



## Behaviour Policy

Our behaviour policy helps us to create a caring, stimulating and secure environment in which staff and learners can work and learn safely and encourages involvement of parents/carers/schools and other professionals in the development of their learners.

**Fix It (UK) aims to raise the attainment and maximise the inclusive learning opportunities of all young people within its care. This will be achieved by:**

- Developing a set of preferred practices based on shared values which promote positive relationships;
- Enabling learners to achieve through appropriate expectations of work and behaviour with praise, reward and celebration and explicit and consistent consequences;
- Supporting and encouraging learners to develop standards of self-discipline and to take responsibility for their own behaviour in a wide range of social and educational settings;
- Valuing and appreciating individuals and their rights regardless of their background and ensuring all characteristics under the Equality Act (2010) are protected;
- Ensuring effective monitoring and review processes which inform future planning, acknowledge individual progress and celebrate achievement;
- Forming and sustaining effective partnerships with Fix It (UK), learners, their families and other agencies.

**The principles of the Behaviour Policy aim to:**

- Raise the self esteem of the learner.
- Promote / develop empathy and respect for self and others.
- Develop in Learners a sense of self discipline and an acceptance of responsibility for their own actions.
- Ensure regular attendance.
- Develop an awareness of and adherence to appropriate behaviour.
- Encourage learners to value the environment at Fix It (UK) and its routines.
- Ensure that learners are confident of their right to be treated fairly.
- Empower staff to determine and request appropriate behaviour from everyone.
- Acknowledge that the maintaining of good behaviour within Fix It (UK) is a shared responsibility.
- Ensure that positive behaviour is always recognised.
- Work within a positive, proactive reflective approach to behaviour management.
- To ensure the policy is fully understood and is consistently implemented throughout Fix It (UK).
- Ensure effective mechanisms are in place for the monitoring and evaluation of this policy.
- Ensure the rights and responsibilities of all members of the Fix It (UK) community.

**In order to achieve these aims and principles Fix It (UK) intends to:**

- Develop clear expectations in terms of standards of teaching, learning and behaviour, which are shared with all staff, learners, parents/carers, their school and care home and the wider community.
- Promote appropriate behaviour through the consistent application of agreed preventative, corrective and supportive strategies.
- Promote appropriate behaviour by using positive praise (both verbal and certified) and effective incentives.

- Manage inappropriate behaviour by using a range of positive intervention strategies and a clear, consistent and fair range of graded and relevant sanctions.
- Ensure the effective involvement of all staff in the promotion of appropriate behaviour and the management of unacceptable behaviour.
- Develop strategies to foster increasing parental involvement in the promotion of appropriate behaviour and the management of unacceptable behaviour.
- Devise systems to motivate and encourage young learners to participate in learning.

## Expectations

Staff and Management	Learners	School/Parents / Carers
Lead by example, be good role models for promoting positive attitudes and behaviour.	Respect, support and care for each other both at Fix It (UK) and the wider community.	Be aware of support at Fix It (UK) in terms of teaching, learning and behaviour expectations.
Be consistent in dealing with learners.	Listen to others and respect their opinions.	Ensure that young people come to Fix It (UK) regularly, on time with the appropriate equipment.
Create a safe and pleasant environment, physically and emotionally.	Attend Fix It (UK) regularly, on time, ready and equipped to learn and take part in Fix It (UK) activities.	Take an active and supportive interest in your child's work and progress.
Have high expectations of the learners.	Take responsibility for your own actions and behaviour.	Provide Fix It (UK) with an emergency contact number.
Meet the educational, social and behavioural needs of learners through an appropriate curriculum and individual support.	Do as instructed by all members of staff (teaching and non-teaching) throughout Fix It (UK) day.	Attend open events and review meetings wherever possible.
Form good relationships with colleagues, learners and parents / carers and respond to any concerns.	Be tolerant of others, irrespective of race, gender, religion and age.	
Give specific performance feedback on learning and behaviour to learners on a regular basis.	Be where you should be when you should be throughout the Fix It (UK) day.	

## Curriculum

At Fix It (UK), through our learning programmes we teach learners the above principles. We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual learners, the active involvement of learners in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives which are understood by the learners and differentiated to meet the needs of a range of abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the learners on their progress and achievements and as a signal that their efforts are valued and progress matters.

## Rewards

Fix It (UK) rewards good behaviour, social skills and work throughout the day, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote and acknowledge good behaviour rather than merely to deter anti-social behaviour. Incentive schemes are in place to recognise attendance and achievements. Learners who work hard and behave appropriately will receive positive recognition from staff. Staff will ensure that positive actions and behaviour are communicated back to schools/care homes on the same day by email or phone call.

### Refer to Appendix 1 for Key Stage Rewards.

#### At Fixit behaviour engagement and attendance are recorded and monitored on the ATL (Attitude to Learning) System

Behaviour is divided into five broad levels, and this is monitored for every learner and recorded during every learning session, to highlight potential issues for early intervention and to evidence and acknowledge progress.

Inappropriate behaviour will be challenged by staff using an assertive but non confrontational approach and strategies will be put in place to support the learner to re engage.

The learner will be given responsibility for their own behaviour through a series of behavioural choices and will be helped and encouraged to think about alternatives for dealing with problems, this could also be through crisis management, intervention or group sessions.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- The opportunity for the learner to discuss future strategies to prevent recurring behaviours.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided as this breeds resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is sanctioned.

Level 5 - The learner has an outstanding attitude to learning. The learner's achievement will be acknowledged through praise, they will receive a pre-agreed reward for achieving a level 5 ATL.

Level 4 - above expected ATL level, the learner has a very good attitude to learning. The learner's achievement will be acknowledged through praise and a reward at this level.

Level 3 - expected ATL level - the learner is punctual, engaged and respectful to both staff and peers. The learner's achievement will be acknowledged through praise and reward for continued

Level 2 - Misbehaviour that can be effectively managed within the classroom or workshop setting, by both the tutor and support worker, using individual strategies to support as identified on the young person's Individual Learning Plan.

Level 1 - very serious misbehaviour or persistent level 2 behaviour. Formal involvement with Learner Services Manager, to assess and implement strategy or sanction where appropriate. Formal involvement from Deputy Centre Manager and Centre Manager may be required to enforce the sanction of exclusion at this stage.

## **Refer to Appendix 1 for agreed Behaviours and Sanctions at Fix It (UK) in the ATL Support System - Tutor Guide.**

The application of any sanction for a Level 2 behaviour will be recorded on the ATL System. The application of any sanction for a Level 3 behaviour will be recorded on both the ATL System and on CPOMS by a member of the management team.

### **Care and Control**

Most learners attending Fix It (UK) are settled and engage in the rules and routines laid down with little difficulty. However, there are times when their behaviour requires staff intervention to ensure the learner's own safety, the safety of other learners, staff and protection of property. This can require the use of physical interventions. Team Teach is the approach adopted by Fix It (UK) to manage challenging and aggressive behaviour. Both the DfE and Department for Health issue clear guidelines for the use of physical intervention and the use of restraint and reasonable force. All incidents requiring the use of physical intervention are monitored by Fix It (UK) Centre Manager. Fix It (UK) staff will always seek to help learners find ways to make amends and move on positively following an incident.

### **Exclusion**

Fix It (UK) is committed to maintaining the education of learners who have experienced complex and troubled problems. Although every effort will be made to prevent exclusion from Fix It (UK), in order to bring continuity to a learner's education there is a mechanism in place should it be required, in line with DfE guidance. Once Fix It (UK)'s Centre or Deputy Manager or their appointed person makes a decision to exclude a pre 16 learner young, the school will be informed immediately or as soon as possible, ideally by telephone, of the decision followed up by a letter sent within 24 hours of the decision. In the case of a post 16 learner Fixit uk will notify the parent/carer and the appropriate contracting agency.

Where a learner is excluded at the end of the afternoon session and the exclusion takes effect from the next day, notice must be given before the start of that day. Where a learner is excluded in the morning session and the exclusion takes effect from that afternoon, notice must be given before the start of the afternoon session.

### **Reasons for exclusion: The centre manager reserves the right to exclude a learner for any serious or significant offence, including but not limited to;**

- Unprovoked assault of staff member or learner
- Persistent bullying (see Anti-Bullying Policy)
- Extreme and persistent abuse towards staff member or learner
- Major damage or vandalism within Charity's premises / site or damage to staff property
- Drugs related incidents and supply of illegal substances (see Drugs and Substances Policy)
- Carrying an offensive weapon
- Sexual misconduct

Learners will be reintegrated into Fixit after a period of fixed exclusion, through an initial return to provision meeting. Pre 16 learner meetings will be attended by the learner, school representative and a member of the Fixit management team, Post 16 learner meetings will be attended by the learner, parent/carer and a member of the Fixit management team. These meetings support the learner in identifying barriers to engagement and strategies to

support which might include a change of curriculum, change in time, i.e. half day or 1-3. The meeting will also be an opportunity for the learner to take responsibility for behaviours and to identify, with support, how these behaviours can be addressed. Following an exclusion the Learner will have regular intervention meetings with the Learner Services Manager to monitor progress.

### **Consultation**

Staff, parents and learners were consulted in the review of this policy and will be asked to contribute to subsequent reviews.

### **Monitoring and Evaluation**

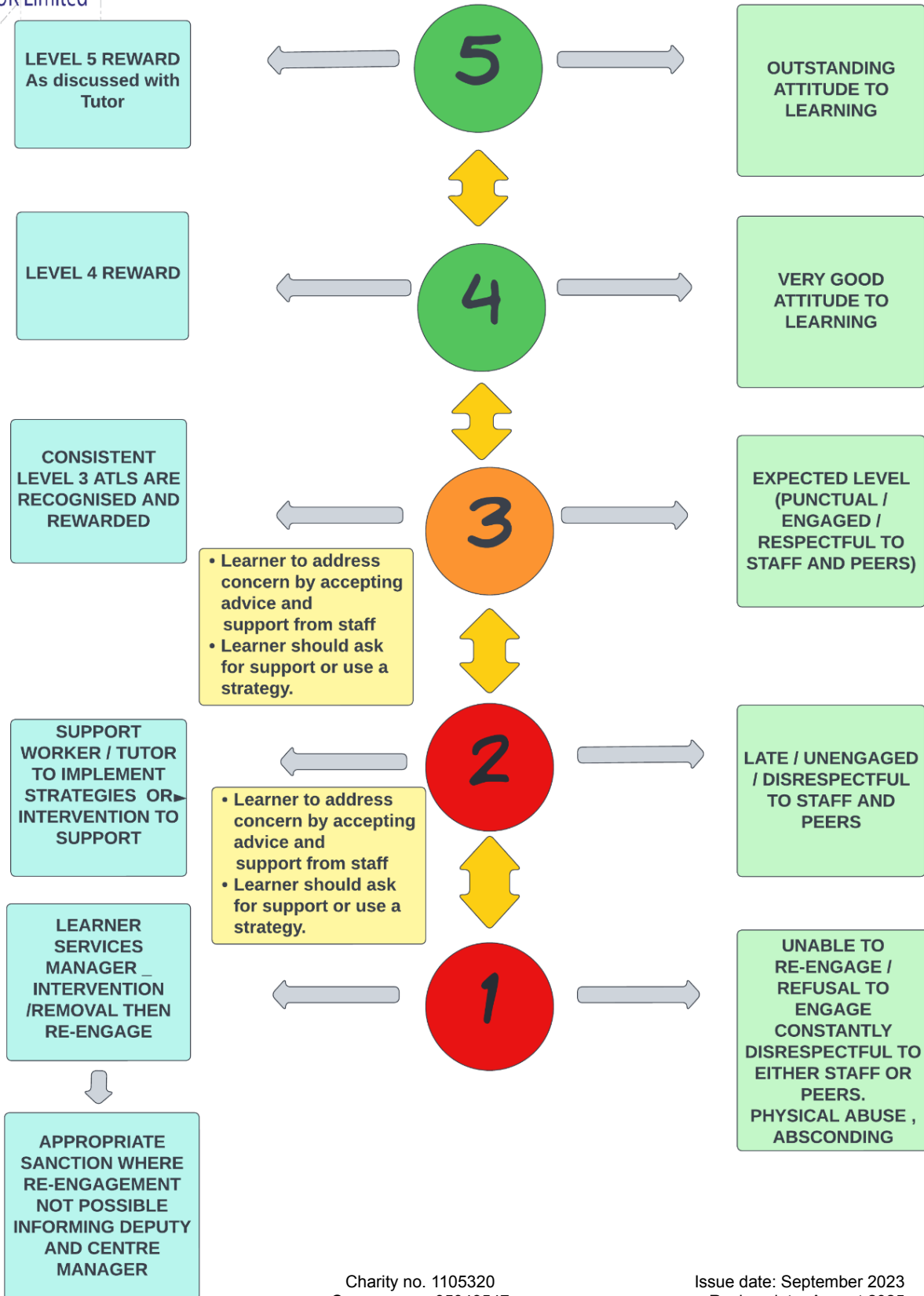
Behaviour management will be under constant review throughout Fix It (UK) and reported to Fix It (UK)'s Trustees, directors and managers.

This policy document will be monitored and evaluated by Fix It (UK) in consultation with the referring agency and parents/carers where applicable on an annual basis.

Appendix 1: Outlines the ATL system for both rewards and sanctions.



# ATL SUPPORT SYSTEM



## ATL SUPPORT SYSTEM - TUTOR GUIDE

<b>5</b>	<p>The Learner achieves an outstanding piece of work or exhibits an exceptional act. The learner is highly motivated. The learner is learning and demonstrating progress. The learner is obviously enjoying the session, has fun and can reiterate what they have learned and are looking forward to the next session. The learner demonstrates exceptional pride in their work. The learner asks challenging questions.</p>	<p>ATL level 5 achievement is acknowledged and rewarded through praise and pre-arranged reward of choice, such as practical activity, wellbeing walk etc</p>
<b>4</b>	<p>The learner completes a very good piece of work, or any other praiseworthy act, this could be shown through the support of others, topic discussions, meeting targets etc The Learner is motivated The learner is making progress. The learner is proud of their achievements. The Learner asks appropriate questions. (The Learner must also meet all expected criteria at Level 3 in the session to gain this level).</p>	<p>ATL level 4 achievement is acknowledged and rewarded through praise and reward of choice. Postcard home and to school in the case of pre 16 learners.</p>
<b>3</b>	<p>The Learner is punctual for the session (allow 2 to 3 minutes leeway) The Learner is engaged consistently, with expected prompts, to encourage / maintain engagement. The Learner is respectful to both staff and peers throughout the session.</p>	<p>Consistent ATL level 3 achievement is acknowledged and rewarded through praise and snack reward.</p>
<b>2</b>	<p>Poor timekeeping. The Learner is late to the session by more than 3 minutes. The Learner is constantly off task un-engaged and expected prompting or strategies to re-engage are not successful within a reasonable amount of time. Learner is disrespectful to peers or staff, but acknowledges and can rectify and not repeat.</p>	<p>Additional behaviours that equate a level 2 include aggression, threatening behaviour, bullying, constant swearing, blame accusations, undermining, name calling, minor damage to work property, non permanent graffiti. If these behaviours are not not acknowledged and rectified they are escalated to a level 1.</p>
<b>1</b>	<p>The Learner is not able to re-engage despite expected prompting and where every strategy has been exhausted and proven unsuccessful. The Learner removes themselves from a session without permission. The Learner is constantly disrespectful to peers or staff. The Learner has been removed from the session by the Learner Services Manager or Management staff.</p>	<p>Additional behaviours that equate a level 1 include, sexual/homophobic/ racist abuse - repeated bullying or intimidation, being in possession of/or using weapons or sharp implements. physically threatening staff or young people with a weapon, being a danger to others, substance misuse, possession of illegal drugs or alcohol, dealing drugs or alcohol, unprovoked assault, theft.</p>