

	Name	Date	Review Date
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Reviewed & updated	Ryan Goodwin	01/09/2023	01/09/2024

Legal Status

This policy has regard for:

The Education (Independent School Standard) Regulations 2014, part 3 subsection 9

The Equality Act 2010

The DfE advice 'Behaviour and discipline in school', January 2016 and KCSIE September 2019

The Policy should be read in conjunction with:

- The School's Aims and Ethos
- Anti-Bullying Policy
- Safeguarding Policy
- Complaints Policy and procedures and
- The SEND policy

This is a whole school policy and includes the details for 'Use of Reasonable Force'.

Availability

This Policy is made available to staff, parents and pupils via the school website or on request, a paper copy may be obtained from the School Office.

Monitoring and Review

This policy is subject to continuous monitoring, refinement, and audit by the Headteachers.

Rational

TILT Education provides a high-quality educational provision that specialises in supporting young people that have specific educational needs including those that may experience social, emotional or mental health difficulties (SEMH).

We provide a safe and nurturing environment in which our pupils are able to enjoy a positive learning experience that will help them to develop the skills they will need to raise aspirations, help them meet the challenges of an ever-changing world, promote learning, personal growth, independence and responsibility

We have high expectations of behaviour, and we seek to create an environment which encourages and reinforces positive behaviour and fosters positive attitudes. There are occasions when we will need to deal with poor behaviour and this policy sets out the sanctions for poor behaviour, should it arise.

We believe that we promote good behaviour by creating a happy, caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We encourage pupils to achieve in a learning environment where self-discipline is promoted, and good behaviour is the norm. We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We wish to work closely with the students and Parent/Carer(s) and to hear their views and opinions, as we acknowledge and support Article 12 of the *United Nations Convention on the Rights of the Child* that children should be encouraged to form and to express their views.

Our Positive Behaviour for Success Policy supports the effective analysis of behaviour, including bullying and discriminatory behaviour and thus allows us to measure the impact of our SMSC provision. Our Assembly flexible Assembly Programme enables us to add interventions where needed.

Students with Special Educational Needs and Disabilities (SEND)

We understand that reasonable adjustments may need to be made for those students with SEND and we will ensure that this policy is applied fairly to these students.

Aims

- To be clear and well understood by staff, parents/carers and our students.
- To create an ethos that makes everyone in the school community feel valued and respected.
- To ensure our school is a safe and happy learning environment.
- To ensure staff feel supported and confident as effective teachers.
- To ensure that staff have a consistent approach in dealing with students' behaviour.
- To ensure students recognise and understand their rights and responsibilities and work with us in changing their behaviour.
- To give a clear code of conduct for the use of all individuals, adults and young people.
- To actively promote good behaviour and assist students to overcome the emotional problems underlying unacceptable behaviour, thereby developing self-awareness and self-control.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote self-discipline and proper regard for authority among pupils.

- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.
- To reverse the history of negativity and failure and to equip students to become stronger and more responsible citizens.
- To work with other schools to share good practice and improve this policy.

We understand the importance of all students achieving their potential and that poor behaviour can hinder this aim. We will promote self-esteem, self-discipline and positive relationships through fostering an environment in which everyone feels safe and secure and where each person is treated fairly. We will create an environment where good behaviour is encouraged and reinforced.

How will we achieve our aims?

- We will establish a praise and reward system underpinned by the TILT Pupil Agreement
- We will establish a set of school rules that the staff, students and parents know and understand 'The TILT Pupil Agreement'
- All staff will lead by good example and will model correct behaviours
- The Pupil Agreement will be defined by the pupils
- The Pupil Agreement will be visible around the building;
- The Pupil Agreement will be referred to on a regular basis;
- Rewards and sanctions should be made clear to all concerned; and all parties directly concerned with the pupils should be given a copy of the Pupil Agreement

The Proprietors will:

- Determine the detail of the standard of behaviour that is acceptable to the school;
- Ensure all school personnel, pupils and parents are aware of and comply with this policy;
- Work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- Promote good behaviour by forging sound working relationships with everyone involved with the school;
- Encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- Ensure the health, safety and welfare of all children in the school;
- Work with the students to create a set of school rules that will encourage good behaviour and respect for others;
- Provide leadership and vision in respect of equality;
- Provide guidance, support and training to all staff;

- Annually monitor the effectiveness of this policy.

SLT will:

- lead the development of this policy throughout the school;
- work closely with the proprietors ;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- monitor school support systems;
- undertake classroom monitoring;
- track pupils through IEPs;
- create links with parents;
- deal with external agencies;
- review and monitor; and annually report to the Governing Body on the success and development of this policy.

All staff will:

- comply with all aspects of this policy;
- encourage good behaviour and respect for others in pupils;
- promote self-discipline amongst pupils;
- deal appropriately with any unacceptable behaviour;
- dress appropriately and treat students with the same respect and good manners, which they expect in return;
- to avoid confrontational approaches to unacceptable behaviour whenever possible;
- apply all rewards and sanctions fairly and consistently;
- to look past the behaviour to try to find its emotional source;
- to always disapprove of the bad behaviour, not the student, whose self-esteem is often a partial cause of the behaviour in the first place;
- discuss pupil behaviour and discipline regularly at staff meetings;
- provide well-planned, interesting and demanding lessons that will contribute to maintaining good discipline;
- attend periodic training on behaviour management;
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;

- attend appropriate training sessions on equality; and report any concerns they have on any aspect of the school community

Pupils will:

- be aware of and comply with this policy;
- be polite and well behaved at all times;
- show respect and courtesy for themselves, their peers, the staff, the community and the premises/facilities of our school through their words and actions;
- treat staff and each other with the same courtesy and respect that they expect to receive;
- have respect for their surroundings and tidy up after themselves where appropriate;
- talk to others without shouting and use language which is neither abusive nor offensive;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- arrive promptly to sessions, keep movement around the teaching space to what is appropriate and explained, and never to leave the classroom or the school premises without authorisation from a member of staff;;
- obey all health and safety regulations in all areas of the school;
- co-sign and abide by the TILT Pupil Agreement; and
- take part in questionnaires and surveys.

Parents/carers are encouraged to:

- comply with this policy;
- have good relations with the school;
- support good behaviour;
- sign the TILT School Agreement ;
- ensure their children understand and value the meaning of good behaviour;
- support school rules and sanctions;
- be asked to take part in periodic surveys conducted by the school; and
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

Methodology

Establish a set of rules E.G. five-point Code for Behaviour

TILT Student Agreement

Hand in mobile phones to a member of staff on arrival

Take care of each other, equipment and our school building

Be kind and respectful... always

Follow staff instructions the first time

Work hard and encourage and enable each other to achieve their potential

Pupil's behaviour is recorded daily in their Star Chart. (Please See PupilStarChart.doc) To enable us to further monitor pupil behaviour and to engage pupils in the behaviour process, all pupil's will design the front cover of their Star Chart at the beginning of each half term or on their first day at TILT Education. During these sessions we will informally discuss the TILT Pupil Agreement, remind students about the rules and encourage pupils to set personal targets to support them in maintaining positive behaviour.

To make these sessions different each half term we introduce different activities – E.G Student Agreement Quiz, fill in the missing words of the student agreement, correct the spelling mistakes, Art and Craft front cover activities, plan a reward activity day.

The Star Chart/ Reward System allows pupils to earn 3 stars each lesson.

1. Handing in mobile phone
2. Behaviour in the classroom
3. Completion of set work

What are the school's 'powers' and responsibilities?

- We understand that teachers have a statutory authority to discipline students whose behaviour falls below the standard which could reasonably be expected of them. This means that when a student breaks a school rule or fails to follow a reasonable instruction the teacher can impose a sanction on that student.
- The punishment will be proportionate and appropriate
- We know that this power applies to all paid staff with responsibility for students.
- We know that staff can discipline students at any time the student is in school or elsewhere under the charge of a teacher and this includes any activities off-site.
- We understand that we have the power to impose an isolation outside of school hours.

- We understand that some behaviours may give cause to suspect that a student is suffering, or is likely to suffer, significant harm. If this is the case, the school will follow its Student Protection and Safeguarding procedures.
- WE UNDERSTAND THAT CORPORAL PUNISHMENT IS ILLEGAL

Prevention

Unacceptable behaviour in the classroom is discouraged and incidents are often prevented, by teachers, following the rules of prevention:

- All staff are expected to be ready on time and in the classroom to receive each class with a lesson prepared which achieves balance, pace, and differentiation.
- Staff are expected to make appropriate arrangements for an orderly entrance to the classroom, for seating and movement.
- Staff are aware of the individual personalities, learning styles, and needs of the students as well as the social dynamics within each teaching group
- Each lesson has an introduction and conclusion and starts and finishes on time.

Sanctions

When we discuss poor behaviour, we will encourage students to consider alternative choices they could have made which would have resulted in a more positive outcome. Poor behaviour is recognised as behaviour which goes against the school rules, including behaviour which leads to malicious accusations against our staff.

Consequences of inappropriate behaviour may be, and where possible in the following order:

- A verbal warning for misbehaviour and time to reflect and work restoratively
- Loss of stars connected to their behaviour.
- Loss of privileges (working through breaktime)
- A telephone call/text home or email
- A warning letter sent home
- An outside of usual school hours 'period of reflection' may be given; parents/carers will be given notice of the isolation 48 hours before so that suitable travel arrangements can be made.
- Loss of whole school reward/ trip opportunity

- In more extreme and rare cases, a student may be excluded, either temporarily or permanently.

If a problem arises, the student/students involved will have the opportunity to offer an explanation and write or have scribed a statement so that clear investigation can be carried out. Witness statements may be sought if the situation requires them. We will always try to be fair.

Exclusion from school (Please see our Exclusion Policy for more information)

We hope that, through the positive manner in which we encourage all students to do their best, and through the loving, supportive and encouraging environment, that the behaviour of all students will lie within the boundaries of the school's rules. However, there may be occasion when a student goes beyond what is acceptable behaviour and the school would then consider excluding the student for a period of time or, in extreme circumstances, permanent exclusion may take place.

We may put in place an Inclusion Support Programme as an alternative to a fixed term exclusion. This will involve the student participating in a period of home tuition and receiving intensive PSHE sessions that will support the student in understanding the consequences of their choices

Possible actions that might lead to exclusion: (Please see Exclusions Policy)

Should the parents/carers have cause to complain about the exclusion then it is proper to follow the Complaints Policy and procedures.

As school, we acknowledge that students may encounter difficult behaviours and circumstances. Our team is skilled in de-escalation and supporting students in healing when they have suffered previous trauma. Therefore we follow a Positive touch ethos rather than restraint. Staff are trained to actively ignore, reassure and distract students from negative thoughts, mood and behaviours, this could include:

- a change in activity
- positive reinforcement of the behaviour system
- call home to reduce anxiety
- meditation/creative session
- change in staff/room

Our staff are also mindful of statutory guidance in cases where our professional judgement leads us to the decision a situation may need staff to use reasonable force whereby the following is used as a point of reference.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Our standard and usual practise would ensure that this type of touch would be used in the rarest of cases.

ABSONDING / MISSING WITHOUT AUTHORITY

A student enrolled at / attending TILT Education is considered to have 'absconded' if they intentionally / knowingly leave the school site or any activity outside the school as part of their learning, without permission.

If a student absconds:

- Staff at TILT Education should always bear in mind that pupils who have chosen to abscond may be upset or agitated and therefore it is important that the response of staff is to remain calm, maintain visual contact as far as possible and work to re-engage the pupil and return them safely to school.
- If the pupil has not returned within 15 minutes, then the member of staff should contact the parents and inform them.
- At no point should staff run after the pupils, nor should they ask other pupils to assist in pursuing the absconded pupil.
- Active pursuit may encourage the pupil to leave the immediate vicinity and may also cause the pupil to panic, possibly put themselves at risk, for example, running into a busy road.
- Staff should ALWAYS remain with our 'vulnerable' pupils.
- 'Vulnerable' pupils are defined as; all pupils who are transported to and from school by the local authority if they abscond off the school site.
- Staff will monitor the pupil from a safe distance ensuring their personal safety.
- Vulnerable pupils must not be left alone at any time. If contact is lost then the police must be called immediately.
- The member of staff dealing with the incident should inform the DSL / Deputy DSL immediately about the situation.
- Where possible, the member of staff following the student should remain in contact with the DSL / Deputy DSL at school via a mobile phone.
- The DSL / Deputy DSL will then, if appropriate, allocate further staff members to go and collect the student and return them to school.
- The DSL / Deputy DSL will also inform the students parents/carers / referring institution and keep them updated as necessary.
- The DSL / Deputy DSL will inform the police after obtaining the consent from the parent / carer. If the parent / carer cannot be contacted, the DSL will take appropriate decision

depending on the response / reaction of the student, as well as the location / direction of the students movement.

- The DSL / Deputy DSL will provide the police with as precise a description of the student as possible, the last known whereabouts of the student and any other details they may require.

It is important that following an incident, the issues that arise are addressed and staff should:

- Review the individual risk assessment for the student involved.
- Where appropriate, talk through the incident with the student involved explaining the consequences of such action in terms of Health and Safety of the student and staff involved. Ensure that a record of such discussion with the student is kept and that a new assessment is carried out.
- Complete an incident form.
- Keep all members of staff informed and discuss the incident in staff meetings.
- Review procedures for the individual every half term to ensure appropriate control measure are in place and that all staff are fully informed.

Pupils absconding whilst offsite on educational visits and trips.

In the event that a pupil from TILT Education absconds while on a trip, the trip leader must follow absconding procedures as laid out above. Staff must try whenever possible to maintain visual contact with the pupil and inform the DSL / Deputy DSL at the school immediately.

The DSL / Deputy DSL will ensure that the school informs the pupils parents / carers and records details as communicated by the trip leader on an incident form. A record of the telephone call to parents must be made. The trip leader must provide the following information when calling the school office to report a student absconding:

- The precise location.
- Who the absconding pupil was with.
- When the pupil was last recorded as being seen.
- How the pupil absconded.
- The time that the pupil absconded.
- The time that the pupil absconded.
- Are they in any immediate danger (if so the police/fire/ambulance service must be called

If the police are to be informed, the following additional information should be provided to the DSL / Deputy DSL:

- The height and build of the pupil
- The colour of the pupil's hair.

- What the pupil was wearing, including any distinguishing accessories, i.e bags, sunglasses, hats etc.

Rewards

Our approach to creating a positive ethos within the school is to treat students positively, by praising good behaviour, offering encouragement and acknowledging achievement.

Efforts and achievements are tracked every day per session to ensure we have opportunity for reflection and improvement if necessary. The tracking sheet will also ensure the monitoring of the frequency of the reward.

We will ensure students know that their efforts, achievement and good behaviour are recognised and valued by means of a range of rewards: -

- Monetary (if appropriate and agreed to by parent/ carer)
- Praise and verbal acknowledgement during the school day
- A comment in workbooks or portfolios
- A postcard/ phone call home
- Certificates
- Praise, in class, in assembly or by the Headteacher's for good work or behaviour
- Share good work with another class or member of staff
- Parents/carers informed of good work

Resources for rewarding pupils

When pupils are observed to do well, a system of rewards is in place to recognise these

- Money (if appropriate and agreed to by parent/ carer)
- Subway, KFC, McDonald's
- Stars/points/stickers;
- Gift vouchers;
- Organised Activities; and
- Others to be agreed with the pupil

Policy Awareness

We will raise awareness of this policy via:

- the school handbook/prospectus;
- the school website;
- the staff handbook;
- meetings with parents such as introductory, transition, parent-teacher consultations
- school events;
- meetings with school personnel;
- communications with home such as end of half term newsletters;
- reports such annual report to parents and Headteacher reports to the governing body;
- and
- information displays in the classrooms.

Training

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up-to-date with new information and guidelines.

Monitoring & Recording:

To monitor progress, inform teaching and support, and to ensure safety, we record incidences of challenging behaviour. Low level disruptive classroom behaviour is recorded on the pupil's Star Chart. If behaviour is more serious (please see TILT Education Anti Bullying Policy) then it will be recorded formally on the school's 'Serious Behaviour Incident Form and stored in the student's files. This will allow us to effectively analyse behaviour, including bullying and discriminatory behaviour and allows us to measure the impact of our SMSC provision and add interventions where needed

We will also endeavour to consult with parents and carers regularly throughout a student's time at TILT Education. Their support and encouragement to engage in learning and to adhere school policies is vital to the success of our pupils. Parents/carers are encouraged to contact TILT Education with any concerns they may have. Parents/carers will be involved as early as possible if there are issues to share in solving problems as they arise. Parents/carers will always be informed if their child has been physically aggressive towards other students or staff or if they have been the perpetrator or victim of bullying behaviour.