

# BEHAVIOUR POLICY

## 1 INTRODUCTION

At Freedom Foundation, we believe that all students should understand and uphold the expected standards of behavior. We are committed to adhering to these standards by encouraging positive behavior and nurturing strong relationships within our sessions, built on trust and understanding. Through this policy, we aim to support students in developing a high level of social awareness, ensuring they leave Freedom Foundation equipped with the essential skills needed for future success.

Our goal is to instill qualities such as cooperation, responsibility, courtesy, and respect for others. We strive to meet the needs of everyone, enabling all to succeed in a stimulating, safe, and enjoyable environment while showing respect for ourselves and each other.

**Freedom Foundation Mentors** will oversee behaviour mentoring, where a close working relationship is formed with both students and staff. **Mentors** will provide one-to-one mentoring for students that attend Freedom Foundation Alternative Provision and work closely with them to set individual goals and targets, as well as incorporating teamwork values to enhance positive relationships and everyday life skills.

## 2 POLICY AIMS

**This policy aims to:**

- Clearly define what constitutes 'good behavior' for all members at Freedom Foundation sessions, including students and parents.
- Encourage a positive learning environment where students show respect toward each other and staff and where effort, hard work, and good behavior are recognised and rewarded.
- Ensure that staff play a central role in promoting good behavior and addressing misconduct.
- Provide clear procedures and interventions for responding to both positive and negative behavior.

## 3 OUR EXPECTATIONS FOR STUDENTS

**We aim to guide students to:**

- Take responsibility for their own behaviour.
- Be punctual and engage in all activities
- Be supportive of others and their ideas
- Always be respectful of others and the property within their environment
- Listen to all instructions and contribute to group discussions.
- Be sensitive to the needs of others.
- To commit to the programme and the group.
- To show a willingness to learn new skills and be open to alternative ideas for self-growth.
- To complete all Freedom Foundation evaluation and impact forms.
- Talk to Freedom Foundation Facilitators about any worries or concerns.
- Follow this code of behaviour and other rules stated.
- Join in and have fun.
- Develop social and emotional skills within a supportive learning environment that promotes the well-being of all.
- Contribute to creating a positive and orderly atmosphere conducive to teaching and learning, where students feel safe and valued.
- To respect the 'No Phone' policy and submit any electronic devices at the start of the day to the Lead Facilitator

## 4 ATTENDANCE

- 4.1** Freedom Foundation Facilitators and Mentors support students to achieve high levels of attendance, with various support mechanisms in place. Freedom Foundation Alternative Provision settings adhere to the same attendance requirements as any other Alternative Provisions and **Freedom Foundation AP are aware of the Home Schools legal obligation to report excessive absences to the relevant authorities and will support the Home School by ensuring accurate reporting and timely communication regarding absences/ lateness.** Please refer to the Freedom Foundation Attendance Policy for more details.

Students are not allowed off site at any Freedom Foundation Alternative Provision. Any student who leaves the site during the duration of our sessions without a valid reason (i.e. a medical appointment) and without permission will be classed as having absconded. The Home School and Parents will be contacted and the police informed where necessary.

**4.2 As part of the positive reward system:**

- Postcards/reports for attendance will be sent at the end of each term.
- Students with over 80% attendance per term will receive a postcard home.
- Group celebrations and parent appreciation messages

Punctuality is essential, as lateness can impact attendance. This also includes being late to lessons.

## **5 PROCEDURE FOR PROMOTING POSITIVE BEHAVIOUR**

- 5.1** Our procedures outline how the behaviour expectations at Freedom Foundation can be achieved and maintained. Their success lies in consistent application by everyone involved.

Students typically respond positively when treated with respect and fairness, albeit firmly when necessary. This includes:

- Receiving effective teaching that is well-planned, appropriately paced, challenging, and adapted to meet diverse student needs.
- Feeling that their work and efforts are valued.
- Knowing what to expect from their teachers.
- Recognising their value in the Freedom Foundation community.

- 5.2** Freedom Foundation has implemented a range of rewards to encourage and praise good behaviour, as well as clear sanctions for those who do not adhere to the behaviour policy.

- 5.3** Students who make poor choices will have the opportunity to correct their behaviour before facing consequences. They will also have a chance for a fresh start after having the space to reflect before returning to the session. Staff are trained to always assume the best in students. Similarly, students returning from a Fixed Term Exclusion are offered a "reset" and a fresh start in their lessons.

## **6 BEHAVIOUR MANAGEMENT PROCEDURE**

**DISCIPLINE:** This involves teaching students the correct way to behave or the state of being able to do so. Students receive induction and training to practice the routines that are integral to the culture at Freedom Foundation.

**MANAGEMENT:** This refers to reinforcing behaviour through rewards and consequences (e.g. CPOMS and Good Behaviour points). Our management system is designed to allow staff to respond to behaviour quickly and consistently. Staff are trained not to rely excessively on the management system but to address the root causes of behaviour issues.

**CONTROL:** We equip our staff with the skills and authority to motivate students to follow instructions, regardless of the consequences. We believe that enlightened control enhances student freedom and well-being.

**INFLUENCE:** Our goal is to inspire students to want to succeed, shifting from merely "behaving" to "believing." Influence is the most significant driver of student success, as it operates even in the teacher's absence because students are motivated by their own aspirations.

**ENGAGEMENT:** We strive to engage students in meaningful activities, helping them see themselves as positive and productive individuals.

## ACCESS TO THIS POLICY

This document is accessible to students, staff, parents, and governors. It is monitored throughout the year and reviewed annually. As a working document, it aims to be clear and concise. It can be found on the Freedom Foundation website.

## SETTING TARGETS

Students meet with their Mentors every week for one-to-one support. During these meetings, behaviour targets are reviewed, and any areas of concern are addressed. Mentors work with students to set goals and determine how they can support continued positive behaviour and choices. These meetings also serve as a platform for praising students and recognizing their achievements.

A Code of Conduct (see Appendix A) applies throughout the Freedom Foundation and provides clear guidance on expected behaviour standards. Additionally, each student signs the Pupil Agreement during their admission meeting, outlining the expectations for both the student and the school.

## POSITIVE REINFORCEMENT PROCEDURE

Freedom Foundation is committed to using positive reinforcement as the primary tool for behaviour management. We believe that rewarding good behaviour is far more effective than sanctioning poor behaviour. Rewards are intended to be a natural part of life at Freedom Foundation, not something to be earned. Rewards will only be forfeited if poor behaviour is displayed

### 6.1 Rewards:

- Verbal praise: Used as often as appropriate, with staff identifying the specific behaviour being praised.
- Phone calls home: Staff will contact parents/carers to highlight student achievements or improvements.
- Certificates/Letters from the **Lead Facilitator** will be sent home to acknowledge achievements and improvements.
- **Postcards: Issued as a reward (or concern) for attendance.**
- **Behaviour points: Good behaviour points can be exchanged for weekly rewards, such as a treat.**
- Logging behaviour: All poor/good behaviour will be logged on to CPOMS.

### 6.2 Levels of disruption and consequences:

**Low level (-1 & 2):** Isolated incidents, such as swearing, talking over the tutor, refusal to remove outerwear, etc.

**Mid-level (-3 & 4):** More severe incidents, such as repeated swearing, leaving class without permission, etc.

**High level (-5):** Serious disruptions leading to isolation with senior leadership, such as persistent lack of respect, refusing to hand in mobile phones, etc

**Term End Treats:** Depending on behaviour throughout the term, students can enjoy special activities, such as End of term celebrations – to include showing of work and party/ Film afternoon/ Golden Time where board games and fun activities are delivered

### 6.3 MANAGING SERIOUS INCIDENTS

**6.4** Physical Intervention (Reasonable Force): If a student's behaviour cannot be managed using standard strategies, further action may be necessary. Such interventions should be reasonable, part of a planned process, and include distraction, physical presence, and various de-escalation strategies. Physical intervention should only be considered when it is clear that no other option will create a safe environment for all involved.

**6.5** Each student has an individual risk assessment outlining known risks, triggers, and the best approach for each individual. This has been designed and agreed with the Home School as part of the students Personalised Plan

**6.6** Physical intervention may be necessary if:

- A student poses a serious danger to themselves or others.
- A student is about to engage in a fight or cause harm.
- A student is at risk of causing serious damage to property.

#### 6.7 Physical intervention may include:

- Interposing between students.
- Blocking a student's path (in extreme circumstances, where the student poses a serious physical threat to themselves or another student)
- Leading a student away by the hand or arm.
- Using a hand to guide a student or, in extreme circumstances, applying a more restrictive hold by trained staff.

**6.8** Such interventions should be brief and aimed at restoring a safe environment. Assistance from another staff member is advisable, and physical intervention should only be performed with a second staff member present. Staff should remain calm and continue to communicate with the students, making it clear that intervention will cease once it is no longer necessary.

**6.9** The Education Act 1996 allows teachers to use reasonable force to control or restrain students. Other authorised staff members may do so as well, provided they have received proper training.

**6.10** After any incident, staff must inform the Freedom Foundation Designated Safeguarding Lead as well as the Education Lead from the Home school and submit a written report on the student's file. Records of physical interventions will be kept for future reference and parents/carers will be informed.

**6.11** **Serious Incidents:** Should be reported to the Headteacher of the home school for appropriate action. If police involvement is necessary, the Headteacher will report to 111, and in severe cases, 999. Freedom Foundation works closely with other agencies to respond to serious incidents and share information.

**6.12** **Drug and Alcohol Incidents:** For incidents involving drugs or alcohol, refer to the Management of Drug Related Incidents Procedure in the Substance Misuse Policy. Serious incidents may result in Suspension, as requested by the Head of the Provision and authorised by the Home School

**6.13** **Serious Incident Report Forms:** should be submitted directly to the Headteacher of the Home School. In their absence, the report should be given to the Deputy Head, with a copy left for follow-up.

**6.14** **Searching Students:** If there is reasonable suspicion that a student has drugs, alcohol, weapons, illegal vapes and other dangerous items Freedom Foundation can and will search them. All searches must be authorised by the Head of the Provision with (where possible) verbal confirmation from the DSL of the Home School, Head Teacher or deputy Head, conducted with consent, and witnessed by a second adult. Parents/carers will be informed of the search and its outcome, and if consent is not given, the police will be involved.

**6.15** **Damage to Property or Equipment:** Incidents of criminal damage will be taken seriously. Depending on the severity, the student may be offered restorative work, parents/carers may be charged for repairs, and the police may be involved.

## 7 EXCLUSIONS & DISCIPLINARY (POLICY)

**7.1** Amongst other disciplinary sanctions, the alternative provision recognises that the suspension / exclusion of students may be necessary where there has been a serious breach, or consistent breaches, of the Freedom Foundations AP Behaviour Policy. The decision to suspend or permanently exclude a student can only be made by the Home School's Headteacher. Excluding a pupil may be required in instances where allowing the pupil to remain in the Alternative Provision would be damaging to the education and welfare of themselves or others; in all cases, excluding pupils will only be used as a means of last resort.

It is the Freedom Foundation policy to try to deal with all behavioural issues in an active, positive way, employing a wide range of strategies, including those specifically designed to avoid such issues reaching the point of suspension / exclusion.

Suspensions / exclusions can be a worrying, upsetting, and difficult time for the pupil and the parent/carer.

Provided here is a brief overview of the process involved if a pupil has either been excluded from the Alternative Provision permanently or suspended

- A “**suspension**” is defined as the temporary removal of a pupil from the Freedom Foundation Alternative Provision for behaviour management purposes.
- An “**exclusion**” is defined as the permanent removal of a pupil from the Alternative Provision, in response to a serious breach or persistent breaches of the Freedom Foundations Behaviour Policy and where allowing the student to remain in Alternative Provision would seriously harm the education or welfare of the pupils or staff in the Alternative Provision.

**7.2** A student will only be excluded after other options, such as alternative measures, have been considered. When a student returns from suspension, staff must provide the student with an opportunity for a fresh start. The Head of Provision will convene a reintegration meeting with the Home School, student and parents/carers to review the student's risk assessment and behaviour plan.

**7.3** If the Senior Leadership Team believes that a student's behaviour is incompatible with the safety and well-being of other students or staff, the Headteacher of the Home School may recommend a permanent exclusion. The Local Authority will be consulted before a final decision is made.

**7.4** Freedom Foundation follows the procedures outlined in the Home Schools **Exclusions Policy** to ensure a fair process.

**7.5** **Suspension:** These will be issued for behaviours that pose a threat to others' safety, disrupt the learning environment, or undermine Freedom Foundations Alternative Provision's positive culture. The duration of the suspension will be determined by the Headteacher of the Home School in agreement with Freedom Foundation's Head of Provision, considering the student's history and the severity of the incident. Suspensions will be logged on the student records by the Home School, and parents/carers will be notified immediately by the Home School.

During the suspension period, the home school will provide work for the student to complete at home, and a reintegration plan will be developed in preparation for their return.

**7.6** **Permanent Exclusions:** Permanent exclusion is a last resort and will only be considered for the most severe and persistent breaches of the behaviour policy. Freedom Foundation AP do not have the authority to suspend or exclude a student. Should a student's behaviour become violent or dangerously dysregulated the placement would become at risk and Freedom Foundation AP would, in partnership with the Home School review the suitability of the student and the placement

## **7.7 Conclusion**

**7.8** Freedom Foundation is committed to creating a positive and safe learning environment where students are encouraged to make responsible choices and develop into respectful, well-rounded individuals. By promoting positive behaviour and addressing misconduct consistently and fairly, we aim to help all students reach their full potential and contribute to the school community's success.

**7.9** This policy is subject to annual review by the Senior Leadership Team and will be updated as needed to reflect changes in legislation or school practice. The most recent version will always be available on the Freedom Foundation's website, and stakeholders will be informed of any significant changes.

## **8 REVIEW OF THIS POLICY**

We keep this policy under regular review

Review of this Policy: Jan 2025

Next Review Date: Jan 2026

Reviewed By: Laura Grant

Position/Role: Director of Freedom Foundation