



The Attic Behaviour for Learning Policy

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Date for review	July 2018

1. Aims.

1.1 The Attic PRU aims to:

- Develop and maintain a learning environment that encourages, reinforces and rewards social and academic progress through positive behaviour.
- Define boundaries and acceptable standards of behaviour for staff and learners'.
- Promote and monitor consistent implementation of positive behaviour across all sites.
- Track and monitor negative behaviour, across sites, to inform target setting.
- Ensure that the school's expectations and values are widely known and understood.
- Encourage and support the involvement of a home/school relationship in the implementation of this policy.

2. Standards of Behaviour.

2.1 We acknowledge that students arrive at The Attic with a wide variety of social, behavioural and emotional barriers to learning. The school will work towards standards of behaviour based upon the principals of honesty, respect, consideration and responsibility that will help remove these barriers and create a positive learning environment sustained by positive behaviour that reflects the four principals mentioned.

2.2 The school will define appropriate and acceptable standards of behaviour on the understanding that these are standards to be worked towards rather than instructions that are fulfilled or not. We accept that one of our central roles as a school is to nurture the social and moral development of our students in conjunction with their academic achievement. The Attic will measure and track students' social and moral progress in the same way that we measure and track academic progress to ensure students can recognise their all-round growth and development as young adults and valued members of society.

3. School Ethos.

3.1 The Attic encourages positive behaviour and encourages students to see this as the ideal route to success within education and society outside school. With this in mind it is essential that the adults within the school reflect these standards of behaviour and interact with students in a positive manner at all times. We understand that the staff have an important responsibility to model the expectations we have for students as we seek to be an important influence upon them. These standards and expectations are upheld in the Teacher Standards.

3.2 The school and its staff endeavour to:

- Create a positive learning environment with realistic, aspirational expectations.
- Promote academic success and ensure a positive correlation between the Assessment Centre Report Targets and results achieved within the school.
- Emphasise the importance of being valued as an individual within the school community.
- Promote, through example, honesty, courtesy and manners.
- Ensure there is a caring and effective learning environment.
- Encourage relationships based upon kindness, respect and an understanding of the needs of others.
- Ensure fair treatment of all, regardless of age, gender, race, religion, ability, sexual orientation and disability.
- Show appreciation of the efforts and contribution of all parties.
- Empower students to reflect upon their actions and encourage them to find their own strategies that allow them to make the appropriate choices.

3.3 We will continue to develop the role of keyworkers for all students, who can act as a mentor for student, helping them to recognise what positive behaviour looks like on a one to one basis, through a relationship based upon trust and understanding.

4. The Curriculum and Learning.

4.1 We believe that an appropriately structured curriculum and an effective learning environment contribute to and engender good behaviour. Through planning for the needs of individual students¹, continually reviewing their academic and social and moral development, actively involving them in their own personal learning programs, using and reviewing appropriate teaching methods and offering structured two-way feedback we aim to avoid any alienation and disaffection which can lie at the root of poor behaviour. Praise should be used to encourage good behaviour in addition to good work. Discussion to help improve individual's positive behaviour should be a private matter between students and teachers or keyworkers.

5. Behaviour Management.

5.1 At The Attic we recognise that the key to sustained positive behaviour is to equip students with the skills to recognise disruptive behaviour and the techniques to avoid, reduce and resolve such behaviour. The Restorative Approach philosophy will inform this practice, whereby students are not punished for poor choices but encouraged to reflect upon incident and learn from them in order to avoid them in the future. Staff will deal with situations in a manner that allows students to reflect and learn, not highlight the faults and punish them.

5.2 A second key aspect to dealing with behaviour management is to avoid confrontation. Staff are trained to de-escalate incidents and encourage the students to make positive decisions through the use of the language of choice.

5.3 It is recognised that in some rare situations these techniques and skills will not be effective and physical intervention may be necessary and appropriate. Please see the Physical Intervention Policy.

5.4 Lesson to lesson behaviour is measure through a points based system, tracked through the school BehaviourWatch program. This will be emailed to the student's home at the end of each week to encourage discussion between, student, home and school. Keyworkers will review and set targets, based upon scores, with students on a weekly basis.

6. Rules and Procedures.

6.1 Students enter The Attic through The Attic Assessment Centre. Enrolment at the Assessment Centre will involve a meeting with students and parents or carers where the rules and expectations are explained. A home school agreement will be signed to demonstrate understanding and acceptance of the rules. Students will also be encouraged to discuss their reason for referral to The Attic, this will be used along with their aspirations, interests and personal history to help inform curriculum planning and site selection.

7. Rewards.

7.1 The ethos of the school determines that recognising and rewarding positive behaviour forms the bedrock of the school behaviour policy. Positive behaviour is to be encouraged and reinforced through reward rather than punishment of mistakes and poor choices. This will help students to understand that positive behaviour is valued and motivate them to aspire to such behaviour.

7.2 Rewards will be on a weekly and half termly basis, encouraging students on a regular basis and through allowing them to work towards long term goals.

7.3 All success, be it academic, social, behavioural or cultural will be celebrated in a variety of ways including individual and collective awards where recognition is given to collaboration and working together for the common good.

7.4 It is recognised that good attendance should be rewarded. Students who achieve 90% attendance over a three week period, starting at the beginning of each half term, will be entered in to a prize draw. The winner will be rewarded with a gift voucher. This will be applicable to each site, not one prize across all Attic sites. The percentage target will be reviewed on a regular basis.

7.5 All positive behaviour must be recorded on BehaviourWatch.

Please see Appendix 1 for details of reward system.

8. Sanctions

8.1 Although rewards are central to the encouragement of positive behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment. The use of punishment should be characterised by certain features: -

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future sanction
- Group punishments should be avoided as they breed resentment
- There should be a clear distinction between minor and major offences
- It should be clear that it is the behaviour, rather than the person, being punished
- Staff must remain calm at all times

8.2 Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

8.3 A 'Sanctions Ladder' has been created to differentiate proportionality of offences and how these should then be dealt with. Ultimately staff must follow the route of least intrusive sanctions through to most intrusive and consistency is paramount.

8.4 Consistency must start with a correct 'script' where reference is made to the zones that the student's behaviour is placing them in. This should always be focused on 'the behaviour' and not 'the student'.

8.5 Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and nature of provision, can help address and remedy underlying causes. School procedures will take place to eliminate these elements as contributory factors. Additional specialist help and advice from outside agencies can also be accessed.

8.6 The Headteacher alongside the Management Committee will make ultimate decisions on exclusions where they cannot be dealt with within the Blue to Red Zones.

8.7 The ultimate sanction will be framed around the premise that three separate Red Zone sanctions will lead to permanent exclusion.

8.8 There is gatekeeping at all stages (zones) of sanctions. The system must remain consistent but must also be flexible enough to adapt to students' individual circumstances as required. However, it must be stressed that any adjustment to a sanction being or having been set must be taken incredibly seriously and must be totally justified by SLT.

8.9 All poor behaviour that is met with a sanction must be recorded on BehaviourWatch and a negative point score included in line with the sanctions ladder and the scoring system set out within the parameters of BehaviourWatch.

8.10 Consistency is important but our sanctions ladder also provides opportunity to be flexible around the sanction selected. The most appropriate sanction(s) from each zone will be decided according to the incident and student involved. This will usually be as a result of a discussion with a member of SLT.

Please see The Attic Sanctions Ladder.

Appendix:

1. Rewards System

2. Behaviour Ladder

- a. Lovewell Road and Walpole
- b. Dragonfly
- c. The Landing
- d. Assessment Centre (Awaiting)

3. Smart Scores

4. Behaviour Case Studies

5. The Role Of The Keyworker.

1. The Attic Rewards Structure.

Termly Rewards.

These will be awarded at each of the sites.

- Students Certificates for: Most Progress, Most Improved, Best Attitude and Attendance.
- Reward Trips, for example a boat trip on the Norfolk Broads. The trip can be decided with the students at the start of the term and used as an incentive for students to work towards.

Half Termly Rewards.

- Subject specific certificates for students that meet their subject targets.
- Certificate of outstanding work, if the student has produced an excellent piece of work over the half term.
- Certificates of progress. Students qualify this if they meet 4 out of 6 of their PLP targets when their PLP is reviewed. They can also qualify for these rewards if they have a 100% record for weekly keyworker targets. (This will allow students who have started half way through a term and are unable to progress on their PLP to still access the rewards. It will also apply if a student is certified ill for a number of weeks and cannot meet their PLP targets but still works hard when they are in school.)

Weekly Rewards

- Subject teachers are able to reward students for academic progress with phone calls home and postcards. A phone call home can be made at the subject teacher's discretion, if the student has had a good lesson, a good week or has achieved something of note.
- Postcard home are to be sent if a student completes three or more learning objectives.
- Keyworker Rewards, decided in conjunction with your student, for meeting targets set with the keyworker.

Keyworker phone calls home for positive behaviour.

2a. The Attic @ Lovewell Road and Walpole. PRU Behaviour Ladder.



2a. The Attic @ Lovewell Road and Walpole PRU Behaviour Ladder.

Yellow Zone

Behaviours

- Dangerous behaviour to self or others.
- Intimidating behaviour
- Bullying
- Abusive language to staff or students.
- Reckless behaviour that puts themselves and/or others at risk of harm.
- Leaving the school without consent.
- Repeated refusal to follow instructions whilst on an offsite activity.

Consequences

- Phone call home from SLT
- Meeting with parent/carer onsite, with SLT and keyworker
- Minimum 1 day fixed term exclusion
- FTE with a return to school meeting with SLT and Keyworker.
- SLT SMART report
- After hours learning up to 1 week.

Strategies

- Meeting onsite with parent/carer and SLT to discuss strategies to move forward and achieve positive learning outcomes.
- Work package in isolation with reflection time.
- Change of class/timetable.
- Lessons after school.
- Loss of offsite activity for a period to be reviewed.
- Parents to be informed of behaviour on offsite activity.
- School collects from offsite activity.
- Parents/carers to pick up from activity.

Red Zone

Behaviours

- Repeated intimidating behaviour.
- Damage to fabric of the building
- Physical assault – staff or student
- Suspected to be under the influence or in possession of drugs or alcohol.
- In possession of a weapon.
- Refusal to leave the building.

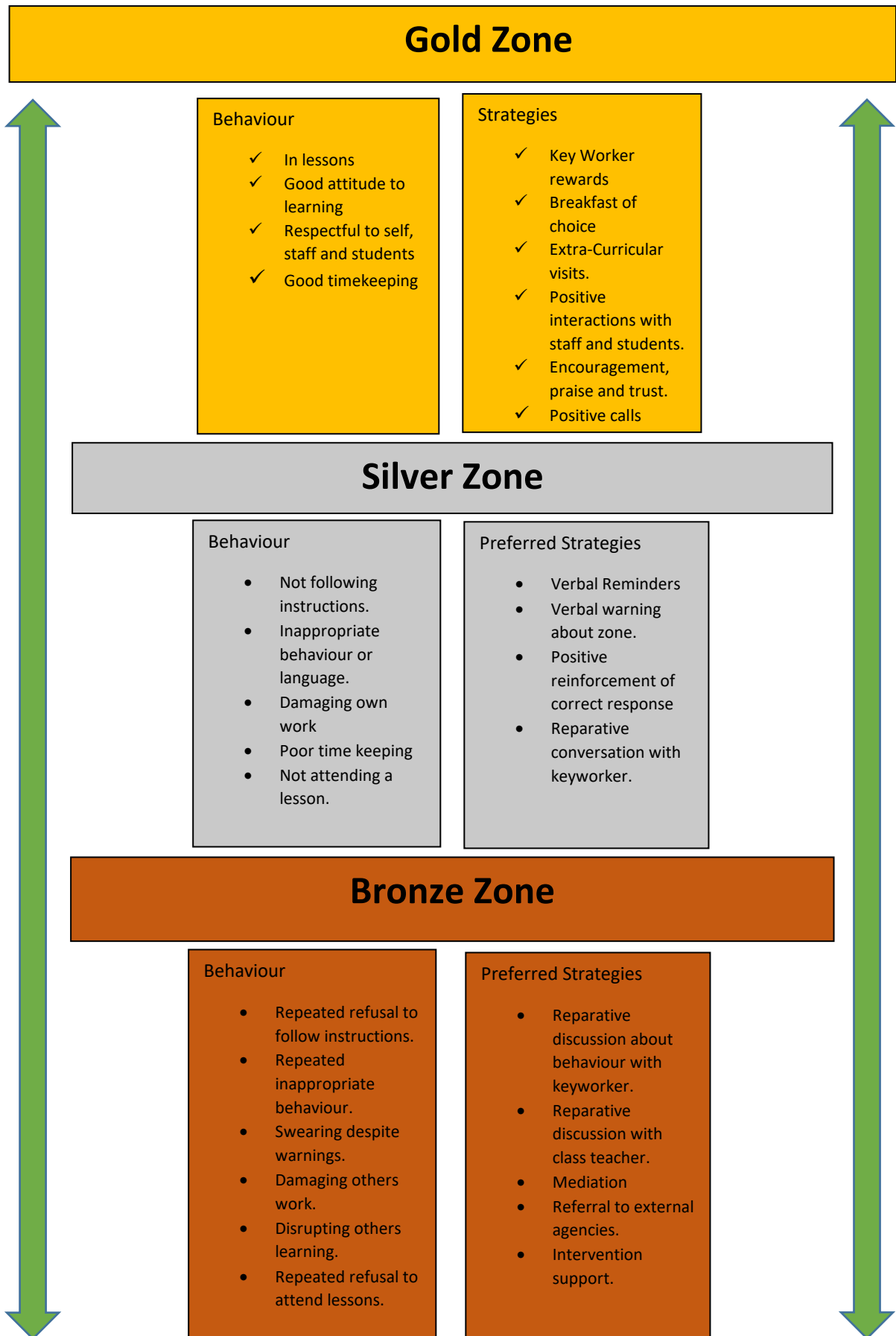
Consequences

- Up to 6 day fixed term exclusion including return to school meeting with parents/carers.
- Police intervention.
- Student to leave the school premises.

Strategies

- Continued restorative meeting with parents/carers
- Agency intervention.
- Decision made about longer term provision at school.
- Support from school if offsite.

1. The Attic @ Dragonfly PRU Behaviour Ladder.



The Attic @Dragonfly PRU Behaviour Ladder. (Continued.)

Yellow Zone

Behaviours

- Dangerous behaviour to self or others.
- Intimidating behaviour
- Bullying
- Abusive language to staff or students.
- Reckless behaviour that puts themselves and/or others at risk of harm.
- Leaving the school without consent.

Strategies

- Meeting onsite with ward staff and SLT to discuss strategies to move forward and achieve positive learning outcomes.
- Work package in isolation with reflection time.
- Change of class.

Red Zone

Behaviours

- Repeated intimidating behaviour.
- Damage to fabric of the building
- Physical assault – staff or student
- Suspected to be under the influence or in possession of drugs or alcohol.
- In possession of a weapon.
- Refusal to leave the building.

Strategies

- Repeated meeting with ward staff
- Agency intervention.

Gold Zone

My Behaviour

When I am ...

- ✓ In lessons
- ✓ Showing a good attitude to learning
- ✓ Being respectful to self, staff and students
- ✓ Using my strategies effectively
- ✓ Making good choices

Consequences

What will happen if I do?

- ✓ I will earn Dojo points
- ✓ I will progress in learning.
- ✓ I will progress towards my monthly target reward.
- ✓ I could earn offsite activities
- ✓ I will feel happy.
- ✓ I will make other people feel happy

Strategies

How will others help me?

- ✓ They will tell me when I am doing a good job.
- ✓ They will remind me of 'good' choices.
- ✓ They will tell my parents that I have done well.
- ✓ They will Encourage, praise and trust me.
- ✓ Positive calls home.

Silver Zone

My Behaviour

When I am ...

- Not following instructions. Showing inappropriate behaviour or language.
- Damaging own work
- Not attending a full lesson.

Consequences

What will happen if I do?

- I will not get as many Dojo points
- I will make less progress in lessons and will have to catch up in my time.
- I will not progress as quickly to my monthly targets.
- I will not feel as happy.
- Others will not feel as happy.

Strategies

How will others help me?

- They will remind me of my strategies.
- They will help me make good choices
- They will let me know that I am not in the GOLD zone.
- They will show me what I need to do to get back to the GOLD zone.

Bronze Zone

My Behaviour

When I am....

- Repeatedly refusing to follow instructions.
- Repeatedly showing inappropriate behaviour.
- Swearing despite warnings.
- Damaging others work.
- Disrupting others learning.
- Repeated refusing to attend lessons.
- Not making good choices

Consequences

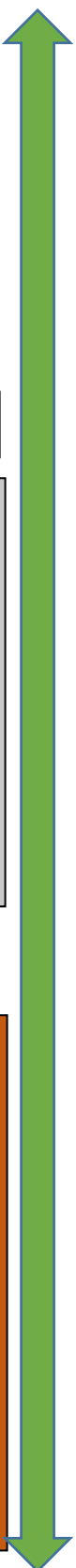
What will happen?

- I will not earn any Dojo points.
- I may not earn my reward that month.
- I may miss out on class treats.
- I will miss out on my learning.
- I will not get a positive home school report for that session.
- I will not feel happy or proud of myself.
- Others will not feel happy or proud of me.

Strategies

How will others help me?

- They will ask me to take a break.
- They will help me to feel calm.
- They will show me good choices.
- They will help me to make good choices.
- They will ask me to compromise.
- They will ask me to apologise.



Attic @ The Landing PRU Behaviour Ladder. (Continued.)

Yellow Zone

Behaviours

When I am...

- Showing dangerous behaviour to myself or others.
- When I am threatening others
- Bullying
- Abusive language to staff or students.
- Reckless behaviour that puts themselves and/or others at risk of harm.
- Leaving the school without consent.

Consequences

What will happen?

- A phone call home to tell my parents
- I may miss my golden time.
- I may not earn my reward that month.
- I will not receive my DOJO points
- I may have to work alone and not be with my friends.
- I may miss out on class treats

Strategies

How will others help me?

- They will tell me to take a break.
- They will remind me of my strategies.
- They will give me time to calm down before they remind me of my choices.
- They will make the consequences of my actions clear to me so I can make a good choice.

Red Zone

Behaviours

- Repeated intimidating behaviour.
- Damage to fabric of the building
- Physical assault – staff or student
- In possession of a weapon.
- Refusal to leave an area when asked.

Consequences

- My parents will be called in for a meeting that day.
- I may have to stay at school longer on that day to attend the meeting.
- I will not earn my golden time for that day.
- I may be excluded from reward trips or activities.
- I may be excluded from school.
- The police may be contacted.

Strategies

- They will keep calm and remind me of my choices.
- They will give me time and space to make good choices.
- They will stay with me for the rest of the day (1 to 1)
- They will make sure EVERONE is safe and feels secure.

3. SMART Scores.

Social Moral Attitude Related Targets.

Time Keeping

- 3 Points – On Time
- 2 Points – 0-5 minutes late.
- 1 Point – 5-10 minutes late.
- 0 Points – 10 + minutes late.

On Task

- 3 Points – On task all lesson
- 2 Points – On task for the majority of the lesson
- 1 Point – On task for less than half the lesson
- 0 Points – Not on task at all.

Respect and Relationships

- 3 Points – Interacts with all other people in the room appropriately.
- 2 Points – 1 or 2 instances of inappropriate behaviour
- 1 Point – 3 or more instances of inappropriate behaviour
- 0 Points – Aggressive and confrontational behaviour that cannot be de-escalated.

Behaviour For Learning

- 3 Points – Cooperative throughout the entire lesson.
- 2 Points – 1 or 2 instances of inappropriate behaviour.
- 1 Point – Frequent or high level disruption.
- 0 Points – Failure to cooperate preventing any learning taking place.

Language

- 3 Points – Appropriate and respectful language at all times.
- 2 Points – 1 or 2 instances of inappropriate language.
- 1 Point – Frequent, high level use of inappropriate language.
- 0 Points – Aggressive, confrontational language.

4. Behaviour Case Studies

Where examples of good practice are discussed in team briefings or whole school meetings they can be added here as a reference for staff wishing to see examples of which consequences and strategies were used for particular behaviours.

Case Study One.

Please enter the details of the event and which strategies were used. If there were consequences please indicate. Please indicate outcomes for student.

5. The Role Of The Keyworker.

Daily Duties.

- To check on the welfare and state of mind of your students.
- To review behaviour logs from the previous day, with your students, ensuring you ask: What happened? What were they feeling at the time? What are they feeling now? Who was affected by their actions? What can they do to prevent it happening again?
- To set individual behaviour targets based upon behaviour logs received.
- To contact home with positive news.
- To contact home to discuss behaviour incidents, according to the behaviour ladder.
- To advise staff if there is a barrier to learning for your student that other staff are not aware of.
- To be appropriately available to discuss matters if your student needs to.

Weekly Duties.

- To arrange and deliver any arranged student awards.
- To discuss attendance and set appropriate related targets with your students.

Half Termly Duties.

- To invite all appropriate professionals, parents or carers and the student to the PLP.
- To complete the PLP, setting relevant targets and reviewing previous targets.

Ongoing Duties.

- To attend, where able, relevant professionals meetings, regarding your students.