



SENSES Learning Hub

Behaviour and Rewards Policy

Created: 03.04.24

Review date: 18.08.26

Dawn Oughtibridge (Director)

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John Fox (Director)

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Our behaviour and rewards policy helps us to create a caring, stimulating and secure environment in which staff and students can work and play safely and to encourage the involvement of parents/carers in the development of their child.

What are the principles of a behaviour policy?

- To raise students' self-esteem
- To promote/develop empathy and respect for self and others
- To develop in students, a sense of self-discipline and an acceptance of responsibility for their own actions
- To encourage regular attendance
- To develop an awareness of and adherence to appropriate behaviour
- To encourage students to value the provisions environment and its routines
- To ensure that students are confident of their right to be treated fairly
- To empower staff to determine and request appropriate behaviour from everyone
- To acknowledge that the maintaining of good behaviour within the provision is a shared responsibility
- To ensure that positive behaviour is always recognised
- To work within a positive proactive, reflective approach to behaviour management
- To ensure the policy is fully understood and is consistently implemented throughout the provision
- To ensure the rights and responsibilities of all members of the provision community

How do we implement our behaviour policy?

- Provision ethos
- Expectations of the provision community
- Curriculum
- Rewards
- Sanctions
- Support systems for Individual Student Need
- Support systems for Staff
- Support system for Parents/Carers

SENSES Learning Hub Ethos

The provision has an ethos in which the above principles are respected. Many of these principles will be addressed daily throughout life and modeling good social behaviour from all adults within the provision community.

Curriculum

At this provision, through our curriculum, we teach students the above-mentioned principles.

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Planning for the needs of individual students, the active involvement of students in their own learning and structured feedback all help to avoid alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives which are understood by the students and differentiated to meet the needs of a range of abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the students on their progress and achievements and as a signal that their efforts are valued and progress matters.

Provision Systems

These expectations cover all aspects of the students' time at the provision, including lunchtimes.

- To be responsible for their actions
- To be polite and treat others and their property with respect
- To be tolerant of others, irrespective of race, gender, religion and age
- To resolve problems in a non-confrontational manner
- To take care of the provision environment
- To work to the best of their ability
- To be properly equipped for all academic work and activities

Rewards

This provision rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote and acknowledge good behaviour rather than merely to deter anti-social behaviour. Incentive schemes are in place to recognise attendance and achievements.

We praise and reward students for good behaviour, social skills and work throughout the day in a variety of ways:

- Verbal praise
- Stickers & certificates
- End of term rewards
- Letters/email to parents/carers
- Weekly contact with parents/carers by telephone/email



Physical Restraint

Whilst we believe that what we have in place at SENSES Learning Hub is sufficient to de-escalate potential situations where physical restraint may be necessary, it is sometimes regrettable that a physical restraint has to take place. The Directors and any staff have had instruction on de-escalation. Any physical restraint carried out by a member of staff at SENSES Learning Hub will be recorded in the Physical Restraint record book, parents and the students registered school will be informed.

Logical Consequences

The use of logical consequences should be characterised by certain features:

- It must be clear why the logical consequence is being applied
- It must be made clear what changes in behaviour are required to avoid future logical consequences.
- Group logical consequences will be avoided
- There should be clear distinction between minor and major behaviour incidents
- It should be the behaviour rather than the person that is sanctioned

We divide unacceptable behaviour into three broad bands:

Band 1: Behaviour that can be effectively managed within a classroom or lunchtime environment by a member of staff, (individual logical consequence, i.e. swearing, sexualised language – removal of privileges or time spent, with support, to reflect).

Band 2: More serious behaviour that is not so easily managed within the classroom or lunchtime environment or persistent Band 1 behaviour, i.e. bullying, theft – removal of privileges, short-term removal from activity. At this point SENSES Learning Hub will involve parents.

Band 3: Serious behaviour concern or persistent Band 2 behaviour, i.e. smoking/vaping, assault on student/staff member – ultimate logical consequence is removal from provision. Formal involvement with the Directors and parents and Headteacher at commissioning school. Additionally the student may be referred to other outside agencies.

Support Systems for Individual Student Need

If there is a persistent problem, SENSES Learning Hub will draw up an Individual Improvement Programme to support the student in partnership with parents. All staff working with the student will be informed of this.

This will give a consistent approach throughout the day. If the problem continues, together we will work with outside agencies to seek solutions to support the student. For students who are having these difficulties, SENSES Learning Hub will provide targeted pastoral support or mentoring by adults or peers, (i.e. sensory room, circle of friends, circle of adults, peer buddies/mentors, talking therapies etc.)

Support Systems for Staff

SENSES Learning Hub will support all adults working with students to ensure they are achieving. It is the provisions practice to discuss behavioural issues in order that the staff feel supported and the provision is working together to provide a cohesive approach to supporting individual needs. This will be achieved following the Safeguarding Policy. All staff have copies of this policy in order that behaviour management is consistent throughout.

Support Systems for Parents/Carers

SENSES Learning Hub has an open-door policy where parents and carers are encouraged to discuss any relevant issues. If parents/carers request a visit to the provision to discuss anything, they can do so after making an appointment to ensure the availability of a member of staff and to give parents/carers the time needed.

Review Log

Review date	Completed by who
18.08.25	John Fox and Dawn Oughtibridge