

**Behaviour Policy**

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| Date policy written/amended/reviewed | Amended/written/reviewed by | Authorised by | Next review due |
| 16.11.16 | Sarah Cox |  |  |
| 30/08/18 | Sarah Cox | Sarah Cox | August 2019 |
| June 2019 | Sarah Cox | Sarah Cox | June 2020 |
| June 2020 | Will Andrew |  | June 2021 |
| June 2021 | Sarah Cox | Board of Directors on 8th June 2021  | June 2022 |
| May 2022 | Adie Cox | Board of Directors on 14th June 2022 | June 2023 |
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| 02.07.24 | Sarah Cox | Board of Directors 03.07.24 | July 2025 |
| 27.06.25 | Sarah Cox | Board of Directors 9th September 25 | September 26 |

**The Melton Learning Hub is committed to providing a supportive learning environment for young people who have struggled to engage with the national curriculum.**

**Ethos and Values**

Our why

* The right to learn
* Every child is unique and of equal worth
* Through education, every child should be able to achieve their potential and improve their lives and the people around them

Our how

* By shaping our vocational curriculum in a bespoke way using the best skills and knowledge to shape and develop our students long term memory
* Select the knowledge and skills
* Improve the memory

Our what

* Create and deliver an inspirational, knowledge rich vocational curriculum, which is full of best knowledge and skills
* Focus on strategies to develop long term memory
* We have the highest expectations for the culture of our settings and behaviour of the young people
* We create and deliver a package that enables young people to be better humans

We believe that that focusing on the following 5 priorities, we will be to ensure that we deliver our ethos and values successfully to all of our community, especially the most vulnerable.

* Great attendance
* Great belonging
* Great routines
* Great tutoring and learning
* Great community support

In establishing a good routine for learning, this will encourage a feeling of belonging for all of our young people. If they feel that they belong, this will ensure that tutoring and learning will be more effective and in return be better learned and remembered.

It is our duty to prepare our young people to be successful adults, by teaching them the correct behaviours, habits and routines to give them the best possible chance. Respect, kindness and pride are key areas we concentrate on.

Children make decisions focussed on immediate gratification, sometimes this means that they make choices that may not be good for them. We believe it is our responsibility to protect young people from this by enabling them to make good decisions and by supporting them to make these decisions for themselves in the future.

**Rewards**

Students will be rewarded for good work, attitude and behaviour. Being an Alternative provider this can be more tricky as the basic requirements are not met so through positive re enforcement and encouraging positivity this is improve the application of our young people.

* Reward good behaviour but must be earned over a period of time showing consistency. A reward system is in place and towards end of terms trips out can be awarded for students who show
* Actively build self esteem
* Always follow up on issues
* Work to repair and restore relationships

#  Good Behaviour and Achievement

Rewards, praise, encouragement and equality are amongst the most powerful aids to learning, maintaining high standards of behaviour and fostering a positive learning ethos.

It is the staff member or tutors responsibility to praise learners where it is deserved. This may be during activities, lessons or at break or lunch showing maturity and being sensible in their free time. Research clearly shows that the most effective positive behaviour modification occur when class sizes do not exceed 4:1 for both learning and behaviour.

These schemes are to motivate students positively in all aspects of learning. Rewards should be given for all of the following

* An excellent piece of work or achievement (relative to the individual)
* Excellent effort
* Good progress
* A positive contribution to the activity
* Consistent good attendance

Types of rewards:

* Verbal praise
* Display of work
* Telephone calls to parent/carer
* Commendation letters/Postcards home
* A stamp on the reward system- 10 stamps will be worth a prize
* Trips out towards the end of term for those students who can be consistent throughout the term

**Sanctions**

If students at The Melton Learning Hub do not do as required or are doing anything wrong then an incident report will be completed on the day and sent to the Behaviour Manager. All staff at the Melton Learning Hub are de-escalation technique trained and so if poor behaviour is seen then efforts will be made to re-engage a students before any action is taken. From there it will be decided on what action will need to be taken which are as follows:

* Phone call home to parent/ carer
* Phone call to Partnership/ home school
* Letter home
* Lose the chance to be involved in end of term trips
* Exclusion
* Loss of place at The Melton Learning Hub

Sanctions typically work on an incremental basis, allowing students the opportunity to reflect on their behaviour and giving them the chance to improve on their mistakes.

Please see below some examples of this-

*A phone-call home would be made for class disruption and refusal to engage in lesson*

*A letter would be sent home to parent/carer if a student refuses to follow instruction from a Tutor and decides to vape in the classroom area.*

**Exclusion**

The decision to exclude can only be made by the home school, however the Melton Learning Hub can notify the school that we can no longer meet need where a permanent exclusion is considered necessary.

In the case of any form of exclusion contact will be made immediately with the commissioning body advising them of the circumstances of the incident. This will be followed by an incident report. Agreement will be made on the sanction required. A letter will be prepared by the Melton Learning Hub and sent to commissioner. The commissioner will contact the child’s family.

If a child needs to go home contact will be made with the family and the commissioning body. Arrangements for the child to be transported home safely will be made once it has been agreed by all parties.

**Ladder process**

We use a ladder process for Exclusions which start with one day, then if something similar happens again would move to three days and final exclusion of five days.

 If we reach the end of the ladder then the young person would then lose their place and we could no longer meet need for them. Following any period of exclusion, the young person, member of the Partnership or Parent/ Carer should then attend a Reintegration meeting which will be lead by a member of Management from the Melton Learning Hub. The meeting will happen on the first day of their return before 10am so that they can resume their day once the meeting has been completed.

For instances of extreme violence or damage the centre reserves the right to permanently exclude on a first occasion where we no longer feel we can meet need.

**Rules**

The basic expectation of all learners

is that you must show respect to other young people, the environment and the staff.

You can do this by following these rules:

* Engage in lessons and activities with enthusiasm and effort
* Help staff if needed with preparation of equipment and resources
* Listen to and follow all instructions
* Work hard and complete the tasks set
* Only leave the room when you are told to do so and don’t disrupt any other lessons that might be happening in the venue
* Accept that each person is different and has their own challenges and we work together to overcome these.
* Vaping and smoking is banned at the Melton Learning Hub
* The Melton Learning Hub will NOT tolerate any drugs on site or if a young person smells of any type of drug shall be asked immediately to leave site with their Provider and parent/carer being notified on the situation
* Mobile phones, earphones and other related paraphernalia are allowed on site and can be used at break times only. There should be no other time in the day these items should be out.
* Treating each other with respect. Any child who causes harm to another child will become subject to a behaviour process and this could lead to exclusion. Harm includes any sexual/ emotional or physical action.
* Any young person causing damage to property of the Melton learning Hub will be dealt with under the behaviour process. The sanction for this will vary on the maliciousness/ cost and danger presented by the action.
* Any young person found to have made a malicious or false allegation against a member of the staff team or another student will be immediately excluded from our provision.

# Anti-­‐Bullying Policy

MLH policy clearly states that we operate on a zero tolerance basis and that bullying will not be accepted under any circumstances. If a report of bullying is happening it will be notified to management and dealt with accordingly in line with our policy. Sanctions will be put in place and lessons might need to be changed to help the dynamics of the class.

**Searching**

* School staff can search a pupil for any item if the pupil agrees.
* Behaviour Manager/Centre Manager and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

**Prohibited items are:**

* Knives or weapons
* Alcohol
* Illegal drugs
* Stolen items
* Tobacco and cigarette papers and vapes if they are believed to have been used on the premises.
* Fireworks
* Pornographic images
* Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).
* Behaviour Manager/Centre Manager and authorised staff can also search for any item banned by the Provision rules which has been identified in the rules as an item which may be searched for.

**Confiscation.**

Melton learning Hub staff can seize any prohibited item found as a result of a search. Any illegal items will be destroyed. They can also seize any item which they consider harmful to their professional judgement.

**SEND**

All staff at the Melton Learning Hub have received de-escalation training, this is particularly important when supporting our SEND students who might have certain triggers and require a different approach to behaviour incidents. The home school will be required to provide a plan of what methods have been utilised to support positive behaviour in school and what support works if the learner is heightened. As a centre if a student has SEND needs that are undergoing assessment we will attempt to tailor and design a plan of support rather than move through the ladder process to exclusion. Whilst every attempt is made to support the learner ultimately if poor behaviour persists we might advise the commissioning school we cannot meet need.

# Use of reasonable force

There are occasions when the restraint of students is necessary. Staff members trained in physical intervention at the Melton Learning Hub may use reasonable force to prevent learners from:

* + - Committing a criminal offence
		- Injuring themselves or others
		- Causing damage to property, including their own property
		- Engaging in any behaviour which has a negative impact on maintaining good order and discipline at the school or on other students

Such physical restraint should only be used in exceptional circumstances, not as a regular or routine act. If restraint has been used a complete report must be sent to the Manager that day. Parents/ carers and home schools will be notified of any restraint used.