



BEHAVIOUR POLICY

1. Summary

Left Hook Learning (LHL) is a specialist provision for students who have struggled in mainstream and special education schools and require support in all aspects of their lives in order for them to achieve in education. This is done by creating a nurturing and attachment-aware environment which feels safe, consistent, and positive.

Our inclusive approach to managing behaviour is built on recognising that all behaviours are driven by emotions. Most of our students, at some point in their young lives, have been failed and have experienced trauma related to this.

We believe that no child wants to behave in a negative way: none of them would choose negative attention if they had the tools and self-esteem to communicate their feelings and emotions. We build positive relationships and work to help them change these behaviour patterns.

Preparation and anticipation of student anxieties which may lead to crisis behaviours are part of all staff planning and discussed daily. Our steps to success approach sets out to reward good behaviour rather than take it for granted.

Our ethos reflects our origins, that of a boxing gym: a small, comfortable and familial environment with clear boundaries, strong relationships and an emphasis on discipline, achievement and hard work. Our key principles draw from this approach:

- Independence

Self-regulation to overcome stressful situations

- Resilience

Accepting mistakes and learning from them

- Balance

Proportional responses to surroundings

- Relationships



- Connection before correction
- Communication

Talking offers a chance to grow

- Going beyond your borders
 - Trying new activities that open up new pathways

2. Positive Behaviour

LHL aims to equip all our students for a positive future, not just in education but also in life. Staff will never ignore or attempt to excuse poor behaviour. Rather, they will attempt to understand its communicative intent. There will be a consistent response where student behaviour falls short. Restorative justice and informal mediation approaches will be adopted to enable children to repair and maintain any relationships that might otherwise have been damaged, and we will always employ the following approaches:

2.1 A Fresh Start

The LHL model has been developed to ensure that our students receive the support they need to make the necessary changes to their behaviour and turn their educational experience around. A key feature of that is that children will receive a fresh start, regardless of their previous experience. This applies not only when they start at LHL but also every session; a fresh start allows them to shed their reputation and develop a positive and productive approach to life.

2.2 Rules without relationships don't work

The LHL model is based around a system which allows for consistent mentoring throughout the student's sessions with us. Our staff work on building a positive attachment with the students and equipping them to understand, confront and gain control over their own behaviour.



2.3 Personalised Approach

The small class sizes means that we can offer a more personalised approach, which reinforces positive attachment.

3. Recognition and Rewards

We aim to recognise, encourage and reward positive behaviour and achievements.

- Verbal praise and encouragement
- Live feedback when marking
- Report for every half term
- Recognising progress through our Threshold System for KS3 & KS4 students.

4. Intervention: Timeouts and Support

Time out is employed to allow students to articulate concerns whilst simultaneously giving staff the opportunity to 're-set' boundaries. Where possible it is always our aim to put students back into class as soon as possible.

5. Teachers/Parents and Carers

LHL expects teachers/parents/carers to:

- Support LHL policy on attendance and punctuality by notifying us of any absences or lateness
- Notify LHL ASAP of any factors which may affect the behaviour of their child
- Be aware of and support LHL Behaviour Policy

Timely and clear communication between staff and adults supports the management of good behaviour and promotes good discipline. Without the timely sharing of information, detailing personal events outside of school for example, staff members are forced to react to behaviour that might otherwise be prevented or prepared for.

6. Staff Guidelines

Primarily, all staff's jobs at LHL is to get to know the students and lead by example. Behaviour management is the responsibility of all staff and they work in tandem with the teacher to ensure the most efficient and effective delivery of the curriculum. All staff are expected to discuss issues (positive and negative) with colleagues at the End Of Day meeting to get their input and support, and to devise strategies.

Sometimes it may be necessary to take things further, e.g.:



- contact the student's school or speak to their allocated staff
- contact the student's parents/guardians (after discussing matters with school)

These actions are not punitive measures, although the student may well see them as such, but measures that need to be taken to help the young person.

6.1 Staff conduct

Regardless of student behaviour, LHL staff should always interact with students in a polite, respectful, and dignified manner. We pride ourselves on making positive attachments.

By modelling the behaviour we wish to see in them, we create a positive culture.

7. Exclusion

The vast majority of behaviour is managed in school however; on rare occasions a student might have to be excluded from LHL. In cases where she/he refuses to leave a staff member will contact school/parents and, if necessary, the police.

There are a number of more serious behaviours that stop students doing well and could result in exclusion or a review of placement. These include:

- Verbal or physical abuse of staff
 - Bullying – physical, verbal, emotional
 - Sexual harassment of any kind
 - Prejudice on grounds of race, age, gender, sexuality, disability and others
 - Carrying an offensive weapon
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- Use or sale of alcohol or other mood-changing drugs
 - Deliberate damage or theft of property
 - Smoking in or around the building

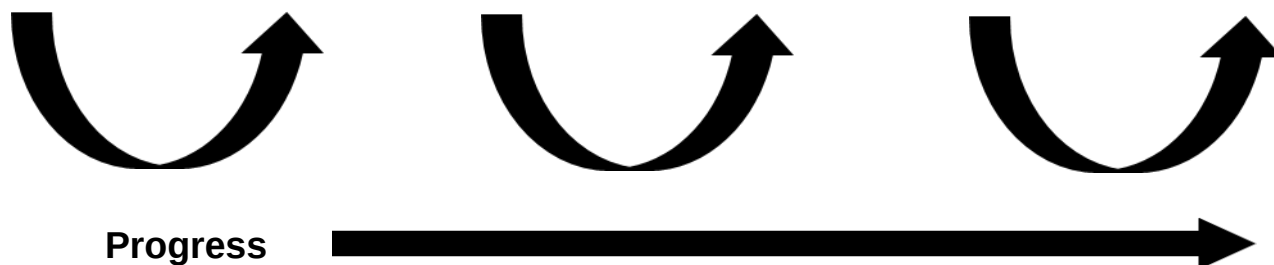
Any serious breach of LHL's behaviour policy will be thoroughly investigated and written statements collected where possible. In addition to a phone call, schools/parents/carers will receive a letter about any exclusions immediately.

The most serious incidents would force LHL to consider reviewing the student's placement. The decision to end a placement may also be made by mutual agreement in favour of alternative provision more suited to the student.

8. Monitoring Progress

LHL uses a Threshold Concept tracking system to monitor and assess students' progress in both KS3 & KS4 throughout their time with us. This is then relayed back to their school at the end of each term. The use of small Threshold tests also informs us of the child's progress.

Mastery Curriculum - English											Name:	
Threshold Concept	Step 1	Score	Step 2	Score	Step 3	Score	Step 4	Score	Step 5	Score	Beyond	
T1	Some words 'word harder' than others ("walked" = "strolled" = "scampered")		Upgrade words as you write / review (can explain word choices)		Use language to imply meaning and character (can explain choices = introduction to term "zooming in")		Zoom in on words/phrases that support your ideas / opinions (written responses)		Zoom in on words/phrases and explain what they suggest (2 or more interpretations (X2 zoom))		Zoom in and use subject specific terminology with judicious textual detail supporting personal, convincing, response	
Judgement	E A EW U M		E A EW U M		E A EW U M		E A EW U M		E A EW U M		E A EW U M	
Date												
Score		0		0		0		0		0		



Academic progress is monitored for both KS3 & KS4 children using our Threshold Concept Tracker and small tests. These are the keys to their progress:

E = Encountered (1st time)

A = Aware of (Might verbalise some understanding)

EW = Engaged with (With support uses writing to show understanding)

U = Understood (With little to no support, uses writing to show understanding)

M = Mastered (Completely independent writing to show understanding)



9. Improving Behaviour

LHL specialises in provisions for students who have struggled in mainstream and special education schools and require an attachment based behaviour intervention to improve their attitude to education. For this reason, our method is built around creating a secure and consistent positive environment for them to ensure that they engage and make the best progress possible. We aim to equip all our students for a positive future, not just in education but also in life. To achieve this, we deliver a consistent response when student behaviour falls short.

Any behavioural incidents will be discussed and acted upon immediately, if necessary. Records of such incidents are monitored in order to identify any trends or patterns.

This information will be used to help LHL ensure that its behaviour plans and procedures are working and helping the students. These records are confidential.