



Behaviour For Learning Policy

Effective teaching and learning can only take place in an environment that is well ordered and behaviour of all concerned is paramount. Promoting positive behaviour requires the commitment of all the team members, students, parents, and referral partners; it requires a consistency of practice across the provision to ensure that pupils know the standard of behaviour that is expected of them.

Our Behaviour for Learning Policy invites all parties to actively participate in enabling all young people to strive to reach their full potential.

The Behaviour for Learning Policy supports BlueWhale Training in offering all students an education of the highest quality, in order to provide an essential preparation for life and to enable each pupil to develop their talents to the full, both as an individual, and as a member of the wider community.

If all staff and pupils are free to develop and achieve their best then they must be free to learn and teach in an environment that is caring and respectful, open and welcoming, culturally affirming and equitable.

- BlueWhale Training aims to ensure achievement for all by:
- Providing challenging and enjoyable learning experiences
- Having high expectations of everyone
- Developing confident, ambitious and determined pupils who take pride in everything they do
- Ensuring that everyone feels safe, secure and happy
- Promoting the acquisition of life skills and social skills
- Valuing and celebrating each individual's progress and effort
- Supporting, guiding and inspiring each individual in order to maximise their potential
- Expecting personal responsibility and respect for others
- Encouraging positive relationships between all partners within BlueWhale.
- We believe that everyone matters

BlueWhale Training general principles:

The emphasis is on good order and respect for the individual thus enabling high quality teaching and learning for all. We believe that our approach to behaviour management is consistent and applied by all, this will make a significant difference to our ability to teach well and our pupils ability to learn effectively. We believe that the vast majority of pupils want to behave well and want to learn. With positive behaviour management we can help them to achieve to the best of their ability.

Our Aims:

- To positively influence behaviour.
- To endeavour to raise of self-esteem, ensuring that pupils feel good about themselves and achieve their full potential.
- To clearly identify what is meant by good and bad behaviour.
- To ensure that the application of rewards and sanctions is consistent and systematic.
- To give staff and pupils a sense of direction.

- To work with pupils to ensure positive attitudes to learning and behaviour with in a range of different teaching groups and staff
- To support pupils to make a contribution to a safe, positive learning where they make every effort to ensure that themselves and others learn and thrive and they can manage their behaviour.

The Qualifications and Learning:

At BlueWhale Training we have structured the leaning and qualifications to meet the needs of the pupils and to develop an effective environment for good behaviour. This is done by thorough planning to meet the needs of the individual and active involvement with the pupils in their own learning and planning.

We ensure structured and comprehensive feedback to avoid alienation and disaffection. Each pupil has clear learning objective and is supported individually with their learning and objectives.

Classroom management

We believe that it is important to have clear teaching methods and classroom management, this will have a positive impact on the pupils behaviour. Within this we recognise that relationships between teacher and pupil is paramount and we use strategies and encouragement for good behaviour.

Within our classroom we ensure that all learners have access to their own iMac computer and log in and materials and equipment required to meet the learning is provided. We use teaching methods that encourage enthusiasm and active participation for all. For each learner we aim to develop their skills, knowledge and understanding and to enable them to co operate with others.

Responsibilities

Good behaviour has to be encouraged, supported and ensured by all, it does not happen by accident.

Pupils responsibilities have an essential part to play in relation to this policy.

Students are to show respect for and co-operate with all members of staff and community, who work among them.

Staff responsibilities are to:

- model leadership.
- seek to raise the self-esteem of all students and develop their full potential.
- work in close co-operation with parents in matters of behaviour management and to encourage pupils to take responsibility for their own behaviour.
- recognise and celebrate pupils achievements.
- create and maintain an ordered and calm atmosphere in which all parties can feel comfort able and secure.

Students' Responsibilities are to:

- work to the best of their ability and allow others to do the same
- treat others with respect
- obey the instructions of centre staff
- take care of property and the training room and studio
- co-operate with other pupil and adults
- complete work, homework and any coursework to the best of their ability

Parents, Guardians and Carers have responsibilities as role models for our young people and they have an essential part to play in relation to the Behaviour for Learning Policy. The policy can not be seen in isolation, from the parent's task as being primarily and principally responsible for their child's education. Under the

policy, parents are expected to co-operate with BlueWhale Training and work with staff to help their child develop to their full potential.

Parents / carers' responsibilities are to:

- support the Behaviour for Learning Policy
- share concerns about their child's education, welfare and behaviour with BlueWhale Training
- take an interest in their child's work and achievements
- help their child with their work
- attend Parents' events and support
- support the BlueWhale in achieving a minimum 95% attendance rate for their child
- inform the school of any absence
- ensure their child arrives at BlueWhale Training on time
- ensure their child is appropriately dressed
- ensure their child completes homework and coursework to the best of his or her ability

Acceptable behaviour can be defined as:

- respecting others;
- listening to and responding to staff;
- avoiding conflict with others.

Mostly this means that our pupils have to accept responsibility for their own actions and their own learning and ensuring that they do not affect the education of others by poor behaviour. It is part of our policy at BlueWhale Training, that every student will be taught in an atmosphere that permits them to gain maximum benefit in every lesson. To achieve this, our Behaviour for Learning Policy has been developed so each student is entitled to be taught in class free from disruption and to be able to walk about free from harassment.

We also have a system that brings reward to those who behave well. The foundations of our Behaviour for Learning Policy at BlueWhale are the following 3 elements:

Rewards

Pupils will always be commended for good behaviour, we believe that positive praise, reward and celebration of achievement is vital. The list below illustrates the various rewards that are given:

- Verbal and non-verbal praise by staff.
- Positive letters home
- Recognition of achievement: website case studies, annual Celebration Evenings, allocation of 'golden time'.
- Group achievement recognition: Allocation of studio time.

Verbal Praise

Everyone likes to know when they are doing well and we ensure that members of staff tell the pupils when their work, time keeping and /or behaviour is good.

Rules Of Behaviour In The Classroom

- Always be punctual, wait quietly and be fully equipped, ready to work.
- Follow instructions first time - every time.
- No loud talking, interrupting, teasing or name-calling.
- Keep feet, hands and objects to yourself.
- Stay on task and allow others to do so.

- No mobile phones, iPods or MP3 players to be switched on or visible in lessons.
- No eating, including chewing gum or drinking, with the exception of water.
- No alcohol, drugs or weapons

Consequences

Any pupil breaking our rules will be issued a corresponding consequence – the rules and consequences are articulated below. The following consequence sequence of poor behaviour and sanctions will be displayed in the training room.

- Non-verbal reprimand.
- Verbal reprimands.
- Repeated off task behaviour will lead to a referral report to referral agent and may lead to removal from course.
- Extra or repeated work.
- Lunchtime detention to complete work.
- Letter home to explain behaviour
- Temporary withdrawal from group
- Short term internal exclusion
- Permanent exclusion

Who's Responsible?

All staff are responsible. The school recognises its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Sanctions

- No golden time
- No studio time
- Persistent lateness may lead to no entry to provision on that day
- No internet access

The Behaviour for Learning Consequences pyramid

BlueWhale Training does its best to support all students and ensure that they are happy and feel positive about their work. However, sometimes the normal behaviour strategies do not lead to the necessary changes with a small minority of students. Consequently we will exclude a student, initially internally, to ensure that the majority can continue to learn and benefit from our teaching . If this acceptable behaviour continues, the student may find themselves subsequently externally excluded.

Permanent Exclusion

The Directors may decide that permanent exclusion is necessary for a student. This may include, but is not limited to, the following:

- All other steps to encourage the student to obey the rules have failed.
- Allowing the student to remain would be seriously detrimental to the education or welfare of others.
- Persistent and defiant behaviour. This would encompass persistent bullying including homophobic or racist bullying.
- Serious actual or threatened violence against a pupil or member of staff.
- Sexual misconduct.
- Supply of an illegal drug, or the severe misuse of an illegal drug. Please see the Drug Education Policy for further guidance.
- Carrying an offensive weapon.

REMEMBER - The more serious consequences and sanctions are for the minority, the praise and rewards are for the majority.

The BlueWhale Behaviour policy takes note of the guidance provided in the DFE Guide "Behaviour and Discipline in Schools" particularly the following ten key aspects of practice:

A consistent approach to behaviour management;

- Strong leadership;
- Classroom management;
- Rewards and sanctions;
- Behaviour strategies and the teaching of good behaviour;
- Staff development and support;
- Pupil support systems;
- Liaison with parents and other agencies;
- Managing pupil transition; and
- Organisation and facilities.

Also, that disciplinary action will be taken against pupils who are found to have made malicious accusations against school staff.

Use Of Reasonable Force:

As a training provision we follow the DFE guidance: Use of reasonable force 2012

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. 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.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. 2 Section 93, Education and inspections Act 2006

1. This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

1. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
2. In a school, force is used for two main purposes – to control pupils or to restrain them.
3. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Signed:

A handwritten signature in black ink, appearing to read 'Ben Hayes', with a stylized flourish at the end.

Ben Hayes - Company Director - August '22

Review Date: August '23