



# Behaviour Policy

Achieve Inspire & Motivate CIC

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# Achieve Inspire & Motivate CIC- Behaviour Policy

## Rationale

**AIM CIC** acknowledges that some of the children and young people we work with may exhibit challenging behaviours that vary both in intensity and duration. Challenging behaviour is defined as 'behaviour of such an intensity, frequency or duration that the physical safety of a person or others is placed in serious jeopardy, or behaviour which is likely to seriously limit or deny access to the use of common facilities' (Emerson 1987).

In developing appropriate behaviour in the children and young people we work with, **AIM CIC** promotes the use of a range of techniques. It also acknowledges that some children and young people's behaviour may be so severe as to require the use of reasonable force (see section 550A of the Education Act 1996 and 2002 Guidance on the use of restrictive physical interventions) to ensure both his/hers and others' physical wellbeing. It is crucial to the successful management of these behaviours so that staff work closely with parents/carers/other agencies and the children and young people that we work with themselves to ensure that a consistent approach to behaviour management is implemented. This allows the children and young people to develop their own ability for their behaviour. The approach used draws from staffs own experience of 'best practice'.

**AIM CIC** use a structured, non – violent staff development programme that promotes techniques that are effective in the de-escalation and management and anger and aggression, utilising therapeutic, educational awareness and communication handling strategies. It puts an emphasis on staff working together to teach and help facilitate change, using restrictive physical interventions as a last resort.

## Aim

The aim of the policy is to ensure a consistent approach to supporting the children and young people that we work with in modifying their own behaviour.

## Overview

The **AIM CIC** Policy is built upon a four R's framework that clearly identifies our rights and responsibilities as learners and leaders in learning.

Where we deliver work in a school or college, we will adhere to the policies and practices of those institutions to ensure there is a consistency of approach.

Our rules and routines underpin the curriculum and its delivery. Staff and the children and young people we work with engage with rules and routines throughout sessions and measure progress against them,

The four R's drive the development of positive behaviour of all the children and young people we work with. The framework provides a structure to promote behaviour for learning which will develop all of our young people into independent learners who are ready for their next phase of learning.

## **RIGHTS**

We all have the right to:

- Be respected, trusted and valued.
- Learn in a calm and safe environment.
- Access an environment that promotes our well being.
- Be listened to and be heard.
- Experience and participate in the highest standard of learning and teaching which meets our needs.

## **RESPONSIBILITIES**

It is our responsibility to:

- Follow rules and routines.
- Respect and value the contributions and beliefs of others.
- Actively participate in the highest standard of learning and teaching to ensure we achieve our potential.
- Support one another in our learning journey by working hard to meet our targets.
- Go the extra mile for others and work as a team.

## **RULES AND ROUTINES**

### **Rewards**

We promote the development of behaviour for learning through rewards. By following our Rules and Routines you will be rewarded through a range of incentives, which may include:

- Merit awards
- Weekly Certificates including Subject awards for achievement and effort.
- Star of the week awards
- Life skill of the month award
- Verbal praise
- Phone calls home
- Praise post cards
- Displayed work
- Reward assemblies
- Events
- Responsibilities
- Trips, visits and residentials

## CONSEQUENCES

All actions have consequences whether these are positive or negative, below is a list of consequences devised by **AIM CIC**.

### Sanctions

Equally to develop the skills of the children and young people we work with we will use sanctions to identify boundaries, deter inappropriate behaviour and direct pupils towards positive behaviour.

When rules and routines are not followed the following sanctions will be used in accordance with this code of conduct:

- You will be reminded of the expectations.
- You will be warned of the consequences of your behaviour
- You may be moved to another seat.
- You may not achieve your class behaviour/work points
- Your parents/carers may be contacted by telephone.
- You may receive a detention
- A letter may be sent home.
- You may be withdrawn from the classroom to resolve the difficulty.
- Your mentor may be involved to discuss/resolve the issue.

### If the issue cannot be resolved.

- Parents/carers will be contacted.
- You may be sent home as part of a fixed term exclusion.
- You may be called to a meeting to discuss your behaviour.

### Serious breaches of the Rules and Routines or non resolvable difficulties will result in a meeting being called with the child or young person together with their parent/guardian/carer

The meeting will decide what further action should be taken from the following outcomes:

- Take no further action (in exceptional cases only)
- Renegotiate agreement (timetable restructure/group change)
- Give a verbal warning to the pupil
- Give a written warning to the pupil
- Restorative Justice
- Fixed term exclusion

*Failure to leave a session or premises upon request may result in the police being called.*

### The AIM CIC approach to promoting Positive Behaviour

All staff are responsible for maintaining high standards of behaviour.

All staff will deal with inappropriate behaviour in the following way to ensure a consistent approach.

### Challenge inappropriate behaviour by following the code of conduct (traffic light system)

1. Explain fully the expectations from the children and young people that we work with, through positive reinforcement.
2. Reminder of the expectations.
3. Warning of action to be taken if expectations are not met e.g. movement to another chair, loss of points, removal from a session etc.
4. Follow up action.

## Guidelines

- Follow up actions must be directly related to the warning.
- Removal from the session should be a last resort.
- Behaviour will be discussed and reviewed during end of the session and reviewed at appropriate meetings.

Date of Policy Review: 21/10/2020

Next Review of Policy: 01/10/2023