



## Behaviour for Learning Policy

Date Approved by Board	February 2024
Next Review Due	September 2024

## **Purpose**

APTCOO's Behaviour for Learning Policy is designed to create an environment where learners and staff can be safe and access the school curriculum, engaging positively in learning.

This policy is written with reference to the latest DfE guidance:

[Keeping Children Safe in Education 2023](#)

[DfE Behaviour in Schools Guidance Updated 2022](#)

It also follows guidance laid out in the following UK laws:

The Equality Act 2010

The Children and Families Act 2014

The Human Rights Act 1998

The guidance within this policy applies to all staff and volunteers with responsibility for children, young people and vulnerable adults attending APTCOO. It covers:

- Promoting good behaviour
- Consequence, sanction, and repair
- Preventing bullying and child-on-child abuse
- Behaviour and risk management principles and guidance
- Coping with Risky Behaviours (CRB)

For information relating to staff and volunteer behaviour, see APTCOO's Code of Conduct

## **Principles**

APTCOO believes that, to enable effective teaching and learning to take place, good behaviour in all aspects of APTCOO life is necessary. It seeks to create a caring, learning environment in school by:

1. The promotion of:

- good behaviour
- self-esteem, self-discipline, regard for authority and positive relationships based on mutual respect.
- a safe environment free from disruption, violence, bullying and any form of harassment.
- a positive relationship with parents and carers to develop a shared approach, involving them in the implementation of the APTCOO policy and associated procedures.

2. The provision of:

- fair treatment for all

- consistency of response to both positive and negative behaviour
- early intervention
- Acknowledgement and understanding of the learners' confused, hurt, and angry feelings.
- Training and support which enables staff to exercise good judgement in these situations, from induction onwards.

3. The expectation that:

- learners can be supported to change their unhelpful responses and to move on from negative past experiences.
- Learners come to understand that they are members of a school community, and part of a wider society where positive behaviours lead more easily to positive life outcomes.

## Promoting Good Behaviour

APTCOO's Headteacher has responsibility for overseeing behaviour and management alongside the APTCOO Proprietors, CEO and workforce.

Within APTCOO, usual behavioural systems are not applied, as research and experience indicate, these are less effective with young people who have experienced trauma and attachment difficulties.

APTCOO's belief is that whatever you pay most attention to you get more of. It is essential that all staff consistently reflect that positive behaviour is noticed no matter how small and we share this with parents/carers. Staff should always be models of positive behaviour, communication, and conflict resolution, as outlined in the Code for Conduct.

As part of managing behaviour and helping young people regulate their emotional states, we utilise the natural environment and sensory experiences. Examples of this include using the natural, outdoor environment and low arousal settings, sensory items in classrooms and adapted lighting items. Teaching staff are encouraged to use the APTCOO model: *Learning through Fun without the Fear of Failure* to engage young people in their learning and to manage their emotions.

Other important aspects of Behaviour for Learning include solution-focused responses and acknowledging and rewarding of good behaviour or any even small attempts to improve. The staff team will pay high levels of attention to the behaviour that we want to see rather than focusing attention on negative behaviour.

To promote safety for children, young people, and vulnerable adults we implement daily routine and structure, with set anchor points. The children will always be greeted on their arrival at APTCOO by a friendly and welcoming teaching staff.

An effective handover will be gained from their parent or carer using the agreed upon method so that any important information can guide the day's plans, including if anything is happening for the child or young person which may affect their mood or ability to engage in learning. At the conclusion of the day a similarly agreed handover will take place.

Our whole APTCOO behavioural model tracks and baselines learner's behaviours to enable progress over time to be clearly demonstrated. Staff must read and acknowledge learner contexts and other relevant documentation outlining individual needs and challenges. The Headteacher is available to support staff with learners as required.

## **Rewards and Praise**

Rewards, praise, and encouragement are amongst the most powerful aids to teaching, maintaining high standards of behaviour, and fostering a positive learning ethos. It is the staff's responsibility to praise learners whenever possible. This may be during activities, lessons and when representing APTCOO elsewhere.

Rewards are encouraged for the following:

- An excellent piece of work or achievement (relative to the individual)
- Excellent effort
- Good progress
- A positive contribution to the activity
- Courtesy and consideration of others
- Consistent good attendance
- Choosing a safe strategy when feeling angry or upset

Types of rewards:

- Verbal praise
- Written praise in daily log
- Photos demonstrating achievements
- Display of work
- Telephone calls to parent/carer
- Commendation letters/Postcards home
- Certificate of achievement
- "Star of the Week"
- Reward time following successful sessions
- Additional activity/APTCOO trip by term dependent on behaviour

It is essential that all staff consistently reflect that positive behaviour is noticed no matter how small and we share this with parents/carers

## **Consequence, Sanction and Repair**

Consequences should be linked wholly to repair or safety and be non-shaming. Responses should be given quickly and be reasonable and controllable. The method of delivery is as important as the response itself (such as the perceived unfairness/indifference from the child or young person) and communication around consequence must also be in line with APTCOO model principles.

The decision to apply a consequence must be made on the APTCOO premises or while the learner is under the charge of the member of staff. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it

must be reasonable in all the circumstances. Teachers may apply consequences to learners for misbehaviour when the learner is taking part in any APTCOO organised or related activity or travelling to or from APTCOO.

This also applies to circumstances, regardless of the above conditions, that could have repercussions for the orderly running of the APTCOO, poses a threat to another learner or member of the public, or which could adversely affect the reputation of APTCOO.

Following any learner misbehaviour, it is important that repair work is completed with the learner as soon as practically possible. We know that children, young people, and vulnerable adults with attachment difficulties experience toxic shame following misbehaviour and one way to move children, young people and vulnerable adults into appropriate remorse is through role modelling relationship repair.

Repair after any incident is essential and aids to reduce toxic shame and ultimately improves self-esteem, attendance, attainment, and behaviour. Repair after any incident includes talking through the incident with the learner involved, utilising curiosity to help young people understand their behaviour and any triggers and help them plan strategies to prevent a recurrence of any difficult behaviour. Teaching staff must demonstrate how repair work has been completed following any incident.

This repair is individual to the learner and may not necessarily be verbal or written, it may be symbolic or physical and will be detailed within the young person's behaviour support plan.

Staff should always use non-shaming and non-blaming language and allow young people to quickly move on from incidents and repair.

Examples of consequence for children or young people may include:

### **Repair**

- Reparation for damages
- Helping to fix damage
- Apology (verbal or written)
- Session with appropriate staff to address misbehaviour
- Mediation session

### **Safety**

- Change of activity or plan
- Change of venue
- Agreed teacher / mentor
- Educating away from other learners
- Removing items which cause disruption

**Any form of corporal punishment is illegal in all circumstances.**

## **Off Site Learning (including Exclusion)**

One response to negative behaviours is to restrict movement and access to site and activities based on the safety aspect of consequences and behaviour management. A learner's risk assessment and behaviour management plan should clearly state if any areas or activities are to be restricted for a learner based on risk. Frequency and severity of past incidents should be reviewed, and any risk assessment and restrictions should be reviewed regularly.

## **Preventing Bullying and Child-on-Child Abuse**

The Bullying Policy clearly states that bullying is unacceptable and what learners and staff should do if they are the victim of bullying or if they witness bullying taking place. All incidents of bullying must be dealt with in accordance with the policy and then recorded on the relevant documentation.

For more information on signs, symptoms and ways to prevent bullying and harassment, please consult APTCOO's [Bullying policy](#).

## **Searching & Banned Items**

APTCOO staff can search a learner for any item, with the learner's consent. The ability to give consent may be influenced by the learners age or other factors; the Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the learner may have a prohibited item.

Staff will only search a learner if they have good reason to and acknowledge and consider that it could infringe upon their wellbeing and rights in several different ways. For example:

- Loss of privacy when clothes, bags or possessions are searched.
- Loss of a sense of security, if they feel they are being monitored and searched without reason.
- Impact on a pupil's dignity or reputation if they are searched or suspected of possessing prohibited items.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, vapes, and cigarette papers (for underage learners)
- 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, or damage to the property of, any person (including the learner).

## **Confiscation**

APTCOO staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to all within the APTCOO environment. While staff are protected from liability in confiscating and disposing of items, they should always act lawfully, take the situation into context, and consider whether confiscation is appropriate.

Any search carried out will be recorded and evidence taken.

## **Behaviour and Risk Management Principles and Guidance**

APTCOO holds a comprehensive learner context / risk assessment to guide staff around how best to work with a young person to promote positive behaviour, including what to do in the case where management is required for safety. This document will be initiated prior to referral with related historic and current risk indicators, grading of severity and likelihood of behaviour and then detailing how to avoid, divert or manage such behaviour.

In addition to this, a learner-friendly document is created, 'Learner Context' which must be completed with the learner during their first term at APTCOO or when a settling in period allows discussions and inclusion of the learner themselves. This document tells staff the more minute details of behaviour management for the learner and what they find helpful or unhelpful as a strategy.

Every learner completes a '5 Point scale' or alternative resource around their behaviour which is an ongoing and live document which may also feed into the learner context document.

Our behaviour and risk management principles are based on the following:

### **1. Avoid**

Understanding a learner's experiences and history and the impact of the environment on behaviour in order to avoid behavioural difficulties. Staff engage in meticulous planning, daily structure, high levels of nurture, preparation, and delivery of highly individualised teaching methods

Staff should understand learners' attachment styles and triggers for behaviour. Staff must provide predictability and structure to provide sense of routine, safe space points for young people.

In line with our attachment-based learning approach and the past trauma experiences of many of our learners, staff may choose to deliberately ignore some low-level behaviour in order to work on keeping a learner positively engaged. This also serves to allow learners to not experience consistent negative feedback enabling them to engage in learning.

Behaviours which are a risk to safety or are detrimental to the safe learning of other learners will be addressed in appropriate ways.

APTCOO learners have often experienced past trauma, poor attachment experiences and multiple losses, many behaviours are not a choice but a coping strategy. Our principles therefore aim to work with learners to develop alternative helpful coping strategies to situations and the premise of acceptance regarding their current difficulties.

Fiddling, doodling, moving around are all examples of behaviour responses to anxiety and within our policy staff may tolerate levels of these behaviours in order to focus on higher goals, development of self-esteem, attending and engaging in education and work towards the reduction of these behaviours.

## **2. Divert**

At times when things are looking like we are heading for an incident where learners are not learning, and the early trigger signs of a behavioural incident are becoming apparent staff should use diversionary tactics e.g., feed the animals, use humour, lesson plan within lesson plan.

Diversionary principles should be unique to each young person's attachment style and knowledge of their own calming strategies. Staff should be fully aware of what works for each individual learner and respond accordingly.

Responses can be utilising the low arousal setting of the APTCOO environment, animal welfare, cooking, baking, are therapy, etc. Due to nature of the learners' trauma experiences, enforced sustained seclusion would not be appropriate but young people may find it helpful to have time away from the group or a walk with a staff member in order to calm and regulate.

Staff may choose to use the support of a colleague, pastoral, behavioural lead or other staff member to help engage a learner who is upset. It is essential that staff spot the early signs of a learner becoming dysregulated to avoid an escalation of the incident which may lead to the learner becoming unsafe and experiencing shame if an incident is allowed to develop.

### **Physical Intervention and Coping with Risky Behaviour**

There are occasions when the use of a safety intervention to hold a learner is necessary. Staff members of APTCOO supporting a learner may use reasonable force, using approaches and approved techniques, to prevent learners from:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property, including their own property
- Persistent disruption of others learning

Staff are trained in approaches of safety intervention, Coping with Risky Behaviours (CRB). Such intervention should only be used in exceptional circumstances, not as a regular or routine act. All staff and visitors have the right to protect themselves from attack in such circumstance when this is the only safe option.

Some learners in states of high arousal may experience being held as helpful, however all incidents must be recorded, parent carers and other relevant professionals informed and significant



debrief and offered to the young person, including exploration of how the situation escalated and the development of alternative strategies.

Support must be provided for learners and staff in debrief learning and repair from any incident. All significant behavioural incidents will be recorded and analysis of triggers and learning regarding triggers and staff responses explored. All significant behavioural incidents will be recorded and analysis of triggers and learning regarding triggers and staff responses explored.

Each young person at APTCOO will have a risk assessment and learner context, that is reviewed each half term and can be updated at any stage should new eventualities and strategies arise. These details are the most effective management strategy for learners and all strategies should be exhausted before the use of any safety intervention.

### **Parent-Carers and Families**

It is essential that parents be kept informed about their child's behaviour, both positive and negative, within the school setting. Regular contact with families is critical for understanding the wider environment which may prompt a child to act in a negative fashion.

### **Suspension From APTCOO**

Learners will only be suspended from APTCOO for behaviour which puts themselves or others at risk. All reasonable adjustments for a learner's individual SEND needs will be made to avoid, as much as possible, the need for a suspension period.

Normally suspensions will be of a fixed term. For suspensions of more than three days, pupils will be provided with APTCOO work to do at home via remote learning.

Repeated failure to modify behaviour or behaviour that is planned, targeted and extreme that puts the learners or members of the APTCOO community at significant risk could result in permanent exclusion.

Due to young people's experience of loss and rejection, the use of any suspension or 'cooling off' period, must always be viewed as a last resort and only when there is a safety risk.

The Headteacher will lead on and be consulted around consequences for young people, including any decision to educate a young person away from the allocated site. The Headteacher is informed of any consequence implemented regarding a young person.

Suspensions or exclusions may only be agreed by the Headteacher, who takes the lead on any consultation and consequence implemented regarding a young person. They will also be responsible for giving clear reasons to the young person relating to keeping them and others safe.

### **Types of Suspension or Exclusion**

#### **Internal Exclusion**

Internal exclusion is when a pupil is excluded from the rest of APTCOO and must work away from their group for a fixed amount of time. This will be in a different room or on a different site.

An internal exclusion is a discretionary measure, where a learner's behaviour is escalating, and more serious measures need to be taken but there are not yet grounds for an external/fixed-term suspension.

The APTCOO sites are set out in a way in which learners can be taught and engage in education in areas separate from other learners as necessary. Where there may be a high risk, and as part of the risk assessment process, learners will be educated at the most appropriate site to meet their needs. In the first instance of risky behaviour teaching staff will try to change location e.g., move to another learning zone, rather than taking a learner offsite.

As part of our learning curriculum, learners may be educated offsite as per their individual timetable. This planned off site education e.g., bushcraft, physical education is not an exclusionary measure and is part of the attachment-based learning programme we offer for all learners.

Typically, a learner receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed term exclusion is necessary (examples: behaviour chart to address specific behaviours causing a problem; support from the learning mentor etc)

### **Temporary/Fixed-Term Suspension**

A temporary/fixed term suspension is when a learner is suspended from APTCOO and must remain home for a fixed amount of time.

This should be for the shortest time necessary to ensure minimal disruption to the learner's education, whilst mindful of the seriousness of the breach of policy. This will be confirmed in writing by the Headteacher to Parents/Carers.

Any temporary suspensions will plan for an appropriate reintegration period into APTCOO when the learner returns. This will be arranged by appropriate staff and management, together with family consultation.

### **Permanent Exclusion**

A permanent exclusion is when a child is permanently excluded from APTCOO and not allowed to return. This is a very serious decision and the Headteacher will consult with senior leaders and Chair of the Governing Body as soon as possible in such a case.

A decision to exclude a learner permanently should only be taken:

- In response to a serious breach or persistent breaches of the APTCOO 's behaviour policy
- Where allowing the learner to remain in APTCOO would seriously harm the education or welfare of the learner or others at APTCOO.

- Use of weapons, including otherwise productive work tools.
- Persistent physical abuse of staff and/or other learners
- Persistent abuse of property
- Persistent disruption to the learning/welfare of other learners, when APTCOO is no longer able to meet the pupil's needs.

In the case of weapons, to secure the safety of learners and staff, any use of such an instrument will prompt a full staff meeting when staff will discuss the incident/s and will reflect upon the learner's current and historical behaviours.

All staff will be invited to make an informed and considered decision about whether we can keep the learners and staff safe in APTCOO. Ideally a consensus will be reached, but in the absence of this a decision will be made reflecting:

- A majority decision
- Any directives from the Board of Trustees/Governing Body
- The advice of the Senior Management Team and Headteacher

A permanent exclusion will always be considered by the staff team if:

- A learner brings weapons into APTCOO with the intention to use them to cause hurt and harm to themselves or others.
- A learner uses learning resources as a weapon to cause hurt or harm to themselves or others.
- A learner uses a weapon to engage in a deliberate attack with the intention to cause hurt or harm to themselves and/or others.

Any permanent exclusion will be confirmed in writing by the Headteacher to parents/carers and commissioning authorities.

- In line with Updated DfE Guidance (KCSiE 23) the Headteacher can cancel an exclusion before the governing board has met to consider whether the pupil should be reinstated.
- Governing board reinstatement meetings and independent review panels (IRP's) can be held via the use of remote access for suspension and permanent exclusions if requested by the parents, provided certain criteria are satisfied.
- A formal Clerk should be present during the governing board's deliberation process and should record in the minutes; the discussions, the outcome and how the decision has been reached.

The Governing Body will be informed of all suspensions and exclusions on a termly basis; including details of any that were subsequently cancelled by the Head Teacher; additional consultation may also take place about key incidents with the Chair of the Governing Board.

## **Behaviour and Learning Data**

As part of APTCOO's effort to maintain a high level of quality in our service,

We will collect and analyse data from the following sources:

- behaviour incident data
- attendance, permanent exclusion, and suspension data
- off-site directions and managed moves
- incidents of searching, screening, and confiscation
- anonymous surveys for staff, learners, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

This data will be shared and analysed at multiple levels, including relevant staff and management, and the Board of Trustees/Governing Board. School leaders will be encouraged to identify possible factors which may contribute to incidents, to minimise future events and improve our ways of working.

This data will be protected and secured according to our Data Protection Policy For more information, please consult said policy which is available on the website.

## Appendix 1

**Policy/ procedure for:** Behaviour for Learning Policy

### RECORD OF CHANGES

DATE	AUTHOR	DETAILS OF CHANGE
February 2021	Head Teacher	<ul style="list-style-type: none"> <li>V1 Issue</li> </ul>
February 2022	Head Teacher & Compliance Lead	<ul style="list-style-type: none"> <li>V2 Annual review and update</li> </ul>
November 2022	Mike Holmes	<ul style="list-style-type: none"> <li>V3 Update and review in line with Gov.UK Behaviour in Schools Guidance July 2022</li> </ul>
September 2023	Head Teacher & Compliance Lead	<ul style="list-style-type: none"> <li>V4 Annual update and review: inclusion of updated guidance from the DfE (KCSiE 23) including amendment of terminology to 'suspension' from fixed term 'exclusion'</li> </ul>

