to follow LS-TEN values which requires learners to:

* Conduct themselves around LS-TEN premises in a safe, sensible and respectful manner.
* Arrive to lessons on time and fully prepared.
* Follow reasonable instructions given by staff.
* Behave in a reasonable and polite manner towards all staff and learners.
* Show respect for the opinions and beliefs of others.
* Complete classwork as requested.
* Report unacceptable behaviour.
* Show respect for the LS-TEN environment.

**Learning environment** **values and routines**

LS-TEN has an established set of clear, comprehensive, and enforceable learning environment values through defining our core values with all learners which highlight what is acceptable behaviour and what the consequences are if the values are not met and behaviour is not of the required standard. Attention is given to how expectations are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

LS-TEN also has an established set of learning environment routines to help learners work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes tutors ensuring that before lessons begin, they have the full attention of all learners, then explaining the task clearly so all learners understand what they are supposed to be doing.

Tutors support learners to understand and follow classroom values and routines. Tutors inform learners of classroom values and routines at the beginning of the academic year and revisit these daily. Where appropriate, tutors explain the rationale behind the values and routines to help learners understand why they are needed. Staff will model values and routines to ensure learners understand them. Tutors also explain clearly to learners what will happen if they breach any classroom values or behaviours to ensure learners are aware of the sanctions that may be imposed.

To support learners’ continued awareness and understanding of classroom values and routines, teachers reinforce them in a range of ways, e.g. placing posters of the values on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom values and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

**The learning environment**

LS-TEN understands that a well-structured learning environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to learners and ensure they have full view of the room at all times.

Tutors employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

* Seating those who frequently model poor behaviour closest to, and facing, the teacher.
* Seating those who frequently model poor behaviour away from each other.
* Ensuring the teacher can see learners’ faces, that learners can see one another, and that they can see the board.
* Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

**Praise and rewards**

LS-TEN recognises that praise is key to making learners feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

* They define the behaviour that is being rewarded.
* The praise is given immediately following the desired behaviour.
* The way in which the praise is given is varied.
* Praise is related to effort, rather than only to work produced.
* Perseverance and independence are encouraged.
* Praise is only given when a pupil’s efforts, work or behaviour need to be recognised, rather than continuously without reason.
* The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from tutors, LS-TEN understands that peer praise is also effective for creating a positive, fun and supportive environment. Tutors encourage learners to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, LS-TEN understands that providing rewards after certain behaviour means that learners are more likely to model the same behaviour again. For rewards to be effective, LS-TEN recognises that they need to be:

* **Immediate** – immediately rewarded following good behaviour.
* **Consistent** – consistently rewarded to maintain the behaviour.
* **Achievable** – keeping rewards achievable to maintain attention and motivation.
* **Fair** – making sure all learners are fairly rewarded.

LS-TEN has a number of options for rewards that can be given to learners These include social rewards, e.g. positive contact with parents, physical rewards, e.g. certificates, and activity-based rewards, e.g. additional play time.

# Behaviour off school premises

Learners at LS-TEN must agree to represent LS-TEN in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff will hold learners accountable for misbehaviour outside of LS-TEN premises when the pupil is:

* Travelling to or from school.
* Taking part in any school-related activity.

Staff may also hold learners accountable for misbehaviour off LS-TEN premises that, irrespective of the above:

* Could negatively affect the reputation of LS-TEN.
* Could pose a threat to another pupil, a member of staff at LS-TEN, or a member of the public.
* Could disrupt the orderly running of LS-TEN.

Any bullying witnessed outside of LS-TEN premises and reported to a member of staff, will be dealt with in accordance with LS-TEN’s Anti-Bullying Policy: learners

LS-TEN will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of LS-TEN premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of LS-TEN premises, staff will only impose sanctions once the pupil has returned to LS-TEN premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of learners from LS-TEN are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

# Monitoring and review

This policy will be reviewed by the Head of School on an annual basis; they will make any necessary changes and communicate these to all members of staff.