

# Lawnswood Campus



## Midpoint Behaviour Policy

Review Date: Autumn 2019

Please read

Governors as Management Board

Schools as PRUs

Signed by the Chair of the Management Board: ..... Date: .....

# Vision

The Midpoint Centre is committed to creating a positive teaching and learning environment where the teacher is responsible for the learning, social and personal needs of students. Students are encouraged to achieve in an atmosphere of safety and mutual respect.

Midpoint aims to provide an educational experience which will enhance and support a return to mainstream education if appropriate. Where this cannot be achieved, their experience will enable them to develop positive skills and attitudes for their future.

Everyone is expected to behave in a positive way, to accept responsibility for their behaviour and encourage others to do the same.

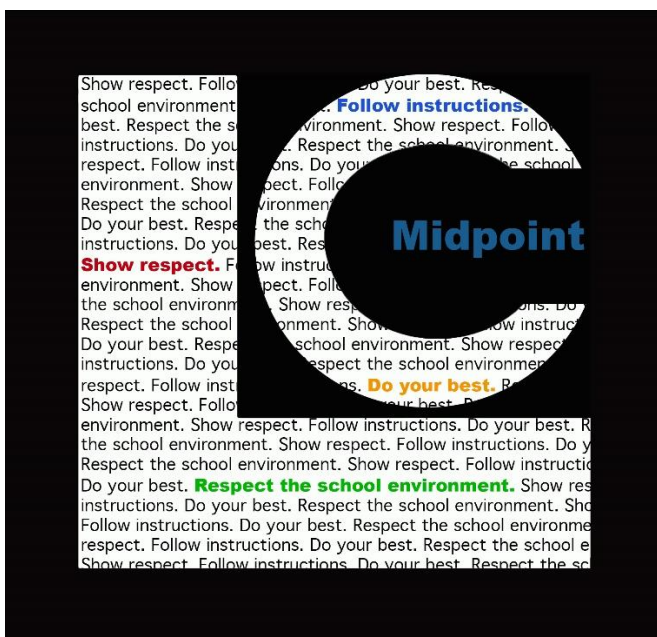
We believe in the mantra that **Every Day is a New Day.**

# The Purpose of the Behaviour Policy

To provide a simple, practical code-of-conduct for staff, students and parents which:

- Promotes self-esteem and self-discipline
- Teaches appropriate behaviour through positive interventions

# Midpoint Motto



**Follow instructions**  
**Show respect**  
**Do your best**  
**Respect the school environment**

# Uniform

- All black shoes/trainers
- Plain white shirt/polo shirt
- Black trousers
- Plain black sweatshirt/jumper

## **School Culture**

To create a positive atmosphere of mutual respect and trust. Highlighting the school Motto, pupils are regularly put into unfamiliar and challenging situations, where they must rely on each other and staff.

## **Curriculum**

Pupils select 45% of their time-table via options. This supports engagement and gives relevant vocational skills for their future.

## **Reward Structure**

Midpoint runs a positive reward system, a pupil can always earn back rewards. Staff are diligent in entering Achievement and Behaviour Points in SIMS. Pupils know that they can make up for poor behaviour by accumulating more achievements. Achievement points are given for following the **Midpoint Mottos**.

**Achievement Points** – **Behaviour Points** = Conduct Points

Rewards are given little and often, allowing for immediate recognition.

Importantly for our pupils Behaviour and Attendance rewards are separated.

### **Weekly Rewards (given during a weekly rewards assembly)**

Improved Conduct - £5 'love to shop' voucher and post card/text message home.

Improved Attendance – Chocolate bar and post card/text message home.

### **Half Termly Rewards**

Positive Conduct score – Trip out eg, Cannock Chase/Go Karting/Nail Bar etc.

Reached Personal Attendance Target – Trip out eg, Cannock Chase/Go Karting/Nail Bar etc.

In addition to the above we also:

- Use spontaneous praise
- Award reward certificates
- Informing staff and peers of progress in the learner's presence
- Asking the student to share their work with others (HT/DHT)
- Displaying work prominently and attractively
- Involvement in extracurricular activities
- Recreation time
- Phone calls home
- Invite parents in for positive news meetings and positive praise during Parents Evenings
- Positive feedback to mainstream school
- Reward Trips
- Form Awards / Attendance Certificates
- Positive external projects

# Preventing Negative Behaviour

Midpoint believes in preventative measures where possible. This works because of the team ethos, allowing for a proactive staff presence at all times.

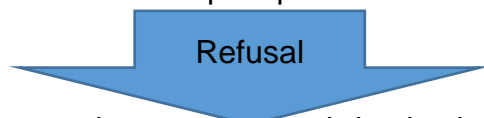
## **Positive Start**

- Pupils on entry to Midpoint each morning will be met with a positive atmosphere.
- Staff will engage with pupils, informally assessing pupils' mood.
- Pupils are then 'processed', coat hung up, phone and valuables in locker, wanded to ensure safety of all.

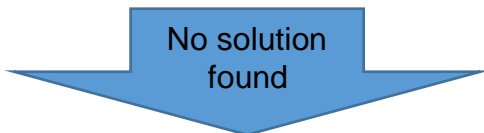
## **Uniform**

If a pupil comes into school out of uniform:

- We ask them to put spares on.



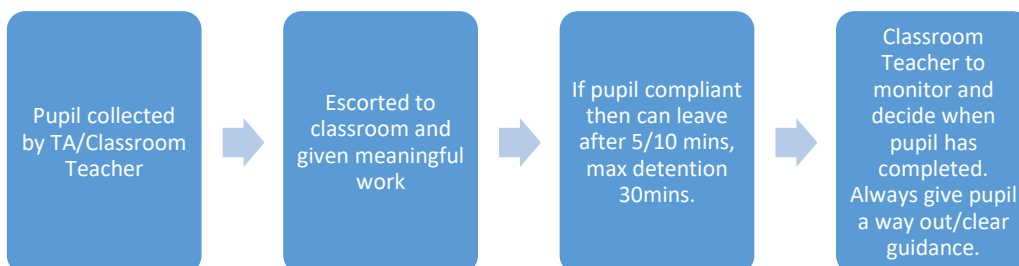
- Contact home – parents bring in clothing, pupil allowed home to change, extenuating circumstances discussed.



- Inclusion Room – staffed by Midpoint, students curriculum delivered

## **Detentions**

- Ownership of classroom behaviour stays with class teacher.
- Teaching staff use detentions for defiance/poor behaviour in their classrooms.
- End of school pupil will be kept for TA or Teacher to collect.



## **End of Lunch/Break**

- All staff are around the site, particularly canteen, collecting pupils and ushering them into lessons.
- Teaching staff identify their pupils, take the willing ones ensure the others are being dealt with.
- Last 10 mins of lunch – extra staff presence on field and in canteen/games room.

## **Leaving Site without Permission**

- Pupil to have a 10min detention at the end of the day, if they leave the Midpoint site.
- Students will not be allowed to collect their things from the cloakroom.
- Students returning will be wanded.

## **End of School**

- Staff presence at cloakroom and at gate.
- Behaviour team split between the 2, more staff the better.

# Behaviour Board


To provide the most up to date information on each pupil we make an at least weekly update to the behaviour board. This allows all staff to share their knowledge, ensuring a consistent approach. The headings we look at are:

- **Baseline Behaviour** – What is the norm? Trainers, refusing to go into lesson etc.
- **Positives/Ways in** – Hobbies, Interests, Use of Humour etc.
- **Triggers** – What winds them up? How can you tell they are struggling?
- **Strategies** – How can we de-escalate situations? Go for a walk, key staff etc.

| Student | Surname | Staff Link | Form  | Yr | ABM | Baseline Behaviour | Positives/ Ways in | Triggers | Strategies | Agencies |
|---------|---------|------------|-------|----|-----|--------------------|--------------------|----------|------------|----------|
|         |         |            | Green | 10 |     |                    |                    |          |            |          |
|         |         |            | Blue  | 10 |     |                    |                    |          |            |          |
|         |         |            | Red   | 10 |     |                    |                    |          |            |          |
|         |         |            | Red   | 10 |     |                    |                    |          |            |          |
|         |         |            | Green | 10 |     |                    |                    |          |            |          |
|         |         |            | Blue  | 10 |     |                    |                    |          |            |          |
|         |         |            | Red   | 10 |     |                    |                    |          |            |          |
|         |         |            | Blue  | 10 |     |                    |                    |          |            |          |
|         |         |            | Green | 10 |     |                    |                    |          |            |          |
|         |         |            | Blue  | 10 |     |                    |                    |          |            |          |
|         |         |            | Green | 10 |     |                    |                    |          |            |          |

# All About Me – Profile

On Induction this forms a key part of the student voice, and the initial input on the Behaviour Board. This gives the pupil the opportunity to tell us about themselves. For example what are their aspirations, interests, hobbies, etc? Allowing staff to have a full picture of the pupil from day one.



**All About Me! - Profile**

My interests and views are...

My name is...


SEN Code  
SENDE  
ST/EHCP

My birthday is...

My medical need is

What you need to know about me/My Journey.....

These things help...



My aspirations are...

Targets

Reviews

Parent's Signature:..... Pupil's signature:.....

## **Staff**

- Staff Link – every member of teaching staff has at least one pupil assigned, they become this pupils go to person. Making weekly contact with home.
- Behaviour Team – they lead specific interventions as well as being a presence in the corridors.
- Classroom – as well as a teacher there is a TA in every classroom, providing intensive support.

## **Additional Support**

Wherever possible support is put into place for students during the induction process to help them manage their own behaviour, however following incidents of negative behaviour additional support may be put in place, e.g.:

- Anger Management Courses
- Reparation meetings with staff involved following incidents / exclusions
- Restorative practice
- Community Resolution with the Police
- Parental involvement
- Outside agency involvement

## **Recording and Reporting**

All pupils' behaviour positive and negative is logged on SIMS by members of staff.

If the incident is serious enough to require a Fixed Term Exclusion or the use of a restrictive physical intervention, then all staff involved fill out an Incident Report Form, as well as logging on SIMS.

If a restraint was necessary then this will also be logged separately in the Bound Book.

When managing incidents we use **Team Teach - Positive Handling** techniques.

Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally. These are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe.

## **Exclusions**

The Head of Centre is the sole person in the centre who may exclude a student or, in his absence, the Deputy Head of Centre. All exclusions of 5 days may be subject to a review by the Management Board. It is therefore important that accurate and sufficient records of behaviour or actions that have led to an exclusion are available. [Exclusions beyond five days can be invoked only where alternative provision for the student is in place from the sixth day of exclusion. Exclusions between 6 and 15 days may also be subject to review by the Management Board. Any exclusion beyond 15 days MUST, in law, be considered by the Management Board. An excluded student should not be prevented from sitting a public examination or mock examination. An excluded student is expected to complete work at home. Class teachers are asked to set work which will be sent home. When it is returned it will be marked by the teacher and further work will be sent home.

Students and their parents will be invited to a post exclusion meeting. This could be with their Form Tutor/ Learning Mentor / Head of Centre / Deputy Head of Centre or any combination. This meeting is vital and marks the pupil's reintegration into the centre. It may be that an additional programme is put in place following an exclusion to support the pupil's re-integration back into the centre.

Every situation and every student is unique and the Head of Centre reserves the right to exercise professional judgement in the light of investigation by him and other staff.

## **1:1 Working**

1:1 Working is an alternative to exclusion. During 1:1 sessions a pupils will work on their own supported by a member of staff. 1:1 working will be regularly reviewed by the Senior Leadership Team to ensure it is appropriate for individual students. The aim is to ensure all students are integrated back into the school population as soon as possible.