**Turtle Dove Cambridge Community Interest Company**

**Alternative education Provision: Behaviour for Learning**

**Reviewed: April 2023**

**Review due: April 2024**

# Purpose

Turtle Dove Cambridge Alternative Provision intends to enable students to manage their own behaviour by making informed choices, as opposed to staff managing students’ behaviour. We believe that the manner in which staff relate to students and the way that they construct an appropriate learning environment are the key factors that will lead to student behaviour that supports the learning of all members of the community.

# Scope

***The use of corporal punishment or any ‘tool for managing behaviour’ that in any way demeans, damages, threatens or humiliates a young person will never be tolerated or considered within a Turtle Dove Cambridge Alternative Provision. Our whole purpose is to enable students to develop a positive self identity.***

The Alternative education Lead is responsible for the ‘management of student behaviour’ within Turtle Dove Cambridge Alternative Provision; all staff, however, must play an active role and students are encouraged to ensure that their behaviour supports their own development and contributes to a community that is supportive of all its members.

# Policy statement, provision and safeguards

## Turtle Dove Cambridge Alternative Provision staff always seek to:

* acknowledge ‘good’ behaviour;
* celebrate any success (academic or personal);
* provide situations within which students can succeed and acknowledge that success;
* expect all members of the community to contribute positively to it;
* make it a place where students feel safe, enjoy learning and wish to be;
* recognise and support the SEMH needs of our students.

## Turtle Dove Cambridge Alternative Provision seeks to support students to become:

* determined (displaying resilience, tenacity, self control, curiosity),
* optimistic (displaying enthusiasm, confidence, ambition),
* emotionally intelligent (displaying humility, respect, sensitivity, tolerance). and to lead students to be:

|  |  |  |
| --- | --- | --- |
| * kind
 | not | callous |
| * generous
 | not | greedy |
| * forgiving
 | not | vengeful |
| * tolerant
 | not | bigoted |
| * trustworthy
 | not | deceitful |

## The core principles that underpin the above are:

* unconditional positive regard;
* understanding of individual rights and responsibilities;
* placing student voice at the heart of curriculum building (‘Negotiating the Curriculum’);
* restorative justice.

## It is the quality of the relationships that are built across Turtle Dove Cambridge Alternative Provision that is the greatest factor in enabling students to develop prosocial behaviours.

*The Alternative Education Lead will ensure that all staff are appropriately trained and engage in ongoing discussion regarding good practice.*

# Unconditional positive regard (UPR)

Students hold an absolute right to be treated with respect and care. That right is not contingent upon their behaviour or the quality of their academic performance. Key features of providing UPR are:

* a friendly welcome each day;
* time taken to get to know the student;
* time taken to discuss those subjects that interest the individual student – staff should always strive to enter a student’s ‘quality world’, no matter how different that is from their own;
* acceptance of each student’s right to a viewpoint and to be ‘listened to’ (with the given that these rights are contingent upon understanding individual responsibility to maintain the rights of others);
* recognition of the contribution(s) each student makes to the community;
* acceptance of the individual;
* valuing of ‘difference’;
* encouragement of self worth as a person as ‘me’, rather than as a ‘success’ in particular areas;
* declared confidence in a student’s ability to contribute positively to the community, to behave appropriately according to the environment they are in and to change their behaviour if they wish to, given appropriate support.

# Rights and responsibilities

UPR cannot operate successfully unless students understand that each member of the community has the same rights: an individual who chooses to ignore the rights of others does not lose their absolute right to UPR, but any such behaviour will always be ‘picked up’ – definitely by staff, and, it is to be hoped, by other students too. ‘Picking up’ may mean

anything from a quiet word to an insistence upon a restorative justice meeting.

Each member of the Turtle Dove Cambridge Alternative Provision community has the right to:

* be treated with respect;
* feel safe physically and emotionally;
* learn.

All rules will be framed to ensure that individual rights are upheld. Different physical areas and sessions will require different ‘ground rules’ to ensure that all students are physically safe; the principles remain constant. Wherever possible, conversations with students about behaviour should refer to these principles.

# Student voice

In order to enable students to engage effectively with learning, Turtle Dove Cambridge Alternative Provision staff aim to generate learning experiences that interest students, are pertinent to them, within which they can achieve success, and which are accessible yet challenging.

Students are central to reviews of progress and identification of their next learning targets.

# Restorative justice

Turtle Dove Cambridge Alternative Provision does not apply sanctions or give concrete rewards (though staff always seek to provide positive feedback where possible). Our intention is to build students’ intrinsic motivation to learn and to contribute positively to the community. Staff will always let students know when they have behaved in a manner that ignores the rights of another student or a member of staff. Wherever possible inappropriate or unacceptable behaviour will be responded to in a low-level fashion, usually with a calm explanation of why the behaviour is unacceptable (how it fails to acknowledge the rights of others) and a clear statement of what behaviour is required. If such low-level response fails to bring about the required outcome, it may be necessary to convene a more formal meeting between the pertinent parties and to address the issue in accordance with restorative justice principles.

In such a meeting (led by a member of staff) both the member of the community who has concerns about the behaviour of another and the person about whom the concerns are being expressed have the opportunity to describe their respective points of view calmly (behaviour may be criticised, the person may not be). Through such structured conversation resolution is usually reached.

# Further key elements of practice

*Involvement of parents / carers* – staff will share information with parents / carers and ensure that students know that staff and parents / carers work together for the good of the student.

*Involvement of other key professionals* – staff will always involve professionals in reviews of progress. In any case where they have significant concern that a student’s behaviour may not be in accordance with Turtle Dove Cambridge’s principles, they will alert and seek the involvement of the commissioning agent or other involved professionals.

*Serious contravention (in terms of severity or duration) of the rights of a member / members of the Turtle Dove Cambridge Alternative Provision community* – the aim of Turtle Dove Cambridge Alternative Provision is to enable students who have had difficult, damaging or traumatic experience of mainstream schooling to re-engage with education. Staff, therefore, cannot allow any student to behave in a manner that jeopardises the positive development of other students. We will ensure that this is made absolutely clear to all involved at the point of referral, and that no student is admitted who does not feel able to give a commitment to the maintenance of the rights of others. If, despite this initial understanding, after intervention and support, it is not possible to enable a student to behave in a manner that upholds the rights of others, we will seek to negotiate with the commissioning agent re alternative placement.

Turtle Dove Cambridge Alternative Provision believes that the supportive and nurturing aspect of its provision makes it extremely unlikely that any form of physical intervention or ‘positive handling’ will ever be required from a member of staff. However, we acknowledge the importance of ensuring that:

* all staff are aware of current guidance in this area;
* staff feel confident as to the course of action they will take should a situation arise in which they decide that physical intervention is the best course of action to take.

A policy summarising the most recent DfE guidance regarding ‘use of reasonable force’ together with Turtle Dove Cambridge Alternative Provision interpretation of that is also available.

In any case wherein a student is deemed to have made a malicious or false allegation against a member of staff, then consideration will be given as to whether that student can remain within the Turtle Dove Cambridge Alternative Provision community.

# Working with SEND students:

In accordance with the requirements of the Equality Act (2010) Turtle Dove Cambridge Alternative Provision will seek to ensure that no student suffers discrimination of any sort.

When we receive a referral for a student with SEND, the Alternative Education Lead will check that we are able to meet all identified needs.

Turtle Dove Cambridge Alternative Provision behaviour practice enables staff to treat each student as an individual, hence to meet their specific needs.

# Legislation / guidance that informs this policy

* Education and Inspection Act (2006)

Section 89 of the above Act requires that the Head of a relevant school must determine measures to be taken with a view to:

 “promoting among pupils self-discipline and proper regard for authority,

 encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,

 ensuring that the standard of behaviour of pupils is acceptable,

 ensuring that pupils complete any tasks reasonably assigned to them in connection with their education, and

 otherwise regulating the conduct of pupils”.

* The Education (Independent Schools Standards) (England) Regulations
* Equality Act (2010)
* Keeping Children Safe in Education (Gov.UK Sept 2022)

# Other Turtle Dove Cambridge Alternative Provision policies to be read in conjunction with this one

* Anti-Bullying
* Safeguarding
* E-safety

Both the prevention of bullying and the management of any bullying behaviour that does occur (implied within the behaviour framework described above) are discussed in more detail in the anti-bullying policy*.*