



Cloud Hub

Behaviour Policy

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Statement of Intent

Cloud Hub prides itself on the quality of teaching and safe, nurturing environment that it provides for its learners. At Cloud Hub we want to create an environment which is conducive to learning and promotes mutual respect between staff and children.

Our aim is to have a relaxed, fun, positive atmosphere which enable learning to take place and we believe that acceptable behaviour must be demonstrated by all staff and learners, in all aspects of alternative provision life.

Policy Aims

- To create a culture of positive behaviour for learning.
- To promote self-esteem and self-discipline.
- To develop positive relationships, based on mutual respect.
- To ensure equality and fair treatment for all.
- To encourage and support positive relationships with schools and parents/carers/guardians.
- To promote a culture of praise and encouragement in which all learners can achieve.

What children can expect from staff at Cloud Hub:

- Respect
- Engaging and interesting sessions
- Reactive to the young person's needs
- To be listened to
- To be on time
- Empathy and understanding
- A safe environment
- The understand and meet their needs
- To be a positive role model

What is expected of learners:

- Respect
- Be present
- To engage / participate positively
- Be ready to learn

Respect is critical to the overall implementation of this behaviour policy and we want to work on a basis of mutual respect. In order for this to be possible communication and trust are both significant elements which we endeavour to develop.

It is very important that this policy does not become a barrier to learning and due to the varied needs presented by our children, the policy is designed to be flexible and individualised, in order to reflect the holistic approach to developing a young person.

Policy Principles

Cloud Hub believes that to enable effective teaching and learning to take place, good behaviour in all aspects of alternative provision life is necessary.

Cloud Hub seeks to create a caring, calm and supportive learning environment, which will encourage and foster good behaviour, and promotes that all staff and learners are entitled to work in a safe, fair and orderly environment and have appropriate access to support, guidance and training on behavioural matters.

This will:

- Raise individual standards
- Promote self-discipline and positive relationships
- Develop aspiring, confident, independent and resilient children
- Prepare children for a successful transition back into their school, or to the next phase in their life.

Cloud Hub uses behaviour management strategies to promote the welfare and enjoyment of children attending sessions. Where appropriate, we work in partnership with schools, external agencies and Parents/Carers. We manage behaviour using clear, consistent and positive strategies.

Cloud Hub promotes equal opportunities and anti-discrimination and does not discriminate or support discrimination against either learners or staff on the grounds of gender, gender reassignment, sexual preference, marriage and civil partnership, pregnancy, religious beliefs or expression, race, ethnicity, age or disability.

For our learners, equality of opportunity underpins the value of everything we do; valuing and respecting diversity and building community cohesion. These principles are achieved through combined therapeutic and holistic approaches which:

- Promote good, socially acceptable behaviour, self-esteem and mutual respect irrespective of race, gender, ability, age and religion
- Ensure consistency and fairness of treatment for all
- Promote early intervention via proactive and targeted behaviour work with learners
- Seek to help learners to understand their behaviours and enable positive changes
- Create firm boundaries within which learning and aspirations can be achieved
- Develops children's independence by maintaining self-discipline as far as possible
- Ensures everyone will act with courtesy and respect for each other at all times and all learners have the right to learn in a safe environment.

This policy therefore sets out the guiding principles and strategies of how Cloud Hub effectively supports and assists learners to manage their behaviour so they can meaningfully engage in education and with the wider community. In doing so, this policy enshrines anti-discriminatory practice and fair treatment for all by providing a clear framework on our approach to managing negative, and encouraging positive behaviours from learners.

Roles and Responsibilities

The Head of Provision has, in consultation with the staff, established this policy for promotion of good behaviour and will keep it under review to ensure that it is communicated to all learners and Parents/Carers, is non-discriminatory and that Cloud Hub expectations about learner behaviour are clear.

This policy is reviewed annually or in the light of incidents or new guidance by the Head of Provision and will be updated when necessary. The Head of Provision, Teachers, and Support Staff have responsibility for ensuring that this behaviour policy is implemented within the alternative provision. The Head of Provision is responsible for ensuring appropriate training as necessary is provided to enable all staff to be able to follow and apply the policy and associated procedures.

All Cloud Hub staff have a shared responsibility for ensuring that the Cloud Hub behaviour policy and associated procedures are followed and consistently and fairly applied. Cloud Hub expects that all staff model positive behaviour as part of their professional responsibilities. Staff have a responsibility to address, report and record any incidents of anti-social behaviour, disruption, violence, bullying and any form of harassment that they witness either in the incident report log or the bullying log depending on the nature of the incident.

Staff at Cloud Hub have a duty of care to ensure that all individuals are treated fairly, in which case when such behaviour arises, staff should work together as a team around the child to support all young persons involved; working upon therapeutic strategies to solve any areas of conflict. Cloud Hub staff should discuss such concerns with external agencies and Head of Provision where appropriate, in the best interests of the child.

Teachers are expected take responsibility for their own personal barriers to effectively managing behaviours. Cloud Hub encourages and supports staff to regularly reflect and discuss their own actions and responses to learners' behaviour and incidences, usually in a team meeting or a debrief. This is to identify any inadvertent contributory factor to a situation escalating and any areas of behaviour management that staff have difficulty with. This helps Cloud Hub to ensure appropriate support and training is delivered and that staff are able to confidently and objectively develop and utilise effective strategies with learners to promote the best possible outcomes.

Should staff feel that their needs are not being met or that they are not confident within their training in the use of behaviour management strategies, they are to discuss such matters with the Head of Provision.

Parents/Carers also have an essential role to play in assisting Cloud Hub to maintain high standards of behaviour. Regular liaison with Parents/Carers, schools and external agencies regarding learners' behaviour is therefore paramount and proactively initiated by Cloud Hub. It is in the learner's best interests for communication to be clear and effective between both education staff and carers of the children.

If a teacher does not feel that they are being correctly supported when managing a young person's behaviour, then they are to discuss such concerns with the Head of Provision. Thus, all parties can discuss any matters and resolve any areas of uncertainty. Cloud Hub learners are encouraged to take responsibility for their own behaviours and will be made fully aware of the alternative provision policy, procedure and expectations of their behaviour. Cloud Hub understands that behaviour is a central aspect to the learners' barriers to learning and often linked to their circumstances, trauma, disability or SEN.

As such, ongoing support and guidance is provided by Cloud Hub to enable learners to take responsibility for their behaviours. Teachers are responsible for ensuring that when children begin their time at Cloud Hub they understand and sign a learner code of conduct, whereby they have a written agreement which clearly identifies behavioural expectations.

Staff Training and Support

Cloud Hub provides and promotes a variety of training and support processes to enable Teachers to effectively manage challenging behaviour, promote the Cloud Hub ethos and tackle anti-discriminatory practice.

All staff receive a staff Code of Conduct and an individual induction program. Familiarity with Cloud Hub policies and procedures is essential and mandatory training on the following areas relative to behaviour management:

- Safeguarding / Child Protection
- Physical Intervention
 - Focuses on prevention, deceleration and avoidance.
 - Addresses the risks of physical interventions.
 - Teaches safe, non-harmful interventions.
 - Offers proven post-incident strategies to prevent future crises.

Additional bespoke training is given, relative to the individual educational needs specific to the child. All staff must complete refresher training on these areas at least once per year. Where relevant, Cloud Hub will support staff to attend relevant external training related to behaviour management.

Once training has been identified, the specified teachers/supporting staff will attend the training and then cascade their learning and course key content to the rest of the team;

ensuring that all relevant members of staff are fully aware of the most effective ways of managing an individual. Cloud Hub staff then take the time to reflect upon the training that has been attended, before working as a team to apply any relevant skills and positive behaviour management strategies. Cloud Hub staff work together to ensure that the behaviour management strategies used are appropriate to (as above), the individual. There also exists a high level of support processes and systems for Cloud Hub staff regarding effective behaviour management relative to their role. These include the following:

- Weekly team meetings where behaviour management is discussed, effective practise shared and behaviour strategies are agreed as a team and overseen by the Head of Provision
- Supervisions and appraisals
- Open door policy to the Head of Provision
- Termly teaching observations and feedback
- Individual mentoring where appropriate
- Termly Performance Management Reviews

Procedures and Framework for Managing Behaviour

a) Standards and Expectations:

Cloud Hub has high expectations of the standards of behaviour displayed by learners and recognises that behaviour is often a significant barrier to our learners learning and that often concerning or inappropriate behaviours displayed by learners are linked to trauma and/or outlined in their EHCP. Inappropriate behaviours or responses are often embedded, learnt behaviours, which have manifested due to disrupted personal backgrounds and experiences. As such, high levels of support and input are required for the learners for them to be able meet the high expectations of them. Cloud Hub therefore works extensively with learners in a consistent and structured manner to help them to be able to display the following positive behaviours:

- Treating others with respect and consideration. This is extended to respecting their environment, themselves and community that they are working within.
- Being helpful and kind to others
- Using appropriate language, and avoiding inappropriate language this includes homophobic, bi-phobic and transphobic language
- Contributing to a calm, orderly learning environment
- Informing staff when having difficulties
- Classroom displays and projects

Where learners display unacceptable and or inappropriate behaviour, Cloud Hub works with them through various processes to help them learn and understand why their behaviour is unacceptable or inappropriate and helps learners learn and develop strategies for managing their behaviour and responses more appropriately. Unacceptable and inappropriate behaviour includes:

- Absconding
- Physical Aggression/Violence to others
- Damage to property
- Verbal aggression
- Sexualised behaviours or actions
- Threatening actions or comments
- Disruption
- Swearing
- Bullying
- Refusal to engage

If behaviour, attendance or timekeeping falls below the standard expected this will initially be dealt with informally by Cloud Hub teachers / Head of Provision, who will tell children promptly of where improvement is needed and will give help, including redress to support and record in individual IEP targets. IEP's should also set and be used to monitor behaviour targets with individual learners.

b) Strategies for Managing Behaviour and Promoting Positive Behaviour

To effectively manage unacceptable behaviour, pre-emptive structured processes are put in place through individual learner risk assessments (identifying behavioural issues likely with a learner), behaviour management plans (how those behaviours are best managed), Individual Education Plans and the use of appropriate learning environments with appropriate staffing levels to ensure as much as is practically possible. Learners are educated in an environment and manner that is conducive to displaying positive behaviours and is safe for all other learners and staff.

Cloud Hub uses a variety of generic and individual strategies for managing learner's behaviour and promoting positive behaviour including:

- Give and reinforce clear firm boundaries and consistent classroom rules
- Discussions with learners on expectations linked to Code of Conduct they agree to and sign on admission.

Be familiar with and use learner's specific Behaviour Management Plans individually written for those learners who require them and these influence strategies and methods for managing behaviour along with Individualised behaviour strategies for each learner

- Risk assessing and adjusting the environment as needed, prior to teaching
- Give clear instructions
- Give firm guidance to re-engage
- Use active listening
- Stay as calm as possible
- Use appropriate tone and level of voice to the situation
- Use appropriate body language

If a member of teaching staff finds these approaches are not generally working, then they must seek advice and support from the Head of Provision. Should a teacher feel that a young person is displaying behaviours that have not been previously identified or recognised, they are to work with the Head of Provision and the alternative provision staff at Cloud Hub to adapt individual Education Plans and/ or individual risk assessments. Thus, all staff will be informed of new behaviours and potential areas of concern, working as a team to embed any additional behaviour management strategies needed. This information also needs to be communicated with carers so that the home's risk assessment can also be revised as necessary.

c) **Learner/Classroom Rules**

To present and foster a culture where behaviours are addressed promptly and openly, staff will discuss with learners what is expected of them and how Cloud Hub will work to support learners to achieve this. Learners are given the opportunity to and are encouraged to engage and participate in discussion regarding the setting of ground rules in order that they are accepted and clearly understood. Ground rules are described in the learner code of conduct, and revisited throughout the year and added to where necessary. Cloud Hub ground rules include the following:

- Learners to be in alternative provision on time and prepared to engage
- Be dressed appropriately
- No mobile telephones in the classroom
- No smoking (including e-cigarettes)
- Respect the classroom environment
- Respect others' opinions
- No bullying
- Follow instructions
- No swearing
- No disrupting others
- Keep the classroom tidy
- No walking out of class
- No damage to property
- No violence/aggression towards others
- No eating/drinking in class

Physical Intervention

The focus of Cloud Hub's work with children is to de-escalate and proactively manage unacceptable behaviours. Physical Intervention will only be used as a last resort, when staff believe that action is necessary to prevent injury to the young person or others, or to prevent significant damage to equipment or property.

If a teacher has to physically restrain a young person, the Head of Provision and Safeguarding Lead will be notified immediately and an Incident Report will be completed. The incident will be discussed with the staff/learner, their school and their parent/carer as soon as possible.

Following any incident of physical intervention or restraint the full details of the incident must be reported to the Head of Provision. The incident must be written up by the Teacher in both the incident book and the physical intervention book, which are kept in the Head of Provision's office.

If staff are not confident about their ability to contain a situation, they should call for support from other members of staff or in extreme cases, the police. Should staff not feel confident, they are to discuss such matters with the Head of Provision. Here, staff will be given any appropriate advice or support that is needed before entering another situation whereby they may not feel confident.

Cloud Hub staff will work with carer's and other staff members if applicable, to discuss with the young person their actions and the concerning reasons behind their behaviour. In events of a restraint, a debrief will be given to all involved, with Teachers and other members of staff communicating about what strategies alternative provision will now put in place to help the young individual.

Cloud Hub will not tolerate unacceptable behaviour, including unnecessary physical restraint, bullying, harassment, victimisation or gross misconduct and anyone who does not adhere to this, may be subject to investigation and disciplinary action.

d) Knowledge of Learners Needs/Prior Behaviours

Cloud Hub staff are made aware of, and proactively seek information on learner's previous behaviours and incidents and current needs through use of the following:

- Admission Information and Consent Forms
- Statement of Special Educational Needs/EHC Plans
- Individual Education Plans
- Alternative Provision Reports
- Discussions with learners
- Discussions with schools
- Discussions with Parents / Carers
- Other agency reports as appropriate

e) Risk Assessment

Based on information gained about previous behaviours, incidents and current needs, a robust risk assessment is drawn up which details the potential risks a learner may present for certain activities – see appendices). The risk assessment then directs the learning environment and methods of working with the learners by agreed action and detail in the following areas:

- Strategies for managing behaviours
- Staffing ratio/work with peers
- Most appropriate learning environment
- Timetable most appropriate to needs
- Assessment regarding use of sharp objects in sessions
- Assessment regarding hot food/drink

Teachers and supporting staff will work with the Head of Provision to ensure that they have a full current understanding of each learner they teach or support. The first time a teacher teaches a learner they are to read the risk assessment and discuss their understanding with the school they are registered with, and parents/carers to ensure that they have a clear understanding about the risks that each learner may face or pose to others, prior to commencing education.

Should staff not feel that they have a clear understanding or are not confident when working with an individual, they are to discuss this matter with the Head of Provision. Such discussions will enable staff to develop confidence through discussing effective strategies of behaviour management and strategies to keep that learner, other learners and teachers safe both in and out of their unit. When working with children for educational purposes, both in and out of the home, teachers are to make sure that they have all relevant risk assessments that will clearly explain the safety measures and strategies used to keep that young person safe and secure during their learning experience.

All teaching staff should have:

- Working knowledge and understanding of the young person's risk assessment.
- A specific risk assessment which is specific to that individual when in education.
- A specific visit or activity risk assessment which clearly details any risks, safety measures and protocol to ensure that individuals and staff remain safe whilst in education, (typically when outside of the classroom).

The Head of Provision will ensure that all teaching staff will have signed and dated that they have read all the following risk assessments:

- IEP for each learner
- Behaviour Support Plan for each learner

- Each specific risk assessment created by the learner's teacher/supporting staff that are to be used within the classroom.

Teachers are to discuss and share their risk assessments, protocol and safety measures with carer's or other members of staff who may attend the session/ outing, due to ratios or significant behaviours.

All staff are to sign and date that they have read and agreed to the information found within each risk assessment and that they are aware of the most effective measures to use to keep a learner and themselves safe. Should a member of staff feel that they do not agree with the measures within the risk assessment, they are to communicate such concerns clearly and promptly with the Head of Provision and any other necessary staff members. This is to be done before the young individual embarks upon the potential activity, so that all members of staff can assess any areas for development.

Staff are to inform the Head of Provision of any changes that have been made or areas of concern that have arisen, discussing reasons behind such changes. Staff are to make sure that this information is fed back effectively including to carers so that the appropriate changes can be made to the risk assessment of the individual, if necessary.

All staff hold a responsibility to the young person and their staff team to make sure that they are clearly communicating any areas of concern that may not have previously arisen within the young person's risk assessment. From this, the Head of Provision and staff are to work upon assessing the effectiveness of the young person's risk assessment and extend or modify the assessment where appropriate.

Staff have a responsibility to make sure that they communicate with Parents / Carers and schools as necessary, to ensure that they have a clear understanding of any changes within a young person's behaviour. Staff monitor the specific risk assessment that they have created, adapting the assessment to accommodate any necessary changes. All staff are to ensure that they are aware of such changes immediately, through discussions with the appropriate members of staff and the Head of Provision.

All staff sign up to working under the direction of the behaviour management strategies which will be reviewed and updated on a termly basis and/or following an incident or whenever there is a significant change with the learner. Activity specific risk assessments are also carried out and used in conjunction with learner's individual risk assessment to support Cloud Hub to provide the most appropriate environment for learners to display positive behaviours throughout the day.

f) **Crisis Management**

Where there is a sustained period of disruption involving more than one learner then a wider review of the circumstances causing and continuing these matters should be carried

out between the alternative provision, learner's school, Parent / Carer and if appropriate, the Local Authority.

The Head of Provision should arrange a meeting with the relevant teachers and other professionals as necessary to be able to consider how the situation can be effectively managed. The outcome of the meeting should identify what further action should be taken and any strategies to be used to break the cycle of behaviour.

g) **After an incident**

Inevitably incidents will arise in the classroom or on teaching activities. Our aim is to ensure the child learns from these and where possible understands their own role and in a situation. Our learners are learning to become responsible children and an understanding of their own choices is an important element of learning.

Following an incident:

- Make sure the young person is okay, consider time out or a period of reflection
- Consider how the incident has affected you as a teacher, and if you need support.
- Record significant incidents in the Incident Log Book, in the office.
- Contact the school (if applicable), to inform them as soon as possible
- For less serious incidents ensure there is effective communication with Parents/Carers verbally
- Carry out a debrief with the young person (at an appropriate time, which may be after things have calmed down and perhaps with another member of staff not directly involved with the incident)
- Debrief with the teacher

A debrief is important as part of our culture of learning. A debrief should consider any additional learning to avoid the incident reoccurring and these should feed into the individual learner risk assessment and behaviour strategies.

We understand that there are times when children need support and guidance to understand that their choices and behaviour are not acceptable. Cloud Hub staff try to determine the cause or triggers of the inappropriate behaviour to prevent the situation from recurring.

h) **Rewards**

Rewards for positive behaviour and engagement do not have to be financial and praise is a very effective tool.

- Praise which is specific to what has been done and refers to the learner by name.

- Positive feedback to the school and Parents / Carers verbally - ideally with the learner present.
- Certificates of achievement.
- End of half-term and termly incentive schemes (including but not limited to a points system – please see Appendix A).

i) **Permitted sanctions**

Simple sanctions are more effective than exclusion from class. We use sanctions in a matter-of-fact way expressed as a consequence of the way the learner has chosen to behave, always trying to avoid escalating conflict.

Corporal punishment is never an acceptable sanction or action towards a learner. Restraint may occasionally be necessary but is not a sanction but a means of keeping a person safe or preventing significant damage.

Cloud Hub offers education to children who often have a very poor experience or education or a range of life trauma. We do not permanently exclude learners as this merely shifts a problem to their school, or Parents /Carers. Sending a learner home can be a sanction but this needs to be recorded in an incident report. We actively manage (risk assess) and identify strategies for working with each learner.

Sanctions can include:

- Verbal warning
- Further verbal warning
- A sincere apology from learner to learner
- Additional work exercises linked to the misdemeanour
- After a third verbal warning a learner will be spoken to after the lesson
- Timeout
- Confiscation of problematic items
- Letter to school / Parents / Carers
- Informal meeting with the school / Parents / Carers
- Formal meeting with the school / Parents / Carers
- Any incidents of bullying are recorded in the bullying log and monitored closely.

Monitoring of the policy

The Head of Provision will record any significant issues or patterns of behaviour and a summary of significant rewards and sanctions issued.