

*'Connection, Communication, Curiosity,
Confidence, Celebration'*

Behaviour Policy

Date:	Reviewed by:	Ratified by:	Frequency of review:	Date for next review:
June 2023	JO	JR	Annually	June 2024

This policy should be read alongside

- Anti Bullying Policy
- Equal Opportunities Policy
- Safeguarding & Child Protection Policy

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-provision approach to maintaining high standards of behaviour that reflect the values of the provision
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline our system of rewards and sanctions

At Learning to Listen we aim to maintain a calm, courteous and friendly environment within which everyone treats one another with respect, tolerance and kindness. We believe in the importance of encouraging students to behave in a self-disciplined, kind and caring manner. Students are expected to develop a clear sense of their rights and responsibilities.

Learning to Listen aims to be a provision of excellence ensuring that all students are treated equally and fairly and developing a mutual understanding and respect for one another. This policy intends to create a common framework so that all members of our community, regardless of any differences, can function in harmony.

2. Purpose

> To ensure that an atmosphere exists in which effective learning and growing can take place

> To ensure that a sympathetic, tolerant, social environment exists, and individuals treat each other with mutual respect

> To ensure that lapses from expected behaviour and standards are dealt with according to the following priorities:

- To put right as far as possible any wrong done
- To help the student to accept responsibility for and change poor behaviour
- To enable students to be aware that they have responsibilities as well as rights

The expectations for students are discussed with all students on admission to the provision to ensure that all students are aware and agree to comply with these.

Expectations for students:

1. Be on time with the right equipment
2. Respect others and myself
3. Do what I can to help myself and others learn and grow
4. Look for opportunities rather than excuses
5. Care for our environment and make it a place of which we can be proud
6. Be the best I can be at all times

3. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)

[Behaviour in schools: advice for headteachers and school staff 2022](#)

[Searching, screening and confiscation at school 2018](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Exclusion from maintained schools, academies and student referral units in England 2017](#)

[Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2022](#)

[Use of reasonable force in schools](#)

[Supporting students with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students

Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

4. Definitions

Misbehaviour is defined as:

- > Disruptive behaviour whilst at the Provision
- > Poor attitude
- > Failure to follow instructions
- > Defacing property

Serious misbehaviour is defined as:

- > Repeated breaches of the provision rules
- > Any form of bullying
- > Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- > Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- > Vandalism
- > Theft
- > Fighting
- > Smoking
- > Coercive behaviours

- > Racist, sexist, homophobic or discriminatory behaviour
- > Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member 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 student)

As a provision that supports those with SEMH needs, Learning to Listen recognises that students' behaviour may be impacted by the student's special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to the student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from our SEND students, especially where their SEND affects their behaviour, the provision will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010)

Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)

If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the provision must co-operate with the local authority and other bodies

As part of meeting these duties, the provision will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned, such as:

- > Short, planned movement breaks for a student who finds it difficult to sit still for long
- > Access to drinking water
- > 1-2-1 support from their coach
- > Training for staff in understanding conditions such as autism
- > Use of outdoor environment to reconnect and rebalance

4.2 Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan are supported by Learning to Listen from a therapeutic position and the provisions offer.

If Learning to Listen has a concern about the behaviour of a student with an EHC plan, it will make contact with the student's wider professional team to discuss the issue

5. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- > Deliberately hurtful
- > Repeated, often over a period of time
- > Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> · Racial · Faith-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

<ul style="list-style-type: none"> · Gendered (sexist) · Homophobic/biphobic · Transphobic · Disability-based 	
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our approach to preventing and addressing bullying are set out in our anti-bullying strategy. It includes:

- > How students, parents and staff can report incidents of bullying
- > How the provision investigates allegations of bullying
- > Sanction procedures, making reference to the sanctions outlined in this policy where applicable
- > How the provision supports students who have been bullied, and those vulnerable to bullying
- > How the provision records, analyses and monitors incidents of bullying
- > Proactive strategies to prevent bullying
- > How the provision will react to bullying that occurs outside of the provision premises or online

6. Roles and responsibilities

6.1 The Managing Director

The Managing Director is responsible for monitoring this behaviour policy's effectiveness and holding all staff to account for its implementation.

The Managing Director along with the Head Coach is responsible for:

- > Reviewing and approving this behaviour policy
- > Ensuring that the provision environment encourages positive behaviour
- > Ensuring that staff deal effectively with poor behaviour
- > Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all students
- > Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- > Providing new staff with a clear induction into the provision's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- > Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- > Ensuring this policy works alongside the safeguarding policy to offer students support when necessary

6.3 All staff

Staff are responsible for:

- > Creating a calm and safe environment for students
- > Establishing and maintaining clear boundaries of acceptable student behaviour
- > Implementing the behaviour policy consistently
- > Communicating the provision's expectations, routines, values and standards in every interaction with students
- > Modelling expected behaviour and positive relationships
- > Providing a personalised approach to the specific behavioural needs of particular students
- > Considering their own behaviour on the provision culture and how they can uphold provision rules and expectations
- > Recording behaviour incidents promptly
- > Challenging students to meet the provision's expectations

6.4 Parents and carers

Parents and carers, where possible, should:

- > Get to know the provision's behaviour policy and reinforce it at home where appropriate
- > Support their child in adhering to the provision's behaviour policy
- > Inform the provision of any changes in circumstances that may affect their child's behaviour
- > Discuss any behavioural concerns with their primary coach contact promptly
- > Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- > Raise any concerns about the management of behaviour with the provision directly, whilst continuing to work in partnership

Learning to Listen will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the provision's policy, and working in collaboration with them to tackle behavioural issues.

6.5 Students

Students will be made aware of the following during their induction into the behaviour culture:

- > The expected standard of behaviour they should be displaying at Learning to Listen
- > That they have a duty to follow the behaviour policy
- > The provision's key rules and routines
- > Students will be supported to meet the behaviour standards
- > Students will be supported to develop an understanding of the behaviour policy and wider culture.
- > Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

7. Behaviour curriculum

Students are expected to:

- > Behave in a polite and self-controlled manner
- > Show respect to all members of the Learning to Listen community
- > Be respectful of other students who are in a session
- > Treat the buildings and provision property with respect
- > Accept responsibility for their actions and subsequent consequences

> Refrain from behaving in a way that brings the provision into disrepute, including when outside Learning to Listen or online

7.1 Mobile phones

At Learning to Listen, we celebrate both the advantages and disadvantages of technology and openly discuss the role that technology plays in our society. We recognise that technology is a useful tool in learning, however taking time to form a connection with our surrounding environment is prioritised and the following procedures are in place for mobile phones during therapeutic sessions:

> Mobile phones must be switched off or on silent during student's sessions

> Mobile phones are allowed at break times when students are supervised

8. Responding to behaviour

8.1 Environment management

Staff are responsible for setting the tone and context for positive behaviour within the provision.

They will:

> Create and maintain a stimulating environment that encourages students to be engaged

> Display the behaviour expectations

> Develop a positive relationship with students, which include:

- o Greeting students in the morning/afternoon at the start of the sessions
- o Establishing clear routines
- o Communicating expectations of behaviour in ways other than verbally
- o Highlighting and promoting good behaviour
- o Concluding the day positively and starting the next day afresh
- o Recognise and deal with low-level disruption quickly to prevent escalation
- o Using positive reinforcement

8.2 Safeguarding

The provision recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. All misbehaviour will be logged to identify patterns and trends alongside any concerns that are raised.

Where this may be the case, we will follow our child protection and safeguarding policy, and follow our internal procedures, contacting the student's social care team if appropriate.

Please refer to our child protection and safeguarding policy for more information.

8.3 Responding to good behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the provision's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the provision's behaviour culture.

Positive behaviour will be rewarded with:

Verbal praise

Communicating praise to parents via a phone call or written correspondence

Certificates / Awards

End of term prizes

Positions of responsibility, such as being entrusted with a particular decision or project

8.4 Responding to misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always identifying and dealing with behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The provision may use 1 or more of the following sanctions in response to unacceptable behaviour:

Removing the student from the activity or away from peers in group situations

A verbal reminder of the expectations of behaviour

Reflection time of their behaviour (verbal or written)

Loss of privileges – for instance, the loss of horse riding or favourite activity

Referring the student to a senior member of staff

Letter or phone call home to parents/ carers

Agreeing a behaviour contract

Suspension

Permanent exclusions, in the most serious of circumstances

Personal circumstances of the student will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

8.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

Causing disorder

Hurting themselves or others

Damaging property

Committing an offence

Incidents of reasonable force must:

Always be used as a last resort

Be applied using the minimum amount of force and for the minimum amount of time possible

Be used in a way that maintains the safety and dignity of all concerned

Never be used as a form of punishment

Be recorded on the students file and reported to parents as soon as possible after the incident and always before the student leaves the provision

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

8.6 Confiscation and searches

Searching and confiscation is conducted in line with the DfE's latest guidance on searching and confiscation.

Confiscation

Any prohibited items found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the managing director, or by the managing director themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and

In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; or

It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the managing director (DSL), or the student's coach who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the provision rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students, with the ideal location being the medical room if vacant. The search will only take place on the provision premises.

Before carrying out a search the authorised member of staff will:

Assess whether there is an urgent need for a search

Assess whether not doing the search would put other students or staff at risk

Consider whether the search would pose a safeguarding risk to the student

Explain to the student why they are being searched

Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf

Explain how and where the search will be carried out

Give the student the opportunity to ask questions

Seek the student's co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to cooperate, the member of staff will contact the managing director (DSL), to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items, but not to search for items that are only identified in the provision rules.

An authorised member of staff may search a student's outer clothing, pockets, possessions or bags.

Outer clothing includes:

Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)

Hats, scarves, gloves, shoes, boots

Searching students' possessions

Possessions means any items that the student has or appears to have control of, including:

Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items and items identified in the provision rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the managing director (DSL)

The staff member who carried out the search should inform the managing director (DSL) without delay:

Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item

If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the student safeguarding file.

Informing parents/ carers

Parents/ carers will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable, but always before the students leaves the premises:

What happened

What was found, if anything

What has been confiscated, if anything

What action the provision has taken, including any sanctions that have been applied to their child

Support given and offered after a search

Irrespective of whether any items are found as the result of any search, the provision will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the provision's safeguarding policy and speak to the managing director or head coach (DSL). They (DSL) will consider if further support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on the premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into the provision, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on the premises, the decision on whether to conduct a strip search lies solely with them. Learning to Listen will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the student's parents/ carers to inform them that the police are going to strip search the student before strip search takes place, and ask them if they would like to come into the provision to act as the student's appropriate adult. If the provision can't get in touch with the parents/ carers, or they aren't able to come into the provision to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The student's parents will always be informed by a staff member once a strip search has taken place. The provision will keep records in the students safeguarding file of strip searches that have been conducted on provision premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the student's decision and it will be signed by the appropriate adult.

No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

Act to safeguard the rights, entitlement and welfare of the student

Not be a police officer or otherwise associated with the police

Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the provision will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the provisions safeguarding policy and speak to the managing director or head coach (DSL). They (DSL) will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

8.7 Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the provision. This means misbehaviour when the student is:

- > Taking part in any provision-organised or provision-related activity (e.g. community tree planting)
- > Travelling to or from the provision

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- > Could have repercussions for the orderly running of the provision
- > Poses a threat to another student
- > Could adversely affect the reputation of the provision

Sanctions will only be given out on provision premises.

8.8 Online misbehaviour

Learning to Listen can issue behaviour sanctions to students for online misbehaviour when:

- > It poses a threat or causes harm to another student

- > It could have repercussions for the orderly running of the provision
- > It adversely affects the reputation of the provision
- > The student is identifiable as a member of the provision

Sanctions will only be given out on provision premises or elsewhere when the student is under the lawful control of a staff member.

8.9 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the provision will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the provision will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the managing director will make the report.

The provision will not interfere with any police action taken. However, Learning to Listen may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the managing director or head coach (DSL) will make a tandem report to children's social care, if appropriate.

8.10 Zero-tolerance approach to sexual harassment and sexual violence

Learning to Listen will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

Learning to Listen's response will be:

- > Proportionate
- > Considered
- > Supportive
- > Decided on a case-by-case basis

The provision has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- > Responding to a report
- > Carrying out risk assessments, where appropriate, to help determine whether to:
 - o Manage the incident internally

- o Refer to the student's social care team if appropriate
- o Refer to children's social care
- o Report to the police

Please refer to our child protection and safeguarding policy for more information.

8.11 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the provision will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the provision will consider whether sanctions need to be given to the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the provision (in collaboration with the local authority designated officer (LADO), where relevant), will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The provision will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

9. Serious sanctions

9.1 Reflection periods

Students will be issued reflection period/s with a member of staff to consider their behaviour and the implications of their behaviour for themselves / others.

Parents/ carers will be informed of any required reflection times that have been issued to their child and they will be logged in the student safeguarding file to allow for any trends or patterns to be identified.

9.2 Removal from group sessions

In response to serious or persistent breaches of this policy, the provision may remove the student from a group session for a limited time.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- > Restore order if the student is being unreasonably disruptive
- > Maintain the safety of all students
- > Allow the disruptive student to regain calm in a safe space

Students who have been removed from a group session are supervised by their coach at all times, and will be reintegrated when they meet the expected standards of behaviour

9.3 Suspension and permanent exclusions

The provision can use suspension and permanent exclusion in response to serious incidents.

The decision to suspend or exclude will be made by the managing director and only as a last resort.

10. Supporting students following a sanction

Following a sanction, the provision will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the provision. 1:1 restorative conversations will take place as soon as possible with the student and their coach to ensure that the student feels confident, comfortable and is ready to move forward.

11. Student transition

11.1 Inducting incoming students

The provision will support incoming students to meet behaviour standards by offering an induction process with their coach to familiarise them with the behaviour policy and the wider provision culture.

11.2 Preparing outgoing students for transition

To ensure a smooth transition when changes to coaches or settings do occur, students are given information to support their transition.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues are discussed as a whole staff team within the team briefing to ensure that information is up to date and shared effectively.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the students at Learning to Listen

- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development and good practice will be shared in monthly meetings as well as sharing and reflecting on practice at the daily team brief.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

Learning to Listen will collect data on the following:

- >Behavioural incidents
- >Attendance, suspension and permanent exclusion
- >Incidents of searching and confiscation
- >Anonymous surveys for staff, students, stakeholders on their perceptions and experiences of the behaviour culture

The data will be analysed termly by the senior coaching team and reviewed by the managing director.

The data will be analysed from a variety of perspectives including:

- >By age group
- >At the level of individual members of staff
- >By time of day/week/term
- >By protected characteristic

Learning to Listen will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the provision will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the head coach and managing director at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the managing director.

14. Links with other policies

This behaviour policy is linked to the following policies

- Anti Bullying Policy
- Equal Opportunities & Diversity Policy

- Safeguarding & Child Protection Policy
- SEND Policy