

BEHAVIOUR MANAGEMENT POLICY AND PROCEDURE DSDT

	Date	Name/signature
Last updated	2/6/23	MR
Reviewed by Managing Director on behalf of the trustees	14/6/23	SS
Date for next review	regularly	

DSDT Behaviour policy statement

DSDT is committed to creating a supportive environment where the learning, social and personal needs of its learners are addressed and where learners are helped to achieve in an atmosphere of safety and mutual respect. By removing barriers to learning we aim to support children and young people with Down syndrome and service users with learning differences to continue to develop their skills, whilst providing opportunities for them to have fun in a safe and supportive community. The DSDT also encourages and supports young people to gain valuable work experience, with a view to preparing them for the possibility of future paid employment. Everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour and encourage others to do the same. We believe in a working partnership with neighbouring businesses, public services, and parents/carers in order to support a young person's development and rich experience at DSDT.

The Purpose of the Behaviour Policy

- To provide a simple, practical code-of-conduct for staff, young people and parents which recognises behavioural norms:
- Positively reinforces behavioural norms
- Promotes self-esteem and self-discipline
- Teaches appropriate behaviour through positive interventions and demonstration

Expectations

At DSDT we believe all of our young people can thrive and develop personally, socially and professionally. We encourage success by supporting them and all staff to meet the following expectations:

Be ready to learn:

- Be on time, use a clock or wear a watch
- Dress appropriately for the activity
- Eat and drink in appropriate places
- Avoid distraction by personal mobile phones and devices
- Refrain from smoking or vaping whilst in attendance
- Be Respected and Respectful
- Listen to others and expect to be listened to
- Use appropriate language
- Keep hands, feet, objects and personal comments that could be offensive to yourself
- Look after the building, displays and equipment
- Stay for the whole session, as arranged, unless unwell.
- Be safe
- Follow classroom rules for health and safety
- Be in the right place at the right time

Behaviour Policy Statement

Guidelines

Most behaviour will be managed in the Provision however a learner will sometimes be required to leave the premises. In cases where s/he refuses to leave, an appropriate staff member will contact parents if necessary.

Behaviours that stop learners doing well and could result in sanctions are:

- Verbal or physical abuse of staff
- Bullying – physical, verbal, emotional
- Using a mobile phone or other internet linked device
- Sexual harassment of any kind including grooming, 'shadowing' students (this includes staring at a student in a predatory manner)
- Prejudice on grounds of race, age, gender, sexuality, disability and others
- Carrying an offensive weapon
- Use or sale of alcohol, tobacco and any illegal drugs
- Deliberate damage or theft of property
- Deliberate disruption of others' learning
- Smoking in or around the building
- Refusing to leave the premises when asked
- Gambling
- Abscension from provision
- Attempt to infect (pretend or otherwise) someone with a virus or disease or any other contagious illness (please see Infectious Disease Policy).

The charity expects teaching staff to:

- Set work that is interesting, relevant and appropriate to learners' abilities
- Maintain high expectations of learners
- Recognise and reward positive



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BEHAVIOUR MANAGEMENT POLICY AND PROCEDURE DSDT

- behaviour
- Model appropriate behaviour

- in the social and educational development of their child(ren)
- Supportive contact with staff

It is paramount that learners know what is expected from them and these expectations are thoroughly explained to pupils on induction and are also displayed around the alternative provision.

We believe that:

- Learners and all alternative provision staff have a responsibility to act with respect for others and their environment
- Teachers/Youth Support Workers and Volunteers have a right to teach and carry out their duties without threat, fear or disruption
- Good pupil behaviour and discipline underpins raising standards of achievement and increasing social inclusion.

For Directors/Trustees

- Relevant information about their duties relating to behavioural issues
- Consultation with partners in the development of alternative provision and practice
- Access to appropriate resources to support the alternative provision in the effective management of pupil behaviour

Learners are expected to:

- Arrive on time ready to learn
- Hand in mobile phones and electronic devices
- Dress appropriately for alternative provision
- Walk around the alternative provision in a calm, quiet and orderly manner
- Show respect for teachers, peers and visitors to the alternative provision
- Take pride in yourself and your work
- Work to the best of your ability
- Use the internet appropriately
- Pupils must NOT:-
- Use bad language or swear
- Smoke in or outside the front of the alternative provision
- Vape in or outside the front of the alternative provision
- Write on desks, walls or anywhere other around the alternative provision
- Leave the classroom without an appropriate pass or permission from your teacher
- Leave the alternative provision site without permission
- Eat during lessons
- Drink anything other than water during lessons
- Energy Drink are strictly forbidden from the alternative provision premises
- Be disruptive or prevent other pupils from learning
- Prevent any teacher from teaching
- Use intimidating behaviour, physical or verbal
- Make racist, sexist, homophobic or inappropriate religious

For Learners:

- A safe, caring, supportive, orderly and stimulating learning environment
- Fairness & equality
- Sensitivity to individuals needs
- Opportunities to have their needs identified and met appropriately
- Positive role models in staff, parents, peers and the wider community

The Directors/Trustees will ensure that there is a consistent approach with all procedures in place which will take into account, and not discriminate against gender, disability, race, faith or sexual orientation, pregnancy and gender reassignment.

We will ensure that:

- staff members are well informed about cultural differences in behaviour and their implications
- staff do not discriminate against students with regard to gender, race, religion or belief
- new students are supported in understanding and following the behaviour policy
- staff make reasonable adjustments in the application of our behaviour policy for disabled students
- staff do not discriminate against students with regard to disability
- staff will seek to identify the underlying cause of any unacceptable behaviour and put in place measures to address the cause and prevent the behaviour re-occurring

For Staff

- A work environment that is safe, secure and values good order
- Appropriate guidance and support from and effective consultation with partner agencies
- Appropriate guidance and support from Directors
- Access to appropriate training
- Co-operation and support from parents and the community

For Parents and Carers

- Respect and support
- The opportunity for involvement

Behaviour Expectations

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Tel: 01323 893 323 / 01323 890 654 Website: www.downsyndromedevelopment.org.uk Email: hello@downsyndromedevelopment.org.uk

Down Syndrome Development Trust
Company Number: 08346182
Registered Charity Number: 1155830

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comments

Managing Inappropriate Behaviour

Sanctions and interventions are sometimes needed to respond to inappropriate behaviour.

Our learners have quick care guides and we also have positive behaviour management behaviour plans

A range of strategies will be used which are appropriate for the individual based around the behaviour profile each young person, but based in positive behaviour management.

- Behaviour Contracts
- Behaviour contracts will be put in place for pupils whose behaviour is persistently poor. The contract will state what the pupil needs to improve and set out clear goals, failure to comply with the behaviour contract will lead to a fixed term or permanent exclusion.
- When a learner is placed on a behaviour contract, it will run for a 6-week initial period, if the pupil has made significant improvements in behaviour, the pupil will be removed from the contract, if slight improvements have been made then the contract will be extended and reviewed every two weeks for a further 6-week period. If after a further 6 weeks has passed a decision will be made as to whether the alternative provision is suitable for the learner.

Fixed Term Exclusion

If a learner fails to respond and continues to disrupt the smooth running of the alternative provision and the education of other pupils, or is involved in a serious incident, they may be issued a fixed term exclusion from the alternative provision for a fixed period. Parents will be required to attend a re-integration meeting when the learner returns to alternative provision in order to discuss the exclusion and be clear on future expectations.

Also see Fixed Term Exclusion Policy

Permanent Exclusion

DSDT will try to avoid permanent exclusion wherever possible, however, if a pupil continues to fail to respond to interventions, strategies and sanctions or is involved in a serious incident, permanent exclusion from alternative provision may be deemed necessary where all other available options have been carried out.

Paying for damage

If learners deliberately damage any part of the alternative provision or property that is not theirs, parents will be asked to pay towards the cost of replacement or repair. Parents/Carers will be invoiced for the damage their child has caused. Please note the Police may be involved and criminal damage charges may be pursued.

Stealing

If learners steal property i.e. take something that does not belong to them, and do not return it immediately, an investigation will take place

Prohibited Items

Any pupils found to be in possession of any of the following prohibited items WILL

have those items confiscated and, in some cases, handed in to the police. Such prohibited items include but are not limited to:

- Any illegal drugs
- Alcohol
- Knives or any items which could be used as or classified as an offensive weapon.
- Baseball bats, hammers, knuckle dusters (this list is not exhaustive)
- Stolen property
- Fireworks
- Pornographic images
- Any article likely to be used to commit an offence

The use of reasonable force: (Please also see Individual Handling Policy)

In very rare situations and when all other alternative strategies have been exhausted, staff are empowered to use 'reasonable force'.

DSDT staff members have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

DSDT understands their legal duty to make reasonable adjustments for disabled pupils and those with special educational needs.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

BEHAVIOUR MANAGEMENT POLICY AND PROCEDURE DSDT

Examples of where reasonable force may be necessary:

- To remove disruptive learners from the classroom where they have refused to follow an instruction to do so
- To prevent a learner behaving in a way that disrupts a alternative provision event or alternative provision trip or
- To prevent a learner leaving the classroom where allowing the learner to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- To prevent a learner from attacking a member of staff or another learner, or to stop a fight
- To restrain a learner at risk of harming themselves through physical injury.

Examples of where reasonable force would be inappropriate:

- To use force as a punishment.

Examples of reasonable force:

- Physically interposing between learners
- Blocking a learner's path
- Escorting a learner by the hand or arm
- Physical restraint to prevent violence or injury

Examples of unreasonable force:

- Holding a learner around the neck, or by the collar, or in any other way that might restrict a learner's ability to breathe
- Slapping, punching or kicking a learner
- Tripping a learner
- Holding a learner by the hair or ear
- Holding a learner face down on the ground

Supporting Learners

We aim to support all our learners to ensure that every child/young person succeeds. Where it becomes clear that a learner is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support learners

Some examples are listed below:

- Monitoring report cards with targets to promote success in lessons
- Increased communication between home and alternative provision
- Individual Support Plans and Pastoral Support Plans
- Referral to the Alternative provision Counsellor and/or Behaviour Manager
- Small group work or 1:1 support
- Referral to outside agencies

Rewards

Reward good work and behaviour and don't use sanctions inappropriate to enforce good behaviour and neglect the use of appropriate rewards. Appropriate rewards and sanctions should be applied fairly and consistently by all staff. Praise should be used constantly to motivate and encourage the pupils.

The alternative provision will:

- Ensure that all staff understand and use consistently, the behaviour management strategies agreed by the board of directors and alternative provision
- Ensure that all staff joining the alternative provision (including and temporary staff and volunteers) are given clear guidance and use the alternative provisions systems and its expectations for behaviour.

Understanding how to behave has to be taught, we have adopted procedures and practices that help pupils learn how to behave appropriately. Good behaviour needs to be modelled by adults in their interactions with the pupils.

Rewards Procedure

- Weekly Attendance and Timekeeping Rewards
- Termly Behaviour and Engagement Rewards based on daily positive behaviour points awarded.
- Various raffles for good attendance, timekeeping, behaviour and
- Various trips throughout the year for good behaviour and work

Award given at our annual awards ceremony include the following: – Tutors Choice (x1 per area)

- Respect and Good Manners
- Supporting Others Most Improved
- Outstanding Achievement Pupil of The Year
- There will also be random rewards for those young people who have made significant improvements in the above criteria.
- Implementation
- A consistent approach to the behaviour management, teaching and learning is required.

The alternative provision will:-

- Assess staff's needs and build into the in-service training programmes specific opportunities to discuss and learn about
- Identify those learners who have challenging learning and behavioural



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BEHAVIOUR MANAGEMENT POLICY AND PROCEDURE DSDT

difficulties or come from communities or homes that are in crisis and agree with staff common ways of managing and meeting their particular needs.

- Ensure that senior members of staff are highly visible at particular times of the day to support staff and maintain a sense of calm and order. Critical times in the day are the beginning, break and lunch
- Senior staff's regular presence around the alternative provision helps them to observe how the behaviour policy is being implemented. Along with more formal evaluation mechanisms, this enables senior staff to assess the effectiveness of the policy and to ensure the policy is being consistently applied. The alternative provisions behaviour policy needs to be understood and applied consistently by all staff.

- Promote positive behaviour

Classroom management, learning and teaching

DSDT will offer an appropriate curriculum, which is accessible to pupils of all abilities and aptitudes. Quality assessment assists pupils to learn and teachers to teach. By engaging pupils more effectively, standards of behaviour improve.

To ensure pupils, teachers and support staff all understand the alternative provision's expectations there is a need for our Code of Conduct to be clear and positively worded.

Staff Development and support

All staff in alternative provision will be provided with the skills to understand and manage pupil behaviour effectively.

The alternative provision will:

- Provide regular opportunities for

all staff to share and develop their skills in promoting positive.

- Ensure funds are allocated within training budgets to enable all staff (including support staff and volunteers) to access training using a variety of expertise's.
- Ensure all staff joining the alternative provision receives induction
- Develop the specialist skills of identified key members of the team.

Liaising with parents

In managing pupil behaviour, the alternative provision needs the support of parents and carers. Where parents and carers do not co-operate with the alternative provision, the improvement is minimal.

The alternative provision will:

- Ensure that staff are well trained, so that they are welcoming and have the skills to deal with difficult parental concerns.
- Have clear and well understood procedures in place for dealing with distressed and angry parents.
- Ensure that parents hear from alternative provision when their children are doing well so that first contact is positive. There is a greater willingness to work with the alternative provision when the parent carer believes the alternative provision has the learner's best interest.
- Allow sufficient resources to allow the alternative provision to communicate effectively with parents
- Take advantage of technology

such as emails & mobiles to improve communications with parents. This should not replace personal communication.

Parents need to be aware, dealing with the alternative provision that it is helpful if they, like the staff, try to model appropriate behaviour for their children to see. Some parents may need specific support to do this. Abusive and intimidating behaviour can come about through frustration but should not be tolerated. **Recording an incident**

All incidents that result in non-routine interventions will be recorded in detail in an incident report.

Parent/Carers will be informed of any serious incidents.

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BEHAVIOUR PROCEDURE

Reporting and Tracking of Incident Reports Procedure

Please Note: All incidents (Small/Big) need to be reported to the behaviour management team on the same day. An incident report must be emailed to: hello@downsyndromedevelopment.org.uk before the end of the day.

(Failure to comply may result in disciplinary action.)

(Small Incident = refusal to work)/ (Big Incident = Violence/Threatening Behaviour).

- Staff member to report serious incidents to behaviour management team verbally
- Incident form to be typed by the member of staff who witnessed the
- If the staff member is requesting an investigation, the staff member must report this verbally to management. However, the incident report must be sent before the end of the
- Any other staff member who witnessed the incident is required to type their version of what happened.
- All information collated must be typed up on the incident form found on the server, and any written witness statements must be signed by the witness and dated, this is to then be scanned on to the server in the learner's folder.
- All written information after being scanned and placed on the server is to be **SHREDDDED** (failure to comply may result in disciplinary action).
- All incident reports and witness statements are to be emailed to hello@downsyndromedevelopment.org.uk
- Management will give feedback where appropriate to staff with the decision after a full investigation has taken

place.

Incident Reports and Witness Statements Require the Following:

- Date/Time/Area and the learner's full name
- What led to the incident happening? Is there any previous incidents related?
- A comprehensive step by step factual account of the incident. Include exact words used by learner /staff.
- Email to DSDT before you leave the alternative provision **THAT SAME DAY. If any of the above is breached then disciplinary action may be taken.**

References used

Behaviour and discipline in schools: advice for headteachers and school staff, 2016 Behaviour in schools: advice for headteachers and school staff 2022 Searching, screening and confiscation at school 2018 Searching, screening and confiscation: advice for schools 2022 The Equality Act 2010 Keeping Children Safe in Education Exclusion from maintained schools, academies and pupil referral units in England 2017 Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022 Use of reasonable force in schools Supporting pupils with medical conditions at school It is also based on the Special Educational Needs and Disability (SEND) Code of Practice

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