



SUPPORTING ALTERNATIVE PROVIDERS

BEHAVIOUR POLICIES

LEICESTERSHIRE SECONDARY EDUCATION AND INCLUSION PARTNERSHIPS' AP TOOL KIT

Our Tool Kit is designed to support Alternative Providers (APs) in developing their effectiveness. Each section contains:

- Key principles that schools and partnerships are concerned to emphasise.
- An audit tool to help APs consider current practice.
- A set of prompts that aim to help providers write a formal policy for the area of work.
- Further references to government guidance and other sources of advice.

The great variety in size, focus and scope of individual Alternative Providers means that the way you approach each issue will be unique. LEBC audits and school, partnership and local authority quality assurance checks on APs value the diversity of provision. There is no expectation that you formally use the tool kit, have a standard policy document nor share any self-audit with others. We hope that it will enable you to strengthen your practice and allow you, when asked, to present evidence of self-evaluation.

1. **Key Principles** that should underpin Alternative Provision behaviour policies

Safeguarding of children and young people in all settings is a paramount responsibility. Children and young people should never be excluded from their placement without arrangements to secure their safety being put in place. The legal power to exclude a child from education rests with the headteacher of the school where he or she is on roll. APs should not unilaterally withdraw the place for a child – the decision must always be taken with the commissioner who has the duty to ensure that any decision to exclude is in compliance with the law.

Challenging behaviour generally communicates underlying unmet need. Behaviour policies must support approaches to identifying and meeting that unmet need. **APs have the challenge of balancing the need to address underlying issues with the need to maintain a safe and well-ordered learning environment.**

School aged children and young people are placed in Alternative Provision “in order to improve behaviour”. The onus is on the AP therefore to ensure that its offer enables these young people to improve their behaviour by:

- securing their engagement in learning that is stimulating and enjoyable
- supporting the development of learners’ social and emotional capacity to regulate behaviour.

2. Audit Tool

Does your policy and practice meet these core principles effectively? This “Self-Audit Document” is designed to allow you to consider whether your policy and practice is as effective as you need it to be.

Audit Statement	RED	AMBER	GREEN	Thoughts / Comments
Good behaviour is the norm and disruptive behaviours are the exception?				
All staff respond consistently to behaviour infringements?				
There are clear thresholds for levels of response to behaviour infringements, understood by all staff?				
Learners understand what is expected of them in their relationship with other learners at the provision?				
A range of actions that the AP takes to deal with challenging behaviour are clearly set out. These actions, including any sanctions used, are in line with the best practice?				
The AP uses its follow up actions and sanctions to focus on securing a change for the better in the behaviour of the learner?				
Behaviour logs are used to track behavioural issues at the AP and are used to evaluate the provision as a whole?				
Behaviour tracking ensures that the AP reports on improvements or declines in learners’ behaviour?				
The AP makes clear the threshold for behaviours that will be reported to the commissioning body. This has been agreed by both parties?				
The policy is in line with current DFE statutory guidance especially in respect to the law related to exclusion?				

All staff are aware of the Behaviour Policy and understand its underlying principles and purpose?				
Staff model good behaviours and this is in evidence at the AP?				
Learners are informed of the behaviour policy when they first arrive, and its messages are reinforced over time?				
The policy emphasises positive behaviours - how learners are expected to behave - as well as pointing out what is unacceptable?				
Learners show that they understand the behaviour policy?				
The AP ensures that it has identified in individuals the triggers of misbehaviour and puts in place support to prevent these?				
The AP ensures that it knows individuals' likely barriers to learning that stem from SEND and that might therefore be an underlying cause of misbehaviour?				
Staff have an good understanding of behavioural issues that may arise as a result of a learner's SEND? e.g. ASD, attachment issues, cognition.				
The AP engages with learners to assist them in understanding their own behaviours and in improving self-regulation.				
The AP is self-reflective and committed to continuous improvement in respect of behaviour. Serious and /or persistent behaviour issues are seen as an opportunity to reflect on the effectiveness of the AP's behaviour strategies and the appropriateness of curricula for individual learners.				

3. References to Government Documents

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

<https://www.gov.uk/government/publications/school-exclusion>

4. What might be in a Behaviour Policy

1. A statement of principle
 - a. Your underlying ethos in creating a well-ordered learning environment
 - b. How you ensure that your behaviour policy is linked to your SEND policy
 - c. How you ensure that improving behaviour is a core part of your offer
2. Statement of “Acceptable behaviour” – what we expect of all at our AP
3. Statement of “Unacceptable behaviour” – broad but brief statements
4. Expectations for staff:
 - a. Common language and routines that you want all to use with learner
 - b. Statement about the way you expect staff to respond to poor behaviour
 - c. Procedures for reporting and recording incidents that staff must follow
 - d. How staff are supported
 - e. How staff development ensures that all understand the complexities of supporting the development off good behaviour in vulnerable learners
5. Expectations for learners:
 - a. Common routines and rules that are particular to your setting
 - b. Your expectations of learner interactions, bullying, racism etc
 - c. How these expectations are communicated to learners especially on induction
 - d. How you provide positive feedback and reward for good behaviour
 - e. Support that you offer to help learners behave well
 - f. How you communicate with school, partnership, parents about good and poor behaviour
 - g. Sanctions that you use and the way you decide on the level of sanction
 - h. How you “restore” or “rehabilitate” the learner after a behaviour incident and sanction