


Authorisation and Amendment Record

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0	Not applicable. First Draft	N/A	VR	VS / SJ	
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3	Updated August 2020 – Search Clause added	21/8/20	VS	SJ	
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Introduction

1. Cirque aims to create a happy, safe and stimulating environment in which all young people are able to achieve their full potential. Cirque recognises that the promotion of good behaviour together with a set of clear and fair rules and expectations play a vital role in contributing towards this objective.
2. Cirque is committed to:
 - The promotion of positive behaviour, self-esteem, independence and self-discipline
 - Providing an environment in which all are treated with understanding, dignity, kindness and mutual respect
 - Providing a safe environment, free from violence, bullying and harassment
 - Encouraging a culture of praise support which enable all young people to fulfil their potential
 - Providing an environment which enable young people to make appropriate and safe choices
 - Promoting a culture where physical intervention is only used as a last resort

Behaviour expectations

3. In the interests of ensuring an environment where everyone feels physically, emotionally and socially safe, Cirque expects and encourages all young people to adhere to the following:
 - Treat others with respect
 - Be honest and reliable
 - Show respect for Cirque's environment
 - Look after their own and other's property
 - Respect the law and Cirque's rules

3.1 Inappropriate behaviour includes:

Unkindness or aggressive behaviour

Intentional damage to property

Bullying

Discriminatory comments and behaviour

Swearing or abusive language

Failure to follow instructions

Disrupting the learning of others

Smoking or Vaping in the centre.

Vapes must be handed to staff on arrival. These can be returned for breaks but must be handed back to staff at reception before students continue their education.

In the case of misuse of electronic devices, this is covered with students in their induction in their Learner Journey Book. Please note that it is Cirque's policy that mobile phones are to be handed in on arrival and will be returned to students when they leave the centre at the end of the day's education.

3.2 Although Cirque will always consider the nature of each young person's particular situation/circumstance, some types of behaviour may result in Cirque asking a young person to leave Cirque, either for a fixed period of time or permanently. These behaviours include but are not exhaustive:

- aggressive and/or violent behaviour that may result in serious injury to others;
- the use of alcohol or illegal substances or supplying these to others;
- placing oneself or others in situations that have the risk of causing severe injury or harm,
- sexualised behaviour;
- bullying behaviours that cause severe emotional or physical distress.
- Theft or taking the property of others without permission

3.1 When a member of school staff becomes aware of misbehaviour, they will respond predictably, promptly, and assertively in accordance with this behaviour policy. The first priority should be ensuring the safety of pupils and staff and to restore a calm environment. It is important that staff respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques are used to help prevent further behaviour issues arising and recurring.

Promoting positive behaviour

4. Cirque believes that the establishment and development of good relationships is crucial to promoting positive behaviour. This relationship-based approach involves staff understanding and supporting young people through having positive interactions with them; spending quality time with them; acting as good role models; de-escalating challenging behaviour; and providing them with safe supervision.

Rewards and behavioural incentives

4.1 Cirque's relationship-based approach aims to develop the self-esteem and self-discipline of young people through shared positive experiences and motivating them to have high expectations for their own development in order to encourage them to make positive behavioural changes for themselves.

4.2 Within the provision, a flexible reward system is used. Staff issue rewards for positive acts relating to the young person's own learning needs and development and also positive acts towards others. Rewards are based around the themes of punctuality, work ethic and behaviour. The system is individualised to ensure that successes are possible for all students.

The use of sanctions

5. Cirque aims to keep the use of sanctions to a minimum using high-quality teaching and positive reinforcement. However, there may be occasions when a sanction is necessary and appropriate for the purposes of:
 - supporting a young person to develop more constructive behaviour; or
 - helping a young person to develop their understanding about what is needed for people to get along with each other.
- 5.1 Any sanction that is applied should be relevant to the incident, reasonable and carried out as contemporaneously as possible.
- 5.2 The duration of any sanction should not be unnaturally prolonged and should offer a fresh start once successfully completed. Any sanction should never deprive a young person of their dignity, safety, or reasonable comfort.
- 5.3 All sanctions will be communicated with the host school, parents/carers and in the case of fixed term or permanent exclusions, these will be undertaken alongside the school and authorised by the head teacher.
- 5.4 The law requires education establishments to balance several duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular:
 - Ensure duties under the Equality Act 2010 are met to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices.
 - Under the Children and Families Act 2014, settings have a duty to use their 'best endeavours' to meet the needs of those with SEND
 - If a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.
- 5.5 As part of meeting any of these duties, schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):
 - short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
 - adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the tutor
 - training for staff in understanding conditions such as autism. Any preventative measure should consider the specific circumstances and requirements of the pupil concerned

5.6 Removal from Classes

5.7 Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the curriculum but should still be meaningful for the pupil. This will be used:

5.7.1 to maintain the safety of all students and to restore stability following an unreasonably high level of disruption.

5.7.2 to enable disruptive students to be taken to a place where education can be continued in a managed environment.

5.7.3 and to allow the student to regain calm in a safe space.

5.7.4 In the event that the removal intervention is unsuccessful in managing student's behaviour, the student may be asked to leave site with parents' permission or wait in reception until 2pm, depending on the severity of the behaviour.

5.7.5 Parents will be contacted to make them aware of the behaviour, depending on the severity, parents may be asked to attend a meeting to discuss it as an early intervention. It is hoped that with parent's support, the student will alter their behaviour.

5.7.6 Further issues relating to behaviour will follow the above course of action, however the mainstream school will also be invited to attend a meeting at the start of the next day the student is due at Cirque and the student will not be allowed onsite until a meeting has occurred. This invitation may extend to social or support workers and can be done via an online platform if parents/carers are not able to attend in person.

5.7.7 Finally, a behaviour contract relative to the student's behaviour will be put in place, with clear sanctions outlined and agreed by the mainstream school/local authority and parents with clear understanding of the sanctions if behaviour is not improved. In certain circumstances, we can ask for a student to be removed from programme at Cirque or the mainstream school may themselves decide to put an immediate stop to the placement and alternative education will be sourced by the referring mainstream school or the local authority.

Exclusions

6. Where it is felt that all options have been exhausted in working with a student to modify their behaviour exclusion from the provision can be applied.

- 6.1 Exclusion from the provision could last anything from half a day to five days. This will be determined on a case-by-case approach and dependent on the severity of the behaviour.
- 6.2 Any behaviours under section 3.2 of this policy will automatically lead to a recommendation of exclusion to the Headteacher of the referring school which will be enforced if authorised.
- 6.3 Any student that is excluded by the referring school will not be able to attend Cirque during the exclusion period.
- 6.4 All students returning to the provision following an exclusion will have to attend a reintegration meeting with the Headteacher or a designated appropriate representative where expectations of behaviour will be agreed.
- 6.5 All exclusions must be recorded and confirmed in writing to the referring school and to the parent/carer of the student.

Safe holding and physical intervention at Cirque

7. Whilst we aim to create an environment in which any form of restrictive physical intervention is not required, there may be circumstances in which it is necessary and appropriate, for example in order to ensure the safety of a young person or others.
 - 7.1 Cirque uses a behaviour management system called 'Team-Teach'. The Team-Teach system is nationally accredited by the Institute of Conflict Management and involves training in preventative, risk reduction and de-escalation strategies aimed at avoiding the need for any form of physical intervention.
 - 7.2 In situations where staff need to intervene physically – which will only be the case if it is necessary to do so as a last resort - the Team-Teach system promotes the least restrictive positive handling techniques. To ensure that any physical intervention is carried out safely and in accordance with best practice, all physical techniques under the Team-Teach system have undergone a medical risk assessment carried out by independent medical experts.

Staff training in behaviour support and restrictive physical intervention

8. Every effort will be made to ensure that all staff at Cirque:
 - clearly understand this policy and their responsibilities; and
 - are provided with appropriate training to deal with these difficult situations.

Monitoring

9. The Headteacher will monitor the day-to-day operation of this policy.
10. This policy will be reviewed every year by the Managing Director.