



FAB Learning

Forming a new beginning through bespoke interventions.

Behaviour Policy

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FAB Learning regards the development of positive behaviour as of fundamental importance in the growth of children and young people's health and well-being. We will provide a safe, secure and positive learning environment that enables each learner to develop attitudes, skills and knowledge, which will benefit them and their lifelong relationships.

We aim to create a learning environment that:

- encourages and reinforces good behaviour
- promotes self-esteem, self-discipline and positive relationships
- develops acceptable standards of behaviour

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations that are either fulfilled or not. Tutors have a central role in the learner's social, emotional and moral development as well as in their academic development. We measure standards of behaviour in terms of the learners developing ability to conform to agreed behavioural goals.

FAB Learning has full regard for the updated DFE advice to schools on behaviour and discipline (February 2014).

OUR Education Ethos:

The adults who work with the learners have an important responsibility to model high standards of behaviour. As adults we should aim to:

- create a welcoming and positive ethos with realistic expectations
- emphasise the importance of being valued as an individual
- promote honesty, courtesy and sensitivity
- provide a caring and effective learning environment
- ensure fair treatment for all regardless of age, gender, sexual orientation, race, ability or disability
- how appreciation of the efforts and contribution each learner has made
- develop learners' self-control and responsibility towards others

Where appropriate staff will positively challenge learner's inappropriate behaviours through a supportive but assertive approach to de-escalation and diffusion. Strategies used to promote positive behaviour and reduce unacceptable behaviour:

- addressing personal, social, emotional, and educational needs positive ethos
- curriculum match to learner needs
- high expectations of learner progress
- knowledge of the learners as individuals
- positive relationships between staff and learners
- use of distraction or diversion tactics
- pro-active and early intervention
- appropriate use of humour
- tactical ignoring
- use of role models
- praise appropriate behaviour
- consistent ground rules
- clear communication with learners
- celebrate learner achievement

Significant Incident Reporting

All significant incidents are reported through CPOMS, an automated system which requires a clear low, medium or high response in discussion with the allocated Learning Manager. This links with the decisions surrounding whether a low, medium or high intervention will be used as a consequence and is monitored through CPOMS. Follow up from these incidents is actioned by the Learning Manager, in line with the low, medium and high rating and recorded. Any safeguarding links as a result are highlighted and actioned through CPOMS in the usual way. Responsibility for the application of this policy is with all teaching staff and is supported through the FAB staff code of conduct.

Staff should:

- Remain calm and consistent, gently re-affirming expectations
- Minimise risk to others
- Allow learners a 'way out'
- Inform parents/carers
- Inform learning manager
- Reported serious incidents will be recorded on the behaviour log
- Learning manager to inform commissioner
- Note behaviour on students running log
- Concerns of safety staff may feel it is appropriate to call the police.

Whilst continuing the emphasis on safety and on maintaining a positive learning environment, we will:

- ensure that challenging behaviours are monitored and recorded
- attempt to ensure learners do not endanger him or herself, others or do serious damage to property
- ensure no one is left isolated with a learner when a risk assessment indicates otherwise

What is and how do we recognise bullying?

'To intimidate with persistent threats of or actual aggression or violence'

At FAB Learning we conceptualise bullying from an 'equality of opportunity' perspective. This emphasises the rights of individuals to express diversity and differences in age, gender, ability, ethnicity and sexuality. Discrimination and stereotypical prejudice are unacceptable. Staff will challenge all manifestations of intimidating behaviours particularly racial, homophobic and cyber bullying of learners, staff and members of the public.

The victim of bullying and the perpetrator of bullying may show signs of:

- isolation/withdrawal
- intimidation of learners/staff
- sudden deterioration of effort
- physical aggression
- lack of confidence/self-esteem
- loud and attention seeking behaviour
- general unhappiness
- tendency to ridicule and humiliate others
- erratic attendance and punctuality
- easy loss of temper
- changes in behaviour and mood
- violent behaviour

- surliness
- hyperactivity
- seeking time with adults
- immorality
- lack of appetite
- dis-inhibited behaviours
- attention seeking behaviour

Staff are advised to:

- watch out for early signs of distress in learners
- when someone is being bullied or is in distress, take action quickly where appropriate; watching and doing nothing is not acceptable
- where you suspect bullying, you may have to provide intermediate support for the victim while observing and investigating carefully
- listen carefully and record all incidents: WHO, WHAT, WHEN, WHERE
- ask the victim, the alleged perpetrator and any witnesses to record the event(s) in writing; remember, very rarely will one person be totally innocent or guilty
- offer immediate support to those in need
- if guilt is established, make the unacceptable nature of the behaviour apparent; do not bully the bully – this gives legitimacy to the behaviour
- try to find out, tactfully, the reasons for the bullying behaviour; offer guidance and support
- inform the relevant senior member of staff; pass on written reports
- if necessary senior management will follow up the case to ensure that the victim is given as much support as possible
- the 'concerned' member of staff to inform parents/carers and the referrer as and when necessary, making clear what action he/she is taking and why, and, if possible, what they can do to support his/her actions
- the 'concerned' member of staff to file all written documents

Communication and parental partnership:

At FAB Learning we give high priority to clear communication to parents/carers/referrers as we see this as crucial to promoting and maintaining high standards of behaviour.

Where behaviour is causing concern, parents/carers/commissioners will be informed at an early stage. Parental support will be sought in devising a plan of action.

Communication will be maintained between FAB and the students commissioner as to what the plan of action will be.

Principles and procedural guidelines for staff that applies across the whole range of behaviours:

- Stay Calm Seek Support
- Maintain unconditional positive regard
- Record the behaviours accurately
- Reward and reinforce positive behaviour
- Allow learner space / time

BEHAVIOUR

- Simple verbal and body language
- Anticipate the behaviour
- Use non-threatening body language
- Provide to simple choices
- Use humour if appropriate
- Praise desired behaviours
- Praise that is relevant to learner
- Distraction

MANAGEMENT IS A PROCESS

- Explain consequences of each behaviour/choices
- Think before you act or speak
- Share strategies and ideas with others
- Use distractions
- Describe the behaviour impacts on others
- Allow opportunity for the learner to explain

Consequences

FAB does not issue sanctions, however, consequences of behaviour following significant incidents may require agreed interventions. Again, these are often based on the low, medium, high response of the significant incident processes.

Examples of consequences:

Low: Review of the individual learner risk assessment, changes to teaching staff and/or venues, in-house interventions and use of the Enhanced Support Provision.

Medium: Review of the individual learner risk assessment, use of external interventions/referrals and commissioner involved discussions.

High: Multi-agency approaches to risk management, change of provision, police/criminal justice system involvement and an increase in staff ratio.