



THE KEY ALTERNATIVE PROVISION

WELL BEING AND BEHAVIOUR POLICY

Policy approved by: Curriculum Committee

Date: Reviewed May 2024

Next review date: May 2027

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The aims of The **Key Alternative Provision** well-being policy are

- To allow pupils to re-engage with education and a school environment through thoughtful and targeted support within clearly defined boundaries and expectations.
- For pupils to feel listened to and supported when they are struggling to remain within **The Key Ap** boundaries.
- Teach appropriate responses and support students to become resilient.
- For all staff to apply well-being expectations consistently, with clearly defined routes and easy to follow systems.

ETHOS

At the *Key AP* we want our students to become

- decent, successful, polite young people who aspire to be part of society
- all-rounders who are happy with their life
- successful in employment, education and future training
- curious about the world around them
- confident, able people who respect themselves and others
- able to respect difference and diversity
- self-reflective adults who can communicate and express themselves

We want our students to feel safe, have respect, kindness and cooperate with others.

SAFETY

- Students have the responsibility to try to behave in a respectful and non-violent way
- Staff have the responsibility to support and manage pupil's needs to keep them as emotionally and physically safe as possible

RESPECT

- Students have the responsibility to treat all staff and other young people with respect
- Staff have the responsibility to respect other staff and young people
- Students and staff have the responsibility to respect personal space and boundaries

KINDNESS AND COMPASSION

- Students have the responsibility to welcome and include all students into the centre
- Staff have the responsibility to support students who are having difficulties
- Staff have the responsibility to listen to and care for all students

COOPERATION

- Students have the responsibility to listen and follow instructions given to them by school staff
- Students have the responsibility to try their best in their learning
- Staff have the responsibility to give students the opportunity to show their talents and work to their strengths
- Staff have the responsibility to recognise positive pupil choices and individual progress

In addition to ***The Key Ap*** specific principles and expectations on well-being, this policy supports the Local Authority Statement of Shared Principles for Behaviour Policy (***appendix 1***).

FOCUS

At ***The Key Ap***, we aim for a calm and supportive environment in and out of lessons. To help them achieve this we will need to:

- insist and ensure that students behave appropriately towards each other as well as staff.
- offer advice and guidance as well as model ***The Key Ap*** expectations on well-being.

- teach and support students to make better choices and demonstrate positive behaviours by using behaviour for learning targets, therapeutic interventions and individual well-being plans.
- support them from the outset and help them realise that we are here for them
- create a learning environment which helps them re-discover a positive attitude towards their education
- praise and recognise even the smallest achievements
- Provide them with outstanding Teaching & Learning which uses models of good practice such as Philosophy for Children to develop understanding about becoming a successful citizen.
- Provide them with access to therapeutic care, assessments and interventions
- Ensure the curriculum celebrates our different communities, ethnicities and cultures as well as providing students with a curriculum to explore ideas about relationships with peers and adults.
- know our students well, as individuals as well as their academic starting points at **The Key Ap** have high expectations about their behaviour, well-being and attitudes to learning
- teach respect through showing respect by active listening and modelling of good attitudes and well beings
- give them achievable targets and keep encouraging them to make even better progress

CODE OF CONDUCT

Entering the building:

All pupils will be searched on entry- *please see search policy*

Movement between lessons

- Pupils respect their learning environment. We do not damage or interfere with centres property or other people's property
- Pupils go from lesson to lesson and room to room in a calm and respectful way .
Pupils move to their next lesson without delay

Learning in Lessons – Well-being for Learning

- Pupils understand that the Key Alternative Provision is a provision where teaching and learning takes place
- Pupils understand that we need to have rules so everyone, pupils as well as staff, feel safe in their learning environment
- Pupils understand that all members of the community need to behave in a certain way to allow them and others to learn and feel good about coming to school and making progress.

Interactions between pupils and staff

- Pupils and staff are respectful of each other's space
- Pupils understand the need to follow instructions from staff
- Pupils understand that staff are here to help and support pupils to learn and feel safe

Interactions between pupils

- Pupils are respectful of others' differences
- Pupils are respectful of others' personal space
- Pupils are respectful of others' opinions

Staying within the centre boundaries

- Pupils do not leave the centre building unless they have permission from senior staff or are accompanied by a member of staff

Well-being before and after

- Pupils are calm and respectful of others and their right to feel safe
- Pupils are respectful of **The Key Ap's** neighbours and behave in a way that does not antagonise or upset people

School Uniform

- Determined by individual centres
- Needs to be appropriate dress for a formal environment
- Students need to adhere to the agreed dress code

Valuable and mobile devices

- All mobile phones and personal stereos are to be handed in at the start of the day. They will be returned at the end of the day.

Illegal Substances at The Key Alternative Provision

- The **Key Ap** operates a strict No Smoking Policy on its premises. Students found smoking- including vaping- will be excluded for the rest of the day and parents will have to accompany the student to the centre for a next day meeting. Students will not be re-admitted to **The Key Ap** unless a meeting with a parent has taken place.
- All illegal substances including legal highs are banned at **The Key Ap**.
- Possession of illegal substances will result in a fixed term exclusion, the length of which is determined by senior staff, based on each individual case.
- Students under the influence of drugs or alcohol will need to be collected by parents. If parents are unavailable, students will be escorted home. In addition, parents are required to attend a meeting with a senior member of staff the next day.
- Any students found to be dealing illegal substances at **The Key Ap** will be referred to the police. They also face fixed term exclusion.
- All students found in possession of any illegal substances will be referred to either the cessation worker or Center Manager.

STAFF DE-ESCALATION

All members of staff to follow procedure to obtain support to de-escalate pupil behaviour.

- Member of Staff calmly restates expectations and outlines consequences (2nd warning)
- Member of staff asks pupil to take some time out and reconsider their behaviour by going to duty
- Duty staff called to encourage student to leave for time out

- Duty staff to call Center Manager for support and direction

USE OF REASONABLE FORCE/POSITIVE HANDLING

All members of staff at **The Key Ap** aim to resolve any conflict situation without resorting to the use of force.

However, in extreme situations it may be necessary to use reasonable force, either to control or to restrain. This can range from guiding a pupil to safety by the arm through to more firm action in circumstances such as

- breaking up a fight or where a student needs to be restrained to prevent violence or injury
- preventing a student from hurting themselves or others
- preventing damage to property
- preventing disorder

Reasonable force means using no more force than is needed. All members of staff have a legal power to use reasonable force.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when pupils are fighting and refuse to separate without physical intervention.

Physical intervention can take several forms. It might involve staff:

- physically interposing between students
- blocking a pupil's path
- holding
- pushing
- leading a pupil by the arm
- leading a pupil away by placing a hand in the centre of the back.

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of "reasonable force": for example, to prevent a young pupil running off a pavement onto a busy road, or to prevent a pupil throwing something.

RESTORATIVE PRACTICE

Restorative Practice is a way of approaching conflict and repairing harm. It encourages everyone involved to understand what has happened following an incident and what can be done to make things better. It gives the person who has caused harm an opportunity to take responsibility for their behaviour. It gives the person who has been harmed an opportunity to explain how they feel and help the process of moving forward. It is a fair way of approaching conflict that focuses on cooperation, respect and a reduction in future harm.

These are the Restorative questions that staff should ask following a disagreement or dispute:

1. What has happened?

2. Who has been affected?
3. How do you feel and what do you think?
4. How can we make it right?

Restorative Practice is based on four principles:

RESPECT- listening and valuing others thoughts, feelings and opinions

RESPONSIBILITY-taking responsibility for your own actions

REPAIR- discussing how to repair harm that has been caused to others

MOVING FORWARD- drawing a line under events and learning how to move forward positively

CREATING A POSTIVE LEARNING ENVIRONMENT

Rewarding is the most effective way of ensuring that students are motivated to behave positively.

- Staff recognise good behaviour and comment on it whenever possible
- Staff re-iterate basic expectations when pupils are not following them
- Staff explain why we need to ensure that our environment is calm
- Staff model the behaviour we expect from our pupils
- Staff are firm, but calm and mindful of our pupils' needs and the challenges they face
- Pupils are spoken to respectfully at all times, no matter what types of behaviour they display

BEHAVIOUR FOR LEARNING

- Staff will keep a record of pupil attitudes and progress each session. We analyse and discuss students' well-being on a weekly basis in daily/weekly key worker meetings.
- In discussion with students, Key workers will discuss and set targets based on needs and areas for development.
- The aim is to always allow students to modify their behaviour and re-focus.
- Key workers complete a Behaviour for Learning record each half term, with focus on specific areas each students needs to work on. Key workers choose from a range of 16 identified ***The Key Ap*** behaviour for learning and set individual targets, which are monitored and reviewed each half term.
- All records are discussed and shared with students and parents.

REWARDS

It is essential that staff offer each student a fresh start in every lesson.

- If students have achieved set targets for behaviour, attendance and punctuality, they will receive a weekly, half termly and termly reward
- Students who behaved especially well in lessons receive a positive telephone call on the day – each day a minimum of 5 students are chosen

- Students' achievements will be celebrated in weekly assemblies: best punctuality, best attendance and best behaviour as well as most improved performance in each of the categories.
- Furthermore, students' achievements will be celebrated in half termly assemblies for similar achievements as outlined above.
- Students will be rewarded with vouchers, trips phone calls home. The Center Manager will ensure that all rewards are planned and in place.

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At The Key Alternative Provision we notice the positives in all students, and we use many ways to recognise these each day. These include:

- Positive phone calls
- Positive tutor letters
- Shout out in and positive mentions
- Rewards trips
- Attendance rewards- raffle in meetings each week to reflect achievement points
- Positive postcards home

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| <ul style="list-style-type: none"> • Students will receive achievement points for the following: • Outstanding work • Excellent effort |
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SANCTIONS

We recognise that our pupils face challenges and struggle with high expectations and rules.

- Staff will focus on the positives for as long as possible and negotiate with a listen to pupils unless it is clear that the pupil is not prepared to co-operate.
- Staff re-iterate behaviour expectations calmly but consistently. All staff recognise the need to follow behaviour expectations and do not walk away from a potentially challenging behaviour management situation.
- In the first instance all staff deal with an arising behaviour incident themselves and apply the appropriate structures and sanctions. All staff support each other in ensuring pupils behave in a calm and respectful manner.
- Staff can expect to be fully supported by centre managers and/or senior leaders should a pupil refuse to engage or co-operate once all behaviour steps have been followed as outlined in the well-being policy.

There are also clear and concise sanctions in place at The Key Alternative to reinforce positive behaviour. These include:

- Phone calls home
- Parental meeting
- Reports
- Bespoke timetable
- 1:1 withdrawal reflection

**Students will receive
behaviour points for poor
behaviour For the following:**

Assault

Bullying
Disruptive behaviour
Damage to property
Disruption
Inadequate work
Lateness
Inappropriate comments
Verbal abuse

DE-ESCALATION

Before and during conflict, it is imperative that ALL staff approach and respond to students in a calm and supportive manner in order to deescalate challenging and potentially unsafe situations. This includes but is not limited to:

- Being aware of using non-threatening body language/position & calm/level tone of voice
- Giving the pupil personal space at all times
- Trying to identify and name the pupil's emotions for them - name aloud feelings/what you see.
- Clarifying and summarising what's been said "You're telling me you're feeling angry, is that right?" Giving alternate strategies.
- Tactical ignoring where possible; avoid confrontation and entering a debate with the pupil
- Diverting where possible e.g. try to direct onto next activity, talk about an unrelated topic
- Removing the audience

ATTENDANCE AND PUNCTUALITY

Good attendance and punctuality to school is a priority at **The Key Ap.** Expectations are rewards based with clear structures in place and quick parental involvement.

Students are rewarded for good attendance and punctuality.

Rewards include:

- Raffles and vouchers
- Letters home
- Being mentioned in meetings and displays
- Trips with key workers

Students are constantly reminded of the need to come to the center and to be punctual at all times. There are numerous displays on Attendance and Punctuality around **The Key Ap.** It features in every month.

- We have clear systems in place to address poor attendance with quick interventions and parental involvement.
- Attendance and Punctuality will be recorded every day by staff checking students into in the **Key Ap** morning.
- The Centre manager meets with the refer weekly to discuss actions for each individual student
- The Centre Manager will gather information on attendance and punctuality figures for each week as well as the whole term to all staff. Key workers discuss A&P with their key students on a daily basis.
- All parents are phoned every day if a student is absent or lateness

ATTENDANCE

Attendance is monitored very closely and parents are involved straight away if a student's attendance falls below 90%.

The following strategies are employed to ensure best possible attendance:

- Rewards
- Daily talks and reminders from all staff
- Weekly meetings
- Regular telephone calls and meetings if attendance falls below expected standards or if a student is absent (by 10.30am)
- Daily text messages to parents and students
- Morning pick-ups from key workers
- Letters
- Meetings

PUNCTUALITY

Continued lateness will result in

- Warning letters
- Meetings with parents

REWARDS

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