



**Applied Educational Solutions**  
Developing the whole student

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**Applied Educational Solutions Behaviour Support Policy**

**Staff view on expectations of pupil behaviour -**

At Applied Educational Solutions we ask students to be respectful and mindful of others, taking into consideration their age, race, gender, beliefs and individuality. We do not allow bullying, swearing and abusive language, hitting, racial-sexual taunts or stealing. We expect our students to approach staff and peers in a respectful light and communicate in a way that they wish to be communicated in. We promote a calm learning environment where student's education is at the fore front, if we feel that a student is affecting the environment and others from learning the student will be removed and an incident report will be written and sent home to inform the child's parents of their conduct. If this behaviour is to continue the child will be excluded and the parents will be called in to meet with senior management to discuss new strategies around the child's behaviour.

**How are incidents logged?**

When an incident occurs at the school if the staff member involved is unable to make a log at the time it occurs they will ask for the support of another staff member to do so. At an appropriate time on the same day of the incident the staff member involved is to complete their account of the incident detailing exactly what happened and why it happened (trigger). The incident report depending on the nature will then be sent to the following: School Director, Local Authority, Child Protection services and the child's parent or carer.

**Whole School Approach to Supporting Behaviour**

## 1.The Daily Behaviour Approach

At Applied Educational Solutions we use a traffic light behaviour support system. This is to enable students to receive personalised feedback within a whole school framework. It understands that student behaviour underpins everything they do at the school, including their engagement in academic work and their social interactions with both staff and peers.

We want students to be successful and will praise them accordingly as this will develop their self-esteem as both learners and people. We also want students to know the behavioural boundaries of the school, what is and is not acceptable. This is why the daily approach incorporates a stepped approach to sanctions. Positively, when the need arises to sanction students, staff always inform them of how they can “make it better.”

The process is outlined below.

Traffic Light Colour	Examples of Behaviour at this Colour
Gold	Finishing all set work; behaving well consistently e.g. no fighting/bullying at all.
Silver	Finishing the work set; No swearing all day
Bronze	Finishing all work from the morning sessions; Washing own plate; tidying own work station
Green –all students start here daily	Trying your best in each lesson; Listening to instructions all day; Telling an adult if something is wrong; not using physical aggression
Blue	Disrupting the learning of others; Throwing small objects; Bullying; Work refusal in a lesson; Not following adult instructions
Yellow	Repeatedly throwing small objects; Repeatedly bullying; Work refusal in 50% of lessons
Red	Physical assault; Intentional damage to equipment; Work refusal in all lessons

All students start the day on Green and have the opportunity to progress up the scale based upon their behaviour and application to work. Similarly, their behaviour and attitude towards work can also result in them going down the scale. Every opportunity will be given for students to progress up the scale and, should they be at either Blue, Yellow or Red, for them to know what they need to do to “make it better” and progress back up the scale.

A student can move up or down the scale by stopping at each colour or they can move from Green to Gold or Green to Red based on specific one off incidents.

If a student finishes the day on Green, that is classed as being a positive day. If a student finishes the day on either Bronze, Silver or Gold, they will receive a sticker in that colour. If a student gets 5 Gold stickers in a row, they will receive a small prize and 20 points to add to their personal points total.

Any student who finishes the day on one of Blue, Yellow or Red, will receive personalised feedback before they leave the school regarding what they need to do differently the next day. This is discussed with them, rather than simply told to them, to enable them to share their views.

A student starts at Green on each day, regardless of where they finished on the previous day- “each day is a new day.”

## **2. The Yearly Approach – a points based system**

Alongside the daily approach, we use a points based system which allows students to ‘bank’ points for demonstrating positive approaches to their work and their behaviour. It is not about students conforming to an ideal of what we feel is “good,” but rather points are given relative to the abilities of the student.

Each session students can be awarded 0-3 points e.g. up to a maximum 18 points per day or 80 points per week. Of course, if a student also get 5 Gold Daily Awards in a row, they also get an additional 20 points, making it possible for a student to achieve 100 points in a week.

How the points are allocated is shown below-

Points Allocation per Session	Points Criteria
0	Completes none of the work and does not behave well

1	Completes some of the work and behaves well some of the time
2	Completes most of the work and behaves well most of the time
3	Completes all of the work and behaves well throughout the session

The keyworker allocated to the student is responsible for allocating points to that student for each session. These will be recorded on a daily record sheet for each child which will be given to the TA each day by Ibrahim (or weekly if more helpful). Completion of the points section may be done through discussion with other staff.

The keyworker will pass on the points total to the named person (in this case Ibrahim) who will update the relevant spreadsheet where these points are kept to ensure a running record is kept.

Points totals will be fed back to the students weekly at the Friday feedback meeting at 2.15.

Points are banked and there are targeted rewards provided to the student depending on the number of points earned. There is no time limit on how quickly students can reach these totals.

Name of Award	Points Required for Award	The Award
Platinum	400	£50 vouchers+ HeadTeacher Award +letter home
Diamond	200	£30 vouchers + Head Teacher Award + Letter home
Ruby	100	£15 vouchers + Head Teacher award + letter home

### Our student's view on behaviour –

When reviewing behaviour with our students in April they came up with their own points of view on how behaviour should be carried out in the learning environment. Here are some behaviours our students felt appropriate-

Listening to teachers and peers

Not talking over others

Turn taking

Showing respect to others

### How are sanctions determined?

If the student does not show the appropriate behaviours then the following sanctions can occur -

In the first instance we give a verbal warning to the student.

In the second instance we remove time from the students break period.

In the third instance we remove privileges no free time, no games time, no computer time.

Continuous use of inappropriate behaviour will lead to:

A phone call and letter home

A meeting called with the child's parents

An exclusion – exclusions can at times happen in the first instance due to the severity of the behaviour and the circumstances.

An exclusion is the last resort given the experiences our students have had, however in some circumstances the students behaviour will result in a fixed term exclusion. Wherever possible we seek to give the student a chance to redeem themselves during the remainder of the school day.

1 day exclusion - this is normally given for destroying furniture, physical and verbal abuse and aggression towards peers

2 day exclusion – this is normally given for physical and verbal abuse and aggression towards staff

3-4 day exclusion – this is normally given for a student bringing in an illegal substance

**5 day exclusion with means to extend or make permanent – this would apply to a student that is found to have a weapon in their possession or use a weapon in a pre-meditated attack**

**This policy is in place for all Applied Educational Solutions students and must be implemented by them on a day to day basis.**

**I agree to follow the behaviour policy outlined above, I am aware of the consequences if this is not followed.**

**Childs name:**

**Date:**

**Reviewed February 2018**

**To be reviewed February 2019**