



Dacorum Education  
Support Centre

# Behaviour Policy and Guide

DESC values the mental health and wellbeing of every member of its community.

Our policies reflect the core values of respect and support for each other in every aspect of life. Our aim is that all in our community, through working together, to feel safe and secure in an environment, which enables and equips every individual to thrive and be respectful of each other's strengths and differences.

March 2023

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# Behaviour Policy

**“Be the best you can be”**

## **Statement**

Relationships, mutual respect, and trust are at the heart of our Behaviour Policy. At DESC we recognise that the young people display a variety of behaviours, whether these have been driven by social, emotional and/or mental health or wellbeing factors. We believe in working with the young person and their families to overcome these barriers to learning by either enabling, a return to mainstream education, alternative provision, or specialist setting. However, always mindful of providing the young person with their appropriate next steps.

This policy and its detailed guide, outlines interventions and approaches to allow the young people to take ownership of their behaviour and acknowledge positive changes and successes.

Our approach at each Key Stage is slightly different, taking into account age and stage appropriate interventions, strategies, the purpose of the intervention, rewards and consequences.

## **Philosophy and Ethos**

We believe that building nurturing, trusting relationships with our learners results in greater engagement in their learning and their capacity to make the changes they need to be successful in education, training and their future life.

Our ethos centres around acknowledging positive behaviour choices.

***Positive experiences create positive feelings; positive feelings create positive behaviour***

The Behaviour Policy and Guide is based on the principles that:

- Behaviour is not the learner
- Behaviour has a purpose and communicates unmet needs
- Behaviour has consequences. Consequences are life lessons
- Relationships are key to encouraging reflection. Reflection facilitates change
- Internal control leads to long-term change

## **Our community expectations**

- **The Management Committee** will consult with the Headteacher and staff to produce the behaviour expectations which underpin the Centre’s behaviour guide.
- The **Head Teacher and Senior Leadership Team** will be responsible for the day-to-day management of the policy and guide procedures.

- **All Centre staff**, will be responsible for ensuring that the policy and guides procedures are followed in a consistently and fair manner. Staff will actively acknowledge any achievements of the Learners and report these as set out in the Behaviour Guide.
- **Parents and carers** are expected to work in partnership with the Centre to assist the young person to have high standards of behaviour, both whilst at Centre and in the community school.
- **Learners** will be expected to take responsibility for their own behaviour in Centre, in alternative provision and on trips. Learners should ensure that incidences of disruption behaviour, violence behaviour, bullying in any form and harassment eg sexual, racist, homophobic are reported to a member of staff.

NB: Expectations for both Learners and Staff are detailed in the Behaviour Guide  
**DESC Roles and Responsibilities**

We will provide a rich, inviting, and calm learning environment, where learners' work and achievements are celebrated.

We recognise that each learner's needs and issues are not always the same. We will work with the young person, their family, and/or carers, school and other professionals in a holistic way using a personalised approach befitting the individual.

### **Expectation of Learners**

Our two expectations are:

***Let Learners Learn, Let Teachers Teach***

***Be in the right place at the right time***

### **Protocol for involving other agencies and interventions**

If the Centre deems it necessary other agencies may be involved.

If a situation arises where there is a breach of health and safety rules or behaviour which endangers any of our community this will be dealt with on an individual basis as and when they occur.

All staff receive Step On training and are skilled at de-escalation. If the need arises and an individual's risk management plan deems it necessary, the relevant staff will receive Step-Up training. As allowed under Section 93 of the Education and Inspections Act 2006 all staff will use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Persistent refusal to follow instruction from staff, Centre rules and expectations or breaching health and safety rules may result in fixed term or permanent exclusion.

If required our Search, Screening and Confiscation Policy may be applied as will the Charging and Remission policy

# **The Behaviour Guide**

## **OVERVIEW**

Young people attending the Centre display a variety of behaviours whether that be social, emotional and/or mental health and wellbeing. Therefore, as a Centre our role is to work with individuals and their families to enable them to overcome these difficulties and be able to close the gap in their academic learning.

Relationships, mutual respect and trust are at the heart of our work. We take a holistic view of the young person's situation and look at the bigger picture of their needs. Key elements of our philosophy are developing internal control and self-regulation, being able to empathise with others and building emotional resilience and capacity. Understanding choices and accepting the consequences, together with learning from these underpin this philosophy.

Reflection and restorative approaches are used to facilitate change. Interventions are highly personalised and we are able as a Centre to draw on appropriate therapeutic support swiftly and effectively.

As a result young people are empowered to take ownership of their behaviour and are then able to re-engage with their learning whether in a school setting or in Centre.

Each Key Stage and Site has specific operational guidance. In addition the DESC Staged Behaviour and Consequence Guide encapsulates our approach to dealing with varying levels of behaviour throughout the Centre.

## **KEY STAGES 1 and 2**

**“The Haven” – Tenzing Road**

**Dacorum Primary Behaviour Service**

### **RATIONALE**

Our primary goal at KS1 & 2 is to reintegrate learners back into mainstream provision. We aim to address barriers to learning and to re-engage our learners with education. We do this with the following philosophy in mind:

- Positive experiences create positive feelings. Positive feelings create positive behaviours
- Behaviour is not the child
- Behaviour has a purpose and communicates unmet needs or anxieties
- Behaviour has consequences. Consequences are life lessons
- Relationships are key to encouraging reflection. Reflection facilitates change
- Internal control leads to long term change

### **PROCESS**

#### **How do we teach behaviour?**

1. Relationships: we believe that building nurturing, trusting relationships with our learners results in greater possibility for engagement in their learning and their capacity to make the changes they need to be successful in education. Our nurture-based approach allows children to build relationships with adults as a priority when starting at The Haven. These relationships are key to everything we do, as such we have a high adult-to-child ratio.
2. Role modelling: on a daily basis all adults engage in role-modelling of emotional regulation strategies and prosocial behaviours.
3. Explicit learning and practising of social and emotional skills: on a daily basis children engage in activities which are designed to help children practise and reflect on coping strategies, social skills and learning skills which are barriers to success in the mainstream schools. We use ‘Zones of regulation’ resources to help children reflect on how they are feeling and what tools they might use to help themselves regulate.
4. Planning: we plan how we are going to respond to the behaviours each child might present. We plan scripted responses to common difficult and dangerous behaviours. This ensures that the children get a consistent response from all adults.
5. Curriculum: designed to improve self-esteem and wellbeing, in order to increase the positive feelings which will in turn result in positive behaviours.

At such a young age, often the children we are working with have recently been, or are in the process of being, diagnosed with underlying Special Educational Needs which can

impact on their ability to regulate their emotions, make or understand effective social interactions, or communicate their thoughts, feelings and needs. Our curriculum is tailored for each child we work with, in collaboration with their school and looking at advice from other professions and their baseline Boxall Profile assessment. We provide inviting, calm and nurturing learning environments where learner's work and achievements are celebrated. The curriculum is varied and flexible in order to best engage our learners.

In addition to our academic offer, in liaison with the child's school, we can provide mentoring and counselling services to ensure our approach is holistic and addresses the needs of the whole child.

### **Arrival at The Haven**

Upon entry to Centre, learners are expected to hang their school book bag or backpack on a peg in the corridor, just like in most Primary schools. If children are in possession of a mobile phone, these are given to a member of staff and held in a cupboard until learners leave at the end of their session. This is done to remove the risk of difficult behaviour due to unnecessary distractions.

Anxiety at separation from a parent or carer is experienced by some children at The Haven and the staff will do their best to encourage the learner to come inside, by providing soft-starts, distractions and differentiated activities on an individual needs-led basis. Staff may offer a hand to hold, or a reassuring hand on the shoulder, but they will not use force to support a child separating from a parent, even if the parent gives permission. This is to ensure that relationships with staff are not damaged by being forced to separate from a parent. If refusal to enter or separate happens on a regular basis we will work with parents to discuss the potential anxieties and decide the most appropriate action.

### **Acknowledging Positive Behaviours**

When children display positive behaviours, we strive to help them reflect on the positive impact it has on other people around them. We encourage them to notice the positive feelings they get from making the positive choices. Our aim is to foster internal discipline and intrinsic motivation.

The positive consequences can include, but are not limited to:

- Verbal praise. "Thank you for stopping tapping. I feel much more relaxed now" "I have really enjoyed reading that story to you because you were looking and listening the whole time" "I have really enjoyed teaching maths today because everyone had a go even though it was quite tricky".
- Privileges within the classroom e.g. access to toys or resources that are not readily available.
- Positive communication with parents – either on the gate or with a praise pad note home. Alternatively a phone call could be made if the child arrives and leaves by taxi.
- Stickers and certificates. We strive to use stickers on an ad-hoc basis rather than a routine reward for making choice behaviour choices.

## **Support and De-escalation**

We model and build relationships based on trust and respect, therefore interactions within Centre are expected to be calm, respectful and safe. When learners are struggling to maintain this, or they are struggling to engage in the learning activities, staff may employ a range of strategies to support the child:

1. Reminder of expectations. If there is little or no response to this, staff will employ a script. All staff in Centre use the same script to ensure consistency and clarity of approach. When learners are not behaving in an appropriate manner the following script will be used: “Name, you know what appropriate behaviour/ language is, thank you” This wording implies an expectation that the learner knows how to behave and empowers them to make the change out of choice (internal control). After the warning in the form of the script it is then up to the learner to make a choice to: a) continue with the inappropriate behaviour (negative consequence) or b) to stop the behaviour and get on with the activity (positive consequence). If necessary, a period of take-up time is offered in order for the learner to recover from the incident and to be in a stable emotional state to reflect – learners must be supervised during this time. Visual timers and the bubble room can be used to support this.
2. De-escalation script: ‘I can see that you are feeling X right now OR I can see that something has happened. I am here to help you. Talk to me and I will listen. Come with me and...’
3. Positive language: ‘Stay in your chair’ rather than ‘Don’t get up’. ‘Put your pen down’ rather than ‘Stop tapping your pen’.
4. Use language which disempowers the behaviour. ‘Come and join in when you are ready’. ‘You can listen over there’. ‘Let me know when you want to do X’.
5. Closed choices: ‘Are you writing on a whiteboard or on paper?’ ‘Do you want to talk in here or in the bubble room?’
6. Tactical ignoring. Divert attention to other children making the right choice, or another adult. Engage with the child positively as soon as the negative behaviour stops. If a child is being unsocial, perhaps not doing what they are meant to be doing but also not disrupting the learning of others, then removing the attention and ignoring can be a helpful strategy, particularly for children with demand avoidance.
7. Provide diversions or distractions: drop some resources, quickly giving praise if they help to pick up.

## **Repair Conversations and Consequences**

After repeated disruptive incidents, or individual dangerous ones, a repair conversation should be carried out to help the child learn from the incident. The questions on the Repair sheet are designed using Bloom’s Taxonomy to offer increasing levels of complexity to tease-out the underlying reasons for the behaviour and so learners can begin to understand themselves. Learners then consider how they could do things differently and more positively next time – this encourages a growth-mindset approach.



The sheet also has a restorative aspect by enabling learners to consider any repairs (to relationships or property) that need to be carried out. Repair conversations can be facilitated by any adult in Centre as sometimes it is helpful for them to be impartial. Some children may suffer particular anxiety when talking about and reflecting on mistakes they have made. In this case, adults may decide to carry out the conversation more informally e.g. while playing lego.

If further consequences are needed we aim to make them reasonable, proportionate and logical and discuss them with the learners.

Examples of consequences are:

Using paint on the walls in the classroom = no access to paint for a set period of time.  
Lesson on using paint appropriately.

Throwing someone's lego model = make a sorry card and offer to help them rebuild it

Drawing on the walls = work with the facilities manager to fix the damage

Emptying the sand tray and throwing sand = using a dustpan and brush to tidy the sand.

Refusal to stop football at the end of break = no access to football for fixed period of time.

Shouted at a friend and thrown a table across the room when losing a game = apologise and offer to play a game of the friends choosing to repair the relationship.

Sometimes the protective educational consequence of poor behaviour will be a fixed term exclusion. This could be to allow time for the incident to be investigated or, where dangerous behaviours have occurred, risk reduction plans to be updated. Wherever possible, repair conversations and consequences should be carried out on the same day. Completed repair conversations should be recorded on CPOMS and the paper copy handed to the office to be scanned.

While most behaviour issues, can and should be dealt with by the teachers and TAs in the first instance, persistent or more serious behaviour will need to be passed on to the KS1 & 2 Leader or member of SLT on duty.

Dangerous behaviour: breaches of health and safety rules or behaviour which endangers any of our community will be dealt with on an individual basis as and when they occur. All staff receive Step On training from our team of trainers and are skilled at de-escalation and behaviour management. If the need arises and an individual's risk management plan deems it necessary, the relevant staff will receive Step-Up training. As allowed under Section 93 of the Education and Inspections Act 2006 all staff will use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Persistent refusal to follow instruction from staff, Centre rules and expectations or breaching health and safety rules may result in fixed term or permanent exclusion.

## **KEY STAGE 3**

### **Tenzing Road**

#### **RATIONALE**

Our primary goal at KS3 is to reintegrate learners back into mainstream provision or identify another suitable placement. We aim to address barriers to learning and to reengage our learners with education. We do this with the following philosophy in mind:

- Behaviour is not the learner
- Behaviour has a purpose and communicates unmet needs, is a coping strategy or has been learned
- Behaviour has consequences. Consequences are life lessons
- Relationships and co-regulation are key to encouraging reflection. Reflection facilitates change
- Internal control leads to long-term change

We believe that building nurturing, trusting, interdependent relationships with our learners results in greater possibility for engagement in their learning and their capacity to make the changes they need to be successful in education and training. As a result of these relationships we have insight into our learners' individual needs and issues, this means that natural, logical consequences will not always look the same for each young person.

We provide rich, inviting, calm learning environments where learner's work and achievements are celebrated. We have a high adult to learner ratio which allows us to adapt the curriculum so it meets the needs of individuals. The curriculum is varied and designed to re-engage disenfranchised learners.

We are trauma-aware and understand that missed developmental opportunities, Adverse Childhood Experiences (ACEs) and dysregulation result in difficulty with executive functioning of the brain and therefore make it difficult to focus, regulate emotions and follow instructions. Seemingly small triggers may push some learners very easily into survival mode where their '*fight, flight, freeze*' reactions take over.

Many of our learners need extra literacy and numeracy support and short, frequent intervention sessions are timetabled to address this need. Much low-level disruption in school is used to mask these deficits and intervention sessions are designed to close the gap. Needs are assessed and interventions determined by the results of a baseline WRAT 5 test.

In addition to our academic offer we provide mentoring and counselling services to ensure our approach is holistic and addresses the needs of the *whole* child. All learners have their developmental needs baselined and tracked using the DESC Behaviour Questionnaire (DBQ).

## **Ensuring learners understand expectations and teaching pro-social behaviour**

Upon admission to Centre, learners and parents are talked through our expectations as an organisation and understanding of this is checked. On arrival most learners come with a completed DBQ from their referring school. Link tutors use the knowledge they have from information gathering and the DBQ to devise three behaviour targets that help learners to self-monitor and reflect on these aspects of behaviour.

Those that don't have this initial behaviour and development baseline are given three targets that relate to the issues raised by their referral. They are assessed against the DBQ as soon as practical and their targets are adjusted accordingly.

Learners are given feedback on their behaviour targets throughout their time in Centre and they are given a numerical rating every lesson for each target. Every six-weeks targets are formally reviewed using staff feedback and a repeat DBQ. In addition to this, reflection with learners happens every day when they are encouraged to identify what has gone well that day and areas to improve.

Verbal feedback on behaviour and encouragement and explanation of pro-social behaviour is ongoing during learners' time in Centre. Behaviour is discussed in relation to context and community.

Teaching learners about how their brain works and therefore how they can become dysregulated helps them to understand themselves. This self-awareness means learners are more able to pre-empt internal or external triggers and improve their intrinsic control of their responses to challenging situations or emotions.

## **PROCESS**

### **Arrival in Centre**

Upon entry to Centre learners are expected to hand in *all* personal possessions. These are held in a locked cupboard until learners leave at the end of their session. This is done to remove the risk of difficult behaviour due to unnecessary distractions. Learners are also expected to arrive in the correct uniform or change in to appropriate clothing provided by Centre. When learners refuse to follow these expectations they are reminded of the rules and negative consequences and then given take-up time to process this information. After an appropriate amount of take-up time (usually 5 minutes) learners are expected to then follow the instructions and carry on with their day. If this doesn't happen learners are considered to be wasting learning time. This time will be added up and will be used during unstructured time (break and any spare time in lunch session) or at the end of their day to complete any work missed.

If learners hand in possessions but refuse to wear correct uniform they will be given a differentiated workspace where they will work 1:1 with a staff member. If there is an issue with handing in belongings an alternative will be offered (eg. the staffroom) and reasons for refusal will be explored.

## **Learning time**

We model and build relationships based on trust and respect, therefore interactions within Centre are expected to be calm, respectful and safe. When learners are struggling to maintain this, they are reminded of the expectations. If there is little or no response to this, staff will employ a script. All staff in Centre use the same script to ensure consistency and clarity of approach.

When learners are not behaving in an appropriate manner the following script will be used:

“Name, you know what appropriate behaviour/ language is, thank you”

This wording implies an expectation that the learner knows how to behave and empowers them to make the change out of choice (internal control).

This system is referred to in Centre as the ‘warning, choice, consequence’ approach and works on the premise that consequences can be both positive and negative.

After the *warning* in the form of the script it is then up to the learner to make a *choice* to: a) continue with the inappropriate behaviour (*negative consequence*) or b) to stop the behaviour and get on with the activity (*positive consequence*).

If a learner continues they are asked to leave the room to reflect on their behaviour using a *Reflective Conversation* which is recorded by the staff member on the appropriate proforma. If necessary, a period of take-up time is offered in order for the learner to recover from the incident and to be in a stable emotional state to reflect – learners must be supervised during this time.

## **Reflective Conversation and Consequences**

The questions in the reflective conversation are designed using Bloom’s Taxonomy to offer increasing levels of complexity to tease-out the underlying reasons for the behaviour and so learners can begin to understand themselves. Learners then consider how they could do things differently and more positively next time – this encourages a reflective growth-mindset approach. The questions also have a restorative aspect by enabling learners to consider any repairs (to relationships or property) that need to be carried out. Reflective conversations can be facilitated by any adult in Centre as sometimes it is helpful for them to be impartial.

If further consequences are needed we aim to make them reasonable, proportionate and logical and discuss them with the learners. Examples of consequences are:

- Using a bike inappropriately onsite = unable to bring bike to Centre for a set period of time
- Damaging walls = work with the facilities manager to fix the damage
- Breaking equipment or furniture = receive a bill and work out a payment plan

- Refusing to behave appropriately while being transported in vehicles = miss next offsite activity/travel separately to rest of group
- Misuse of equipment in cookery = theory lesson in place of a practical one

Sometimes the protective educational consequence of poor behaviour will be a suspension. This could be to allow time for the incident to be investigated or where criminal activity has taken place.

As above, any learning time that has been wasted needs to be made up in the learner's own time. Sometimes this means that leaving for home may be delayed.

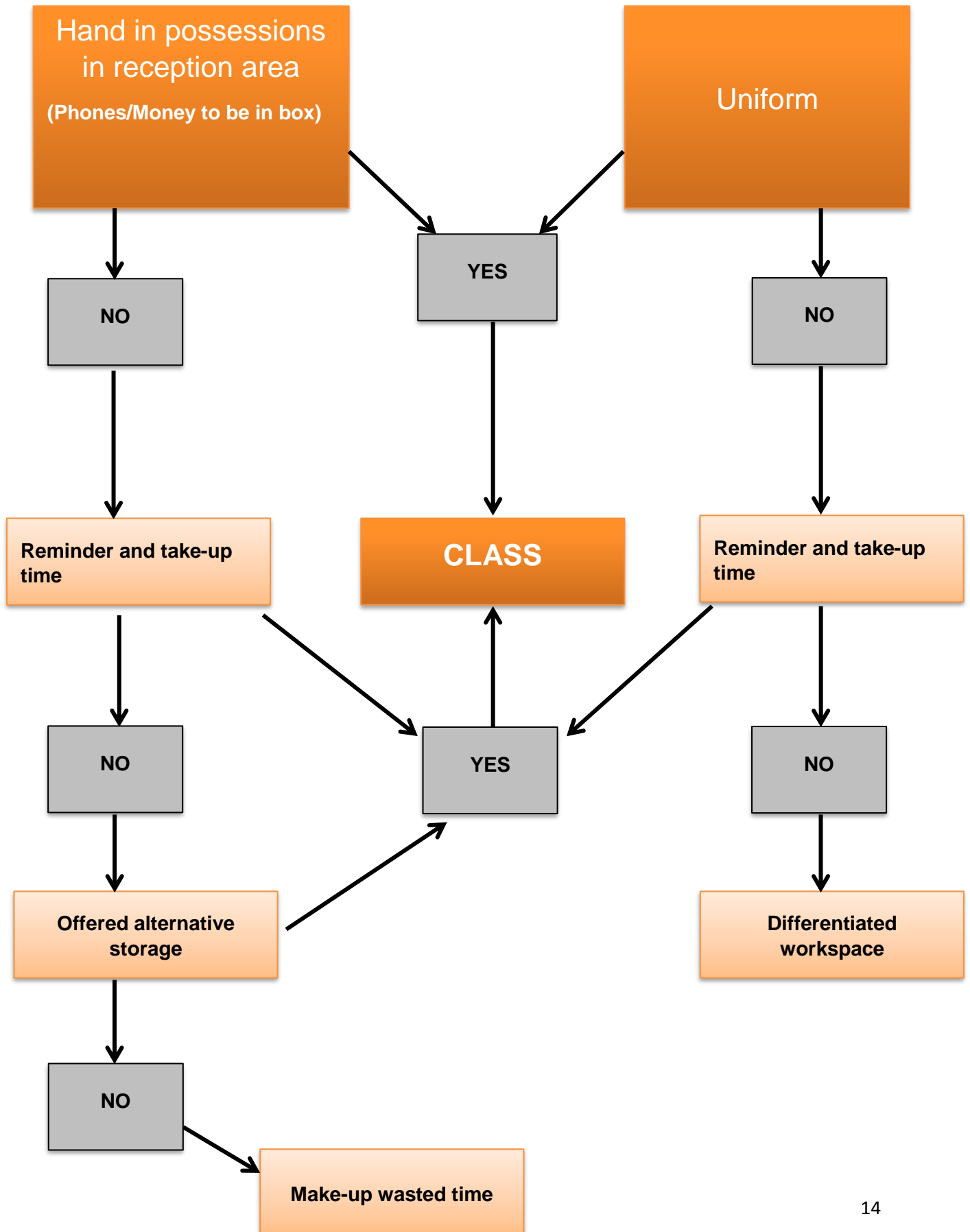
Wherever possible reflective conversations and missed learning time should be carried out on the same day.

Completed proformas should be handed to the Centre office to be scanned and entered on to CPOMS.

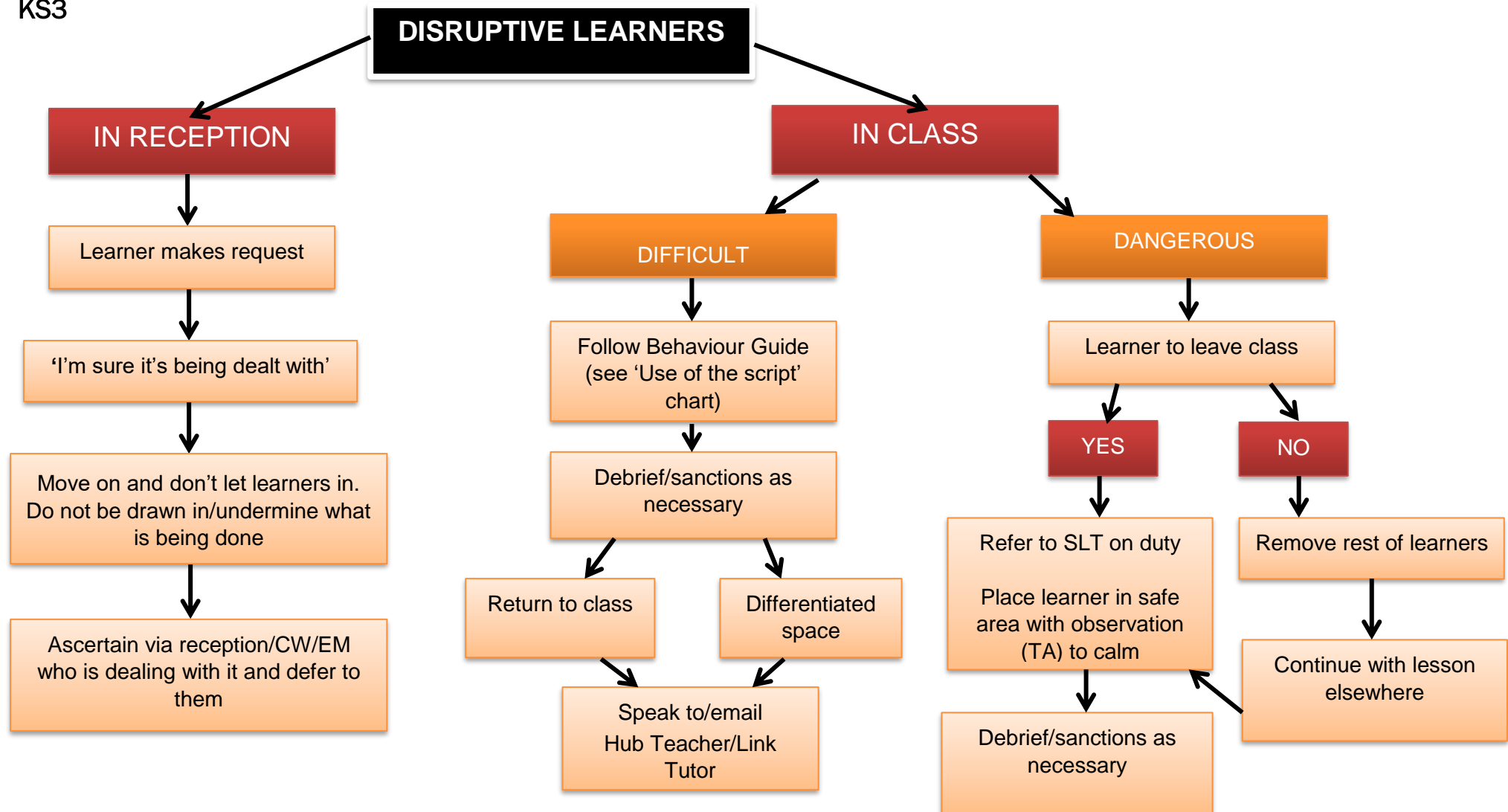
While most behaviour issues, can and should be dealt with by the delivery staff in the first instance, persistent or more serious behaviour will need to be passed on to the KS3 Lead or member of SLT on duty.

Dangerous behaviour: Breaches of health and safety rules or behaviour which endangers any of our community will be dealt with on an individual basis as and when they occur. All staff receive *Therapeutic Thinking* training from our team of trainers and are skilled at de-escalation and behaviour management. If the need arises and an individual's risk management plan deems it necessary, the relevant staff will receive advanced training. As allowed under Section 93 of the Education and Inspections Act 2006 all staff will use reasonable force to prevent learners from hurting themselves or others, from damaging property, or from causing disorder.

Persistent refusal to follow instruction from staff, Centre rules and expectations or breaching health and safety rules may result in suspension or permanent exclusion.

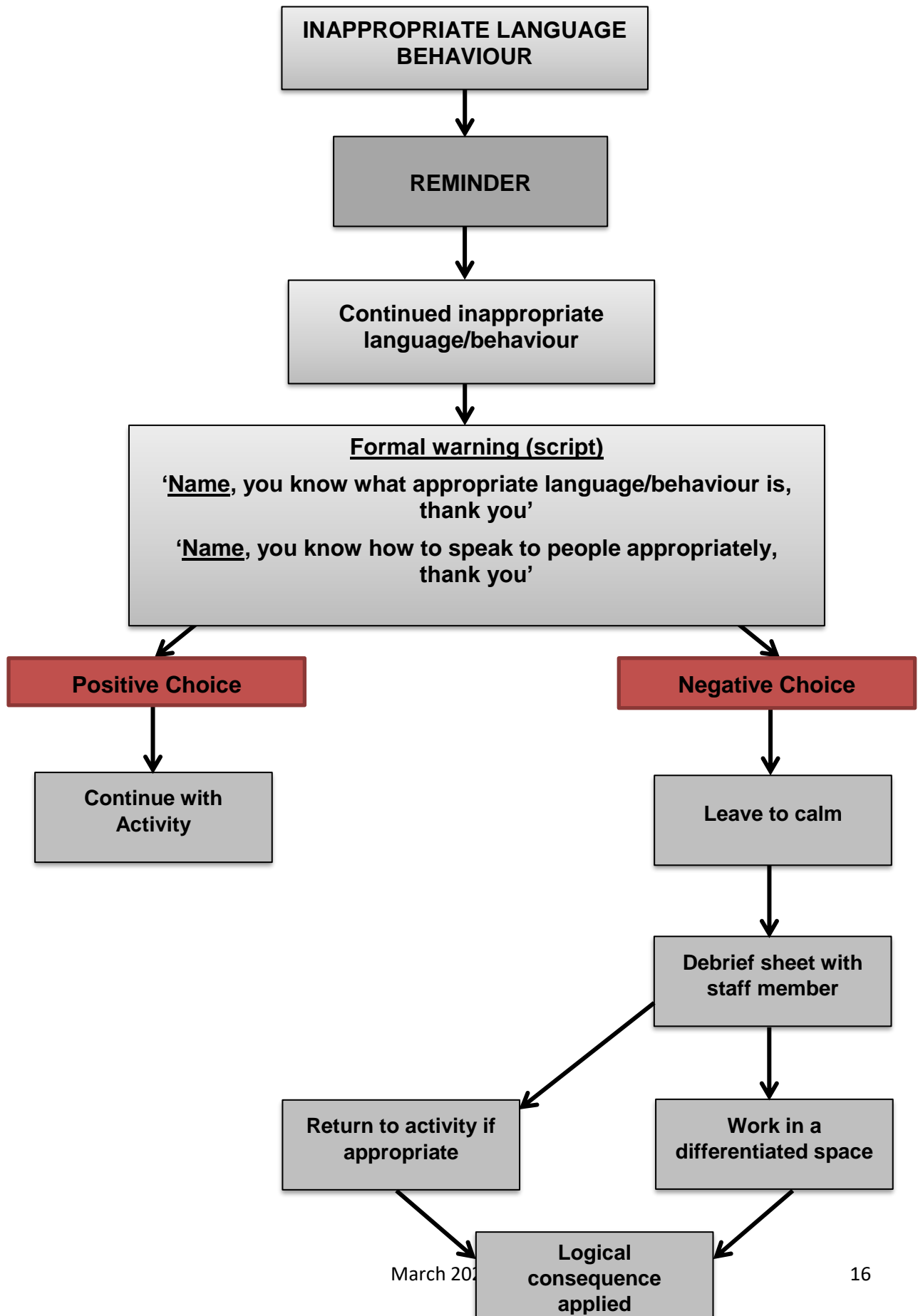
KS3ARRIVAL IN CENTRE

KS3



- Use 'There's an urgent phone call' if a member of staff needs to leave the situation
- Learners in reception who are not engaging with rules & expectations are to be offered water only

## USE OF THE SCRIPT





## **KEY STAGE 4**

### **Barncroft Campus**

#### **RATIONALE**

KS4 aims to support young people as they make the transition from adolescence to adulthood, so they can become confident and healthy adults who can make a positive contribution to the communities in which they live. Our work recognises that individual young people come from very different starting points and require a wide variety of teaching styles and interventions in order to improve their attitudes, social skills, behaviour and attendance.

Our mantra "Be the best you can be" is echoed in our work and we are committed to help enable our learners to overcome their barriers to learning and to re-engage with education. We do this with the following in mind:

- Behaviour is not the child
- Behaviour has a purpose and communicates unmet needs
- Relationships are key to encouraging reflection. Reflection facilitates change
- Internal control leads to longterm change
- Behaviour has consequences. Consequences are life lessons
- What is this behaviour telling us?
- How do our learners view the world, others and themselves?
- Mistakes are learning opportunities which help prepare them for the future
- With a new day comes new thoughts and new opportunities
- Progress is achieved through dedication and hard work-brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.

We believe that building nurturing, trusting relationships with our learners results in greater possibility for engagement in their learning and their capacity to make the changes they need to be successful in education and life. We help learners explore how they attribute meaning to events and consider ways to reframe situations and experiences.

We help develop learners' ability to manage situations that may generate feelings of stress and see this as an essential prerequisite of healthy emotional development. Without this ability it is all but impossible to engage in learning in an open and effective manner.

Much emphasis is placed on involving learners in reflecting on their own behaviour and in setting and monitoring of targets. We are also mindful of what unconscious patterns of behaviour the learners may display and so respond individually and sensitively as our breadth in provision allows for varied approaches to address learners' specific needs in a safe environment.

In order to gain a clear understanding of the holistic needs of each learner we have the following processes in place prior to a learner accessing our provision:

- **Completed referral form** by the previous school with specific reference to: academic history, social and emotional interventions, involvement with outside agencies and concerning behaviours and strategies.
- **Initial assessment meeting** with learners and parent, carers to give us an insight into their perspective of their historical problems in mainstream education and ways forward.
- **Completed behaviour contract** signed and understood by learner, parent; carers and a senior member of staff.
- **A comprehensive set of baseline assessments** focusing on the following: Reading, writing, mathematics, self-esteem, locus of control, learning styles and attitude to learning.
- **A life mapping assessment** takes place focusing on lifestyle choices, health and anti-social behaviour.
- **A completed pen portrait** to capture a learner's strengths, weaknesses, interests and effective strategies.
- **A completed DIG** (DESC Information Gathering Form) to highlight specific concerns regarding risk of lone working, known drug or alcohol use, missing episodes and CSE.

As a result of this information we have insight into our learners' individual needs and concerns and this helps us form a holistic learner profile. This means that natural, logical consequences and interventions will not always look the same for each young person.

We provide rich, inviting, calm learning environments where learner's work and achievements are celebrated. We have a high adult to learner ratio which allows us to adapt the curriculum so it meets the needs of individuals and makes full use of our extensive facilities including counselling, reflection rooms and gym. Our curriculum is varied and designed to re-engage disenfranchised learners and we are thoughtful when placing learners in new teaching groups and pathways and understand that group size and stage can have a significant effect upon the dynamic of groups.

Interventions are designed to close the gap, we have layered these interventions into three waves; universal, targeted and specialist in our learner profile.

We have robust communication systems with outside agencies in order to holistically support each learner's social, emotional and mental health needs and act as a hub for multi-agency working. Our creative approach is reflected in Personal and Social Development and Prince's Trust curriculum areas which are needs led subjects that actively aim to address barriers to learning.

Staff interact positively with learners to support their emotional need for acceptance, security and respect for their own identity. We are reflective practitioners who understand that realness, genuineness, acceptance and trust are vital components of a non-judgemental approach to working together to maximise trust.

When learners feel trusted and understood they are more likely to make positive behaviour change. This acceptance of the person and their emotional state of being enables learners to explore the part emotion plays in people's lives and to discover the nature of relationships with an empathetic understanding.

**In order for our learners to behave appropriately we understand they need:**

- To feel safe and accepted.
- To feel secure in their attachment to significant adults.
- To be able to develop their personal identity in relation to the wider world.
- Learning tasks to arouse some but not too much anxiety.
- To have opportunities to make use of their preferred learning style so they have greater opportunities for success in learning.
- To have opportunities to participate actively in the learning process via leadership roles, choices and decision making.
- Whole Centre approaches to building self-esteem including achievement boards, enrichment activities and detailed points system.
- To have routines, expectations and ground rules about learning and behaviour that are clear and a Centre that encourages mutual respect, social responsibility and self-discipline.
- To be allowed to explore how people behave in the face of obstacles and pressures
- For staff to make use of learners' own experiences, life situations and feelings as a component of a learning activity.

We look out for appropriate opportunities to give learners feedback on their successes and staff have a clear understanding of the importance of emotional worth and praise for small but real success has more value than praise for praise sake. It is important for learner's ego development that improvements in social interactions are recognised and commented on by staff.

At KS4 targets are achievable, small, frequent wins rather than reinforcing one big win. Staff speak of specific achievements, not all round standards. In Centre we have concrete, tangible ways of logging and reflecting positive achievement. Photographs, journals, wall displays and breakfast and lunch reflection time.

We provide an environment for flexible learning opportunities that enhances staff's capacity to respond to learners' emotional and behavioural needs and a shared sense of purpose and values. By working and relating with learners to help them to come to terms with their difficulties, and to help strengthen their inner resources so they can become more self-aware and open to learning. This is fully embedded within our Centre wide agreement on expectations and boundaries.

We encourage all staff to think about the reasons underpinning behaviour in planning how to manage it and to be flexible so that interventions are matched to the needs of the learners by using attachment theory to help understand individual learner's situations. We also take creative approaches to celebrating how learners embrace challenge;

persist in the face of setbacks, demonstrate how effort has led to mastery, and learn from mistakes.

## **PROCESS**

### **Arrival in Centre**

Upon entry to Centre learners are expected to hand in all personal possessions. These are held in a locked cupboard until learners leave at the end of their session. This is done to remove the risk of difficult behaviour due to unnecessary distractions. Learners are also expected to arrive in the correct uniform or change into appropriate clothing provided by Centre. When learners refuse to follow these expectations they are reminded of the expectations and negative consequences and then given take-up time to process this information. After an appropriate amount of take-up time (usually 5 minutes) learners are expected to then follow the instructions and carry on with their day. If this doesn't happen learners are considered to be wasting learning time. This time will be added up and will be used during unstructured time (break and any spare time in lunch session) or at the end

of their day to complete any work missed.

If learners hand in possessions but refuse to wear correct uniform, they will be given a differentiated workspace where they will work 1:1 with a staff member. If there is an issue with handing in belongings an alternative will be offered (eg. the staffroom) and reasons for refusal will be explored.

### **Points System**

We model and build relationships based on trust and respect, therefore interactions within Centre are expected to be calm, respectful and safe. When learners are struggling to maintain this they are reminded of the expectations.

On entry all learners are allocated a Link Mentor who is responsible for overseeing the weekly monitoring system. Learners are provided with a:

- Target book - where weekly points are recorded (front) and merits given (back)
- Target sheet - this records their behaviour (B), learning (L) and target (T) for each lesson they attend. Points from 1 (serious concern) to 4 (outstanding) are allocated by the teacher which reflect their progress during the session. Any positive and negative comments are recorded on the back of the sheet.

### **Weekly Meetings**

All learners start on a green target sheet and will meet weekly with their link mentor to reflect on their progress during that week. Both positive and negative comments are addressed and a record of each meeting is made. The points for each area are totalled and then recorded in their target book. As long as learners are gaining 3s and 4s for lessons they would remain on a green target sheet for the following week.

However, should there be more than six 1's or 2's in a week the problems are discussed, an individualised target is negotiated and the learner would be placed on an orange target sheet for the following week.

They would then move back up to a green sheet as long as the points improve. If, however they continue to gain more than six 1's or 2's they would then move onto a red sheet. If this continues then a parent meeting would be called to address the issues and learners would either switch pathway or be placed on an integration timetable as this indicates there is a problem with their current timetable.

## Parent Contact

Parents will be contacted weekly by the Link Mentor informing them of their child's progress. Every half term parents are encouraged to attend the parent review sessions to ensure that they are kept fully informed of the successes of the young people.

## Rewards

There are two means by which learners' achievements are recognised: merits and rewards.

Merit System - if learners produce an outstanding piece of work or have exhibited behaviours well above the expectations of Centre they can be awarded a merit. They require 5 merits for a Bronze Certificate, 10 merits for a Silver Certificate, 15 for a Gold Certificate and 20 for a Platinum Certificate. Should they excel they can then move onto the next tier: Jade = 25, Pearl = 30, Sapphire = 35, Ruby = 40, Diamond = 45.

Learners are handed photocopies of their merits at the end of term presentations with the master copy being kept for their Record of Achievement (ROA) which they receive at the end of Year 11.

Rewards - learners' points are accrued throughout the year which then enables them to be offered an enrichment trip or activity depending on the total.

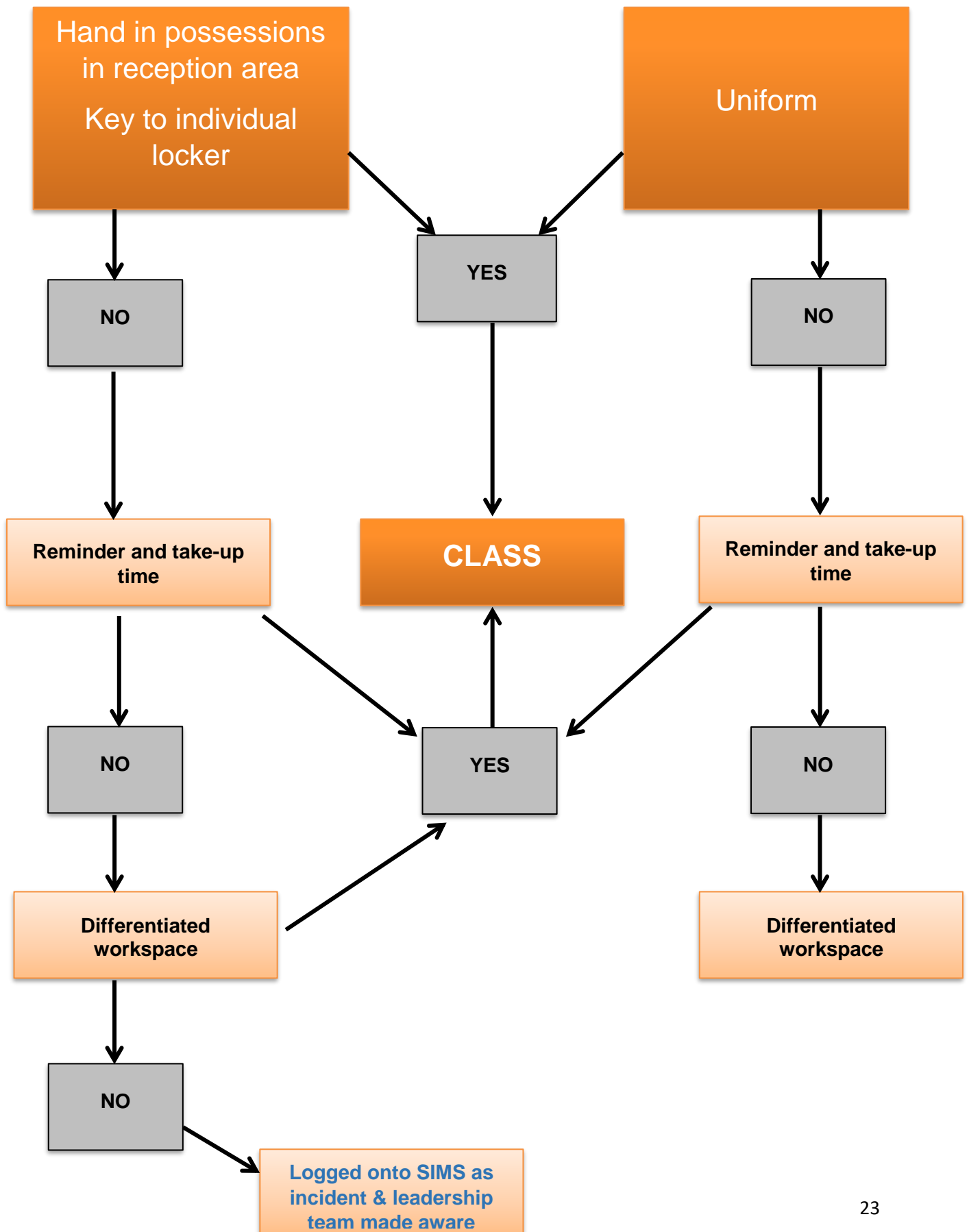
## Consequences

All learners are encouraged to learn to self-regulate their behaviour through the points system. The types of behaviour have been broken down into stages and there are a number of possible consequences for each stage which are managed by various members of staff. See the Behaviour and Consequences Guide for the broad outline of possible consequences for certain types of behaviour although this is by no means definitive.

While most behaviour issues, can and should be dealt with by the class leader in the first instance, persistent or more serious behaviour is passed on to the SLT.

Dangerous behaviour: Breaches of health and safety rules or behaviour which endangers any of our community will be dealt with on an individual basis as and when they occur. All staff receive *Step On* training from our team of trainers and are skilled at de-escalation and behaviour management. If the need arises and an individual's risk management plan deems it necessary, the relevant staff will receive *Step Up* training. As allowed under **Section 93 of the Education and Inspections Act 2006** all staff will use reasonable force to prevent learners from hurting themselves or others, from damaging property, or from causing disorder.

Persistent refusal to follow instruction from staff, Centre rules and expectations or breaching health and safety rules may result in fixed term, permanent exclusion or Wave 3 specialist intervention.

KS4ARRIVAL IN CENTRE

### KS4 Behaviour and Learning Grades

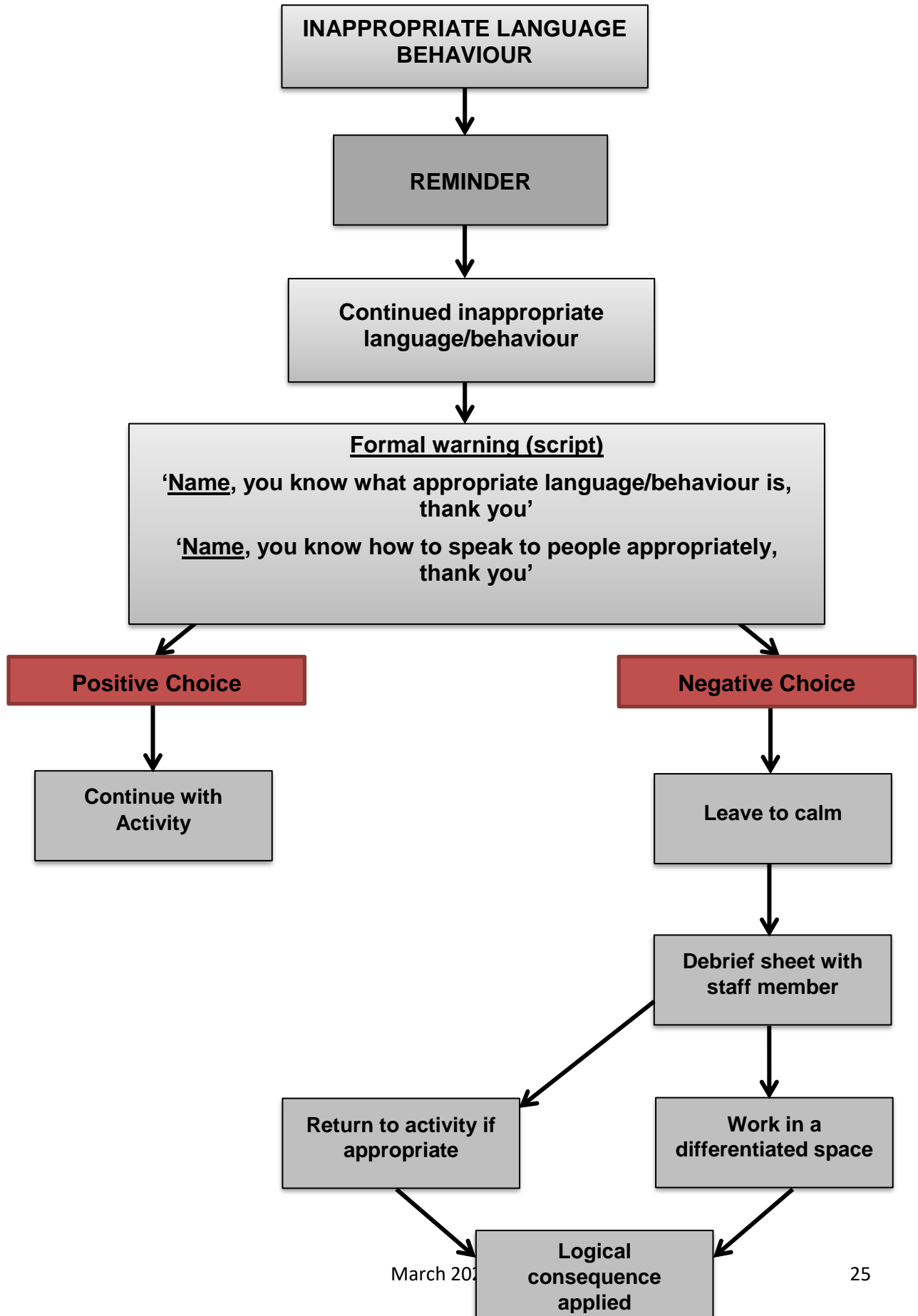
Behaviour grades	Learning grades
<ul style="list-style-type: none"> <li>• Use appropriate language</li> <li>• Do not distract the learning of others</li> <li>• Arrive on time and settle</li> <li>• Do not talk over staff or peers</li> <li>• Listen to instructions and your peers</li> <li>• Be co-operative and considerate</li> <li>• Respect the environment and others property</li> <li>• Be polite and respectful</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate commitment to their own learning and progress</li> <li>• Complete class work to the best of their ability</li> <li>• Present work to the best of their ability</li> <li>• Stay on task</li> <li>• Contribute fully in lessons</li> <li>• Demonstrate the ability to work independently or in a small group</li> </ul>
4	All expectations are met consistently
3	Most of the expectations are met consistently
2	Too few of the expectations are met consistently
1	Most expectations are rarely met at all

**B** = Behaviour Grade

**L** = Learning Grade



## USE OF THE SCRIPT



DESC Learner profile

Name	Year	Date of enrolment	Registration status	Risk assessment	Social, emotional & mental health specialist support	Communication & Interaction
<b>Attitude to learning</b>	<b>Self esteem</b>	<b>Learning style</b>	<b>English reading</b>  <b>English writing</b>	<b>Maths</b>		
<b>Weekly points system overview</b>						
<b>Wave 1 Universal</b>	Differentiation of learning Reflection time Attendance monitoring Enrichment activities Flexible teaching arrangements	Punctuality monitoring Modelling of appropriate behaviours De-brief/ Scripts Extracurricular activities Behaviour contract	Rewards & recognition Bespoke PSD sessions In class adjustments Link mentor Weekly contact home	Realistic targets Weekly points system		
<b>Wave 2 Targeted</b>	Attendance intervention Adjusted timetable Restorative meetings Self-esteem & resilience programme RAMP	Communication group Parent review meeting Drama workshop Support during unstructured times INCO intervention 1 to 1	Lunch time supervision Life coaching targeted Literacy programme Team building away days Exam & study skills intervention	Paired tuition Maths programme Personalised timetable Princes Trust 1 to 1		
<b>Wave 3 Specialist</b>	Intensive mentoring Attendance intervention A10 INCO intervention group Involved outside agency other CAMHS	EHCP 1 to 1 Literacy support Counselling AFDASH Change of group/pathway	School nurse Vocational Provision Anger management Special consideration exams CBT	Intensive Youth Connexions Art therapy Families first Phased in/out timetables SASH		

<b>Key points from previous educational setting</b>	
<b>Successful strategies previously/currently used</b>	
<b>Desired outcomes</b>	
<b>Suggested targets</b>	
<b>Key points from students perspective</b>	
<b>Positives</b>	

## DESC Staged Behaviour and Consequence Guide

Across all Key Stages, we ensure that there is a personalised approach to each of the learner’s circumstances. The logical consequence applied to the behaviour will reflect the developmental age and stage of the individual learner. Where possible, we will try to contextualise the situation, and ascertain whether the behaviour that we have seen is conscious or sub conscious.

Stage	Types of Behaviour	Possible intervention
1	Refusal to wear uniform Refusal to hand in belongings Being off task Being out of seat Interrupting/calling out Not completing sufficient work Ignoring instructions Inappropriate comments or language Entering the building or room without permission	Quiet reminder (Non-verbal or verbal) Reflection on points sheet Differentiated work space Discussion with member of staff - Link Tutor informed Phone call home/parents informed Logged on CPOMS Restorative conversation Reminder of consequences of continuing behaviour – use of script/shard language Catch up on work after session ends
2	Persistent repetition of behaviours addressed in previous stages Refusal to follow instructions Repeated inappropriate comments or language Swearing at Staff Leaving the room without permission Damage to property Refusal to engage with learning Breach of the ICT user agreement	Reflection on points sheet Link Tutor meeting to discuss ways forward with learner Differentiated work space Phone call home Logged on CPOMS Reminder of consequences of continuing behaviour – use of script Restorative conversation Catch up on work after session ends Charges may be incurred for damages – please see Charging Policy

3	<p>Persistent repetition of behaviours addressed in previous stages</p> <p>Inappropriate comments or language directed at others</p> <p>Spitting</p> <p>Continual swearing at staff</p> <p>Intimidation of others</p> <p>Under the influence or in possession of illegal substances</p> <p>Leaving site without permission</p> <p>Intentional damage to property</p> <p>Causing harm to a member of the DESC community</p> <p>Throwing objects with intent to harm/damage property</p> <p>Coercion</p>	<p>Reflection on points sheet</p> <p>Head of Key Stage meeting to discuss ways forward with learner</p> <p>Differentiated work space for set period of time</p> <p>Parent meeting held</p> <p>Review of provision</p> <p>Risk reduction plan written</p> <p>Anxiety Mapping completed</p> <p>Roots and Fruits completed</p> <p>Discussion with outside agencies</p> <p>Logged on CPOMS</p> <p>Restorative conversation</p>
4	<p>Bullying, including cyber bullying, peer on peer abuse and parent-learner abuse</p> <p>Spitting directly at others</p> <p>Vandalism, destroying property and destroying equipment</p> <p>Under the influence or in possession of illegal substances</p> <p>Possession of an offensive weapon including pepper spray</p> <p>Intentional physical abuse towards a member of the DESC community</p> <p>Fighting</p>	<p>Suspension</p> <p>Debrief conversation</p> <p>Parent meeting with member of SLT</p> <p>Reintegration timetable</p> <p>Review of provision</p> <p>Change of pathway</p> <p>Permanent exclusion will be considered for a repeated Stage 4 behaviour</p> <p>3 strikes approach for drugs offences</p>
5	<p>A serious one off-breach of the Centre's behaviour guide</p>	<p>Management Committee disciplinary sub-committee convened</p> <p>Permanent exclusion from Centre</p>

## **Glossary**

AFDSH – Adolescence and Families Drug and Alcohol Services Hertfordshire

BLT – Behaviour Learning Target

CAMHS – Child and Adult Mental Health Service

CBT – Cognitive Behaviour Therapy

CSE – Child Sexual Exploitation

CPOMS - Child Protection Online Management System

DESC – Dacorum Education Support Centre

DIG – DESC Information Gathering

EHCP – Education Health and Care Plan

INCO – Inclusion Co-ordinator

KS – Key Stage                      Key Stage 1 & 2 Learner - age 4- 11

                                                    Key Stage 3 Learner - age 11-14

                                                    Key Stage 4 Learner - age 14 - 16

SASH – Specialist Adolescence Service Hertfordshire

SENCO –Special Education Needs Co-Ordinator

SIMS – Student Information Management System

SLT – Senior Leadership Team

TA – Teaching Assistant