

Build-a-Future

Main Road, West Ashby, Horncastle, Lincolnshire, LN9 5PT 01507 524015

Behaviour Policy



Version Number:	1
Applicable To:	Build-a-Future
Committee:	Build-a-Future
Approved By Headteacher in:	January 2019
Review Cycle:	Yearly
Date of Next Review:	January 2020
Related BAF Policies:	Safer Recruitment Policy DfE Statutory Exclusions Guidance (2016) Physical Restraint: Guidance and Procedure Searching and Confiscation Policy Supporting Children with Medical Conditions Policy Intimate Care Policy Children Looked After Policy Visitor & Volunteer Policy Prevent Guidance & Procedure Attendance & Punctuality Policy
Related Documents:	Keeping Children Safe in Education, Statutory Guidance for Schools and College: September 2018 Advice for practitioners: March 2015 Revised Prevent Duty Guidance for England and Wales: July 2015 Working Together to Safeguard Children: 2015 Education Child Protection Record Keeping Guidance Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers: DfE 2015 Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings: October 2015 Behaviour and Discipline in Schools – Advice for Headteachers and School Staff (January 2016) Mental Health & Behaviour in Schools (2018)

Created: January 2019

Review date: January 2020

Build-a-Future

Main Road, West Ashby, Horncastle, Lincolnshire, LN9 5PT 01507 524015

Behaviour Policy



Our Values and Ethos:

At Build-a-Future we are focused on providing a safe learning environment that benefits all learners with the skills for their future. Building from the foundation of education and experience with a trauma informed and a learner-centred approach, offering opportunities, recognising and rewarding achievement and promoting a learning experience built on respect.

Build-a-Future encourages positive professional relationships and positive communication. This Behaviour Policy is not based on punishment or sanctions it is based on resolution and interactive repair.

Parent / Carer Pack & Learner Induction:

All learners at Build-a-Future complete a learner induction programme which explains and communicates to the new learner our expectations of them and gives full opportunity for them to express what they expect of us as instructors, teachers, behaviour mentors and support staff. During the induction it is discussed about desired and undesired behaviours. (The Parent/ Carer Pack is included in the appendix of this Policy).

Expectations of Behaviour:

We expect all of our learners to follow the behaviour system that is clearly displayed around the School. All staff are encouraged to reinforce and promote good behaviour through a simple system of rewards, for example;

- Verbal praise behaviour
- Positive Points
- Learner of the Week awards
- Positive phone calls home

Build-a-Futures approach includes working positively and creating an environment at the Centre(s) where both learners and staff feel safe to express their feelings. Build-a-Futures approach & methods include:

- Working with learners to promote desired behaviours.
- Implement strategies to prevent and manage undesired/ violence and threatening behaviour.
- Staff utilise 'PACE' style of interaction focussing on empathic engagement to build positive connections with our learners this focus will enable staff to raise self – esteem and reduce shame.
- Curriculum and timetabling developed and delivered to enable learners to repair psychological damage caused by traumatic life experiences.
- The Personal & Social Development (PSD) sessions are developed to enable learners to make informed life choices about how they communicate with and relate to others, how they live their lives, and how they treat their brains, bodies and minds. It also enables a safe discussion environment for learners to raise questions and openly

Created: January 2019

Review date: January 2020

Build-a-Future

Main Road, West Ashby, Horncastle, Lincolnshire, LN9 5PT 01507 524015

Behaviour Policy



discuss behaviours that may have led from traumatic life experience. In instances like this Build-a-Future may use external supportive agencies such as Healthy Minds, Addaction & CAMHS.

- Build-a-Future utilise appropriate humour to build positive relationships and form happy learners.
- Restorative practice is a key element in all of Build-a-Future's practices. The ability for staff and learners to discuss behaviours and restore connections is key in successful placements.
- Learners identify 'safe spaces' and when required a 'key staff worker'. Build-a-Future do not allocate, the learners identify their key worker.
- Build-a-Future utilise 'escape not isolate.' This helps learners to regulate their behaviours.
- Early identification of undesired and potentially harming behaviour
- Developing further strategies for promoting positive behaviours and using alternative methods of responding to violence and aggression.
- Staff and learners alike are given the opportunity for 'time out' – to remove the potential for an undesired situation.
- Establishing a support framework for the role of reconciliation and support for learners and the families/ carers of learners who exhibit difficult/ challenging behaviours.
- Personalised interventions that help staff to get to know the learners better on an individual basis e.g. 'I wish my teacher/ instructor knew' (what matters to them, who matters to them, their aspirations and hopes).
- Leadership support throughout Build-a-Future to assist staff and learners.
- Implementing appropriate strategies through effective Individual Learning Plans and site support systems such as use of Behaviour Mentors.
- Build-a-Future will make reasonable adjustments to expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This may include removing a learner from a situation/ session in a non – judgemental way from situations that they are not managing well.
- Regular and focussed communication with parents/ carers about the learner journey and to ensure the learner is empowered to communicate at home about their life, their aims and situations in general.

This policy relates to DFEE Circular 10/98 Section 55A of the Education Act 1966: The use of force to control or restrain learners. Circular 10/98 should be read in conjunction with this policy.

Section 55A of the Education Act 1966 clarifies the power of staff that have lawful control or charge of the learners to use reasonable force to prevent learners from committing a crime; causing injury or damage; or causing disruption. It also makes clear that physical contact with learners may also be appropriate or necessary in other circumstances.

Created: January 2019

Review date: January 2020

Build-a-Future

Main Road, West Ashby, Horncastle, Lincolnshire, LN9 5PT 01507 524015

Behaviour Policy



The law forbids staff to use any degree of physical contact that is deliberately intended to punish a learner, or which is primarily intended to cause pain or injury or humiliation. It is therefore the policy of the site that no staff should use corporal punishment in the management of learners. Physical interventions should be used as a last resort in response to behaviour which is difficult to manage.

All Build-a-Future staff work together to serve the best interests of learners.

This will include:

- Developing an environment that makes positive behaviours a daily recognisable practice with suitable and achievable rewards
- All learners are treated fairly and with respect
- Learners will be encouraged to work with staff in controlling their behaviours
- Staff will encourage an environment that is stimulating and interesting to learners and consider individual needs

Searching and screening:

Every single learner is screened on arrival at Build-a-Future. Staff are trained to do so and utilise a hand-held metal detector. If a learner's Individual Learner Risk Assessment (ILRA) has highlighted a further search is necessary, then the learner will be separated and physically 'patted down' to ensure nothing dangerous or harmful is concealed. Before this occurs, the learner is given the opportunity to declare any items that they should not have at Build-a-Future. The staff that complete this are trained to do so safely and respectfully.

Taken from the 'Behaviour and Discipline in Schools – Advice for Headteachers and School Staff (January 2016),' there are two sets of legal provisions which enable school staff to confiscate items from pupils: 'The general power to discipline' and the 'Power to search without consent.'

Staff do have the power to search without consent for 'prohibited items' including:

- Knives & weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for
- Any items found will be disposed of appropriately.

Created: January 2019

Review date: January 2020

Build-a-Future

Main Road, West Ashby, Horncastle, Lincolnshire, LN9 5PT 01507 524015

Behaviour Policy



Use of reasonable force:

If the severity of the incident requires that a level of physical intervention is the only appropriate measure, then the Headteacher or Centre Lead must be called.

These incidents include:

- Where action is necessary in self-defence or because there is an imminent risk of injury
- A learner attacks a member of staff, another learner or is self-harming
- Learners are fighting
- Where there is an assessment that risk of injury or significant damage to property
- A learner is engaged in, or is on the verge of committing deliberate damage to property
- A learner is causing, or at risk of causing injury or damage by accident by rough play, out of control behaviour, or the misuse of objects

In all cases, every other eventuality must have been attempted. Physical intervention is an absolute last resort.

In all incidents staff, must:

- Ask for the support of another team member, behaviour mentor or member of the Extended Leadership Team
- Use non-confrontational de-escalation techniques to try and calm the situation
- If necessary, another staff member to remove all other learners within the immediate vicinity
- Inform the Headteacher
- If in a classroom or vocational workshop staff to try and encourage learner to walk out with them.
- If the learner has a particular issue with their current staff member then a change of face should be used.

Recording All Incidents

Following an incident, it should be reported to the Headteacher and Scholarpack must be updated by all staff involved.

All incidents are then investigated by the Centre Lead and/ or Headteacher, who will speak to all parties involved and conduct a follow up with all parties to ensure no repercussions take place and all involved are continually treated fairly and with respect.

We recognise that rewards and consequences need to be given with regard to each situation and individual. All learners are expected to comply with Build-a-Future's boundaries and code of conduct and if they choose not to, we follow a simple system praising in public and restoring in private. Staff deal with behaviour in their own learning environment and will then utilise ELT & behaviour mentors for support. If after the warnings their behaviour is still

Created: January 2019

Review date: January 2020

Build-a-Future

Main Road, West Ashby, Horncastle, Lincolnshire, LN9 5PT 01507 524015

Behaviour Policy



unacceptable an appropriate consequence will be administered. This must include the Centre Lead.

Possible consequences include:

- Loss of privileges
- Contacting parents/ carers
- Use of meetings to restore professional relationships
- Alterations to timetable
- Loss of enrichment
- Loss of mobile phone time
- Independent Study
- Fixed Term External Exclusion (this must be agreed with Headteacher)
- Review meeting with a member of ELT

Use of Fixed Term Exclusion:

If the Centre Lead believes that following an incident a Fixed Term Exclusion (FTE) is required and justified, then they must seek approval from the Headteacher.

Once approval has been gained then the Centre Lead must ensure contact is made with the learner's parents/ carers.

If the incident occurs during the school day and there is more than one session left in the day, then the parents/ carers can be asked to collect their child from a centre.

If parent/ carer/ responsible adult is at home and they cannot collect, then Build-a-Future may transport the learner home. This is depending on their behaviour and a risk assessment. If the behaviour of the learner is escalating, then Police could be called to remove the learner(s) from a centre.

If Build-a-Future has been unsuccessful in making contact with parent/ carer a home visit will be undertaken by a member of Extended Leadership Team (ELT). If there is no response at the premises, then the FTE paperwork will be posted through the letterbox. This will be used as confirmation that the FTE has been communicated. This will be an additional format supported by email (where appropriate) and text to mobile phone numbers.

Fixed Term Exclusions are utilised when behaviours have been escalated or health & safety of learners & staff has been placed at risk. Build-a-Future does not promote the use of FTE's to manage challenging behaviour and uses restorative practices to modify specific negative behaviours.

Mobile Phones:

Mobile phones must be handed in on arrival at Build-a-Future. They are returned for lunch and enrichment if the correct of behaviour points has been achieved (points system is included in this Policy; appendix 3). If a learner repeatedly disobeys this boundary then parents/ carers will need to collect the mobile phone and a meeting may be arranged. Build-

Created: January 2019

Review date: January 2020

Build-a-Future

Main Road, West Ashby, Horncastle, Lincolnshire, LN9 5PT 01507 524015

Behaviour Policy



a-Future takes cyber bullying very seriously and any learners that uses equipment to video or take pictures of other learners and post them on social media will be dealt with, with an appropriate consequence.

Smoking & e-cigarettes:

Build-a-Future is a no-smoking area; this incorporates the use of e-cigarettes. Learners who are caught smoking on the School site will receive an appropriate consequence. Learners should not bring any smoking paraphernalia to school. If a learner is found to have smoking paraphernalia on their person, the contraband will be disposed of by Build-a-Future.

Transporting Learners:

Build-a-Future takes its reputation very seriously and expects learners to be good citizens. Build-a-Future staff will be there to meet and greet learners daily at the gate to welcome learners.

The transport provided for you by Build-a-Future is to enhance your time here. We expect you to adhere to specific guidelines when accessing transport these include:

- Seat belts must be worn. The vehicle will not move until everyone is wearing their seat belt correctly.
- No shouting abuse from the windows or within the transport.
- No spitting inside or outside the transport.
- No moving between seats whilst in transit.
- Any intentional damage to the vehicle caused will result in disciplinary action and compensation sought.
- Volume of the radio and the choice of radio station is down to the drivers' discretion.
- Each driver is licensed, qualified and experienced so please refrain from sharing your driving suggestions – thank you.
- No safety boots worn in any of the transport provided.

If a learner's behaviour in the transport provided is deemed as unsafe or detrimental to the behaviour or safety of other learners or the driver then Build-a-Future will assess the risk and could implement consequences that may include FTE or an agreed transport ban for a period of up to 5 days.

Lincolnshire County Council Guidance for Transport Crew / Operator at Build-a-Future Sites
West Ashby & Hubberts Bridge

Below information is provided for you guidance while transporting passengers on Lincolnshire County Council Contracts to Build a Future sites at West Ashby or Hubberts Bridge sites, please comply.

All incidents on transport must be reported as soon as possible to the relevant site manager and Lincolnshire County Council via the Max 23 reporting scheme.

Created: January 2019

Review date: January 2020

Build-a-Future

Main Road, West Ashby, Horncastle, Lincolnshire, LN9 5PT 01507 524015

Behaviour Policy



- Child locks, window locks - engaged at all times, any absconding to be reported to police, parent/ carer and TSG as appropriate.
- Bags in the boot (at all times) – ensure all bagged contraband is secured away from learners, note that Build-a-Future is a non-smoking site and shall be checking learners for any smoking paraphernalia. If smoking paraphernalia is found, then Build-a-Future will dispose of it. Drivers / PAs must not search any passenger for prohibited items before travel. If on route crew see or become aware of contraband on the vehicle, they are to report their observations on arrival at their designated site.
- Undesignated points – Drivers are not to stop at any undesignated location along the route unless in an emergency. Failure to comply could result in immediate termination of contract. Pick up times and routes to be followed as agreed by Lincolnshire County Council and not altered if requested by a passenger without prior authorisation.
- Smoking - learners are not to smoke on transport, should a lighter be seen prior to transport the driver is to ask parent/ carer/ site staff to confiscate the item before travel. If any passenger fails to surrender their lighter, this can result in a refusal to transport for the particular journey. Smoking on route and refusing to stop, drivers must contact the police. Following receipt of report TSG and Site shall discuss suspension of learner(s) as deemed necessary.
- Seat belts - failure to ensure that all learners are safely secured and therefore placing learners in unacceptable danger could result in immediate termination of contract. Should learners refuse to wear seat belt prior to journey, refuse transport for that particular journey. Should learner remove seat belt on route and refuse to wear contact parent/ carer/ site to collect learner or contact police. Following receipt of report TSG and Site shall review suspension of learner(s) as deemed necessary.
- MAX 23 - Any incidents or issues to be reported to centre, parents and TSG immediately using the Max 23 reporting form.

If learners refuse to comply with Lincolnshire County Council policy, for example by not putting bags in the boot, then incidents will be recorded and shared with the Local Authority who may then wish to consider a transport ban.

Build-a-Future

Main Road, West Ashby, Horncastle, Lincolnshire, LN9 5PT 01507 524015

Behaviour Policy



Parent/ Carer Pack and Learner Induction Pack

Welcome to Build-a-Future Independent School

To the parent/ carer(s)

Please see attached documentation about your son/ daughter and their placement at Build-a-Future. Please take the time to read through the information and there are two sections that need your completion. This needs to be fully completed and then returned Build-a-Future.

If you have any questions about any information contained in this pack, please do not hesitate to get in touch with us.

Kind regards,

Adam Webb
Headteacher
01507 524015

Term 1

Tuesday 4th September – Friday 19th October 2018

Term 2

Tuesday 30th October – Thursday 20th December 2018

Term 3

Monday 7th January – Friday 15th February 2019

Term 4

Monday 25th February – Friday 5th April 2019

Term 5

Tuesday 23rd April – Friday 24th May 2019

Term 6

Monday 3rd June - 19th July 2019

School Training Days

Monday 3rd September 2018

Monday 29th October 2018

Friday 21st December 2018

Friday 4th January 2019

Monday 22nd July 2019

Created: January 2019

Review date: January 2020

Build-a-Future

Main Road, West Ashby, Horncastle, Lincolnshire, LN9 5PT 01507 524015

Behaviour Policy



Education is the Foundation to Build-a-Future

Parent/ Carer Pack

Build-a-Future have developed the following information pack for you, the parents/ carers of our learners. This is to ensure there is an excellent level of clarity between BAF and yourselves. This will enable you to comprehend our values, ethos, methods, appropriate and inappropriate behaviours and the varying levels of consequences. This pack is developed to share information with you, and we hope that in turn you will help your son/ daughter by helping them to understand our expectations from the outset of their placement with us. BAF have always believed in strong communication between school and parents/ carers, this is to ensure you all know the successes, rewards, positives and the occasional negative.

Build-a-Future is developing a parenting support network to enable parents/ carers to ask for support, information and guidance on how to manage some of the challenges that our learners and your young people face both in education and at home. If you would like to know more about this parent support network, please contact Adam Webb.

If, after reading the pack you have questions, or you would like to discuss something that you have read please do not hesitate to contact any member of the team.

Headteacher – Adam Webb - adam@build-a-future.com
Centre Lead West Ashby – Callum Lawe – callum@build-a-future.com
Centre Lead Hubberts Bridge – Dan Lester - dan@build-a-future.com
01507 524015

How Everything Works!

“The whole centre, learners, staff and curriculum works by one key word – RESPECT. We will all respect you as an individual and ask that you show us the same courtesy. As you get to know us and we get to know you, more respect will develop. Some days will be more challenging than others and we expect this. All we ask is that you show us the same respect and work to our guidelines and your time at Build-a-Future will be rich, positive and full of achievement.” Adam Webb, Headteacher.

Created: January 2019

Review date: January 2020

Build-a-Future

Main Road, West Ashby, Horncastle, Lincolnshire, LN9 5PT 01507 524015

Behaviour Policy



Daily Session Times

Session	Time
Arrival – Canteen	9.15 – 9.30
Session 1	9.30 – 10.15
Session 2	10.15 – 11.00
Break	11.00 – 11.15
Session 3	11.15 – 12.00
Lunch	12.00 – 12.30
Session 4	12.30 – 1.15
Break	1.15 – 1.30
Session 5	1.30 – 2.15
Enrichment	2.15 – 2.30
End of the day!	
At the end of the day all learners gather in the canteen and wait to be called to queue for their belongings & transport	

The Working Day:

All learners (unless alternative arrangements have been agreed with the Headteacher) should be at BAF by 9.15am. If there is a reason that your son/ daughter is going to be late to school, then you must call our main office and ensure we are aware. Office: 01507 524015.

Smoking is forbidden at Build-a-Future.

If your son/ daughter is suspected of having any smoking paraphernalia on their person, then they will be asked to hand anything over voluntarily in the first instance.

Failure to hand everything in will mean your son/ daughter is searched and items will be confiscated for you to collect from BAF at your earliest convenience. It would be preferable that you ensured your son/ daughter left all smoking paraphernalia at home to prevent negative situations. BAF is a no smoking site and it is illegal to allow under 16-year olds to smoke. If your son / daughter smokes on site at BAF they will face consequences which can include Fixed Term Exclusion (FTE).

Please note: the law permits the use of reasonable force to search without consent when there are grounds to suspect that learners may be in possession of knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Mobile phones must be handed in on arrival at Build-a-Future.

All learners are scanned with a metal detector (hand held).

Created: January 2019

Review date: January 2020

Build-a-Future

Main Road, West Ashby, Horncastle, Lincolnshire, LN9 5PT 01507 524015

Behaviour Policy



POINTS MEAN PRIZES!! Points are awarded for positive work, behaviour and attitude throughout each day at BAF. Parents/ Carers are called for positive behaviours to ensure the learners know we communicate the good news!

Learner Behaviour Checklist – Each new learner completes this at their induction.

BAF is dedicated to providing a safe place for people to learn and achieve. For us to maintain this we ask that all new learners understand that the following behaviours will not be tolerated and partaking in them will result in the disciplinary process. ALL staff will challenge inappropriate behaviour.

What is inappropriate behaviour? Each of the following points are discussed with examples with the learners at their induction

- Swearing.
- Bullying in any form.
- Aggressive behaviour – Fighting etc – this is assault and it will be treated as such. If BAF need to call the Police we will not hesitate.
- Abusive behaviour, spitting and language.
- Continual refusal to engage in sessions.
- Throwing stones or other projectiles.
- Threatening behaviour and language.
- Stealing.
- Vandalism & damage (to site or other learners or staff property). This could be criminal damage and it will be treated as such. If BAF need to call the Police we will not hesitate. If a learner does damage BAF property or premises an immediate fine will be sent to you, the parents/ carers. If this is not paid in full BAF will seek legal action to ensure all monies are repaid.
- Graffiti.
- Gang or group affiliated behaviour or comments.
- Energy drinks are not allowed. These will be confiscated and emptied on learner's arrival to site.
- Disregarding health & safety procedures.
- Inappropriate physical contact of any kind.
- Disregarding the equal opportunities policy.
- Childish behaviour.

All incidents are added to Scholarpack (Schools Management System) and monitored throughout the course of the learner's placement. Behaviour should be taken into consideration when marking the learners point sheets at the end of each session.

Created: January 2019

Review date: January 2020

Build-a-Future

Main Road, West Ashby, Horncastle, Lincolnshire, LN9 5PT 01507 524015

Behaviour Policy



Build-a-Future is built on respect and all staff work incredibly hard to ensure that each learner is treated with respect. BAF expect that respect in return. For each other, other learners, the learning environments and equipment.

If your son/ daughter is upset, angry or frustrated whilst at school all staff know how to respond. We do not operate an isolation policy. BAF utilises ESCAPE not ISOLATE. This means there is never a need for things to escalate. If your son/ daughter needs to remove themselves from a particular environment, then they can do so. Do it calmly and go to the canteen or the behaviour leads office and they will be given the opportunity to calm down and reengage.

However, if your son/ daughter chooses to escalate and starts punching walls, windows or other learners or staff then appropriate measures are in place. This can ultimately lead to Police intervention, use of physical intervention, Fixed Term Exclusion or loss of place at Build-a-Future.

Safeguarding:

At BAF safety is of paramount importance. This includes safeguarding and child protection. To see our full safeguarding policies please see the centre files which can be located in the main office.

All staff are trained in safeguarding. The Designated Safeguarding Lead is Alison Simmons.

All information is kept confidential; however, confidentiality will be breached if:

Safeguarding or child protection issues are involved.

There is significant threat to life.

Medical attention is required immediately.

Potential or actual criminal offences are involved.

Attendance:

If your son/ daughter is a Build-a-Future learner, then we expect them to have excellent attendance. All attendance on site is monitored and recorded and reviewed regularly.

At Build-a-Future we carry out the following procedures:

Daily records made and updated. Attendance is then sent to the appropriate educational provision & recorded on our school database.

First day of unauthorised absence – a phone call is made to parents/ carer

For absence of more than two days concerns are expressed to correct with the parent/ carer.

At the point of concern BAF will complete a safe and well check – this is a home visit completed by BAF, and Education Welfare Attendance Officer or if necessary a Police Officer.

Absconding from the centre:

If a learner decides to leave the centre unauthorised then Build-a-Future will:

Immediately inform parents/ carers.

Created: January 2019

Review date: January 2020

Build-a-Future

Main Road, West Ashby, Horncastle, Lincolnshire, LN9 5PT 01507 524015

Behaviour Policy



If the learner does return, an incident report must be completed by the staff involved.

Staff will NOT follow the learner from the site.

If the parents/ carers do not respond BAF will immediately inform the Police.

If a learner climbs over the fence/ lock line or gate, then we will follow the school procedures but will seek an FTE while the incident is investigated.

Drugs & Alcohol:

Onsite procedure in response to drug and alcohol incidents:

If a member or staff or other learner reports that they suspect a learner is under the influence of alcohol or substance abuse, then the following procedures are taken:

Inform Headteacher as soon as possible.

Headteacher to remove learner from session and have informal discussion about concerns that have been raised without divulging source of information.

If Headteacher believes that the learner is acting as if they are under the influence of alcohol or other substances, then they must assess to see if medical attention is required and call if necessary.

If medical attention is not required then the learner has to be isolated and supervised by an additional member of staff whilst the Headteacher contacts partner provider, parents or carers to arrange for the learner to be removed from site.

The learner must not be left unsupervised at any time.

The Headteacher will then ask the learner for their permission to search them including their belongings.

If the learner refuses to cooperate the Headteacher may feel it is necessary to call for the Police.

If the learner cooperates and either alcohol or substances are found, then the Headteacher will decide whether or not to inform the Police.

Once the learner has been removed from site, Headteacher will discuss with partner provider as to the following decisions which can include FTE, permanent exclusion or involvement of external agencies.

All incidents must be added to Scholarpack and in the site logbook.

Curriculum:

At Build-a-Future your son/ daughter will be undertaking a varied curriculum that can include some or all of the following:

Outdoor Pursuits
Functional Skills Maths, English & ICT
GCSE Maths
GCSE English

Sports
Engineering
Construction
Catering

Created: January 2019

Review date: January 2020

Build-a-Future

Main Road, West Ashby, Horncastle, Lincolnshire, LN9 5PT 01507 524015

Behaviour Policy



Science
Art & Photography
Creative Media
Citizenship

Multi Skilled
Ground works
Independent Study
Onsite Work Experience

It is advisable that you do not send your son/ daughter in their best clothing and footwear. Build-a-Future does provide elements of Personal Protective Equipment, but we strongly advise that your son/ daughter comes to the facility in warm, comfortable clothing that you do NOT mind getting dirty. Build-a-Future also encourages learners to bring, on a daily basis a spare pair of trainers with them for sports activities, extra layers of clothing for colder days. If your son/ daughter is required to wear PPE and they refuse, then they will not be able to complete that session – this will lead to loss of curriculum for them.

All learners are to complete their timetable as it is set – BAF will make reasonable adjustments for certain situations however, BAF will not be dictated to what the learners will or will not take part in. If they continually refuse to engage BAF will be arrange a meeting with the you, the parents/ carers to understand the behaviour and try and move forward positively.

Permissions:

Please see the next page. Please complete and return this to BAF as soon as you can. Without this written confirmation of permission your son/ daughter could be missing out on educationally enriching opportunities.

Please note - BAF never post identifiable images on social media. Please follow us on our social media pages to stay up to date with staff/ curriculum/ news & fun stuff!

Review of main elements

- Attendance must be good – our aim is 100% for all of our learners.
- If your son/ daughter is going to be off, then please get in touch with BAF.
- Physical violence against another learner or staff is assault and will be treated as such.
- Malicious damage to property or equipment is criminal damage and will be treated as such.
- Damage to property will result in parents/ carers receiving fines for the sum of the damage.
- BAF utilises escape not isolate – but the learner must go to the correct place once they've left the learning environment – they cannot just walk round and distract others.
- No permission slip? No trip!
- If possible, keep your son/ daughters smoking paraphernalia at home.
- If staff have suspicions, then your son/ daughter will be searched.
- Refusal to be searched could result in Police action and FTE.

Created: January 2019

Review date: January 2020

Build-a-Future

Main Road, West Ashby, Horncastle, Lincolnshire, LN9 5PT 01507 524015

Behaviour Policy



Our entire school is built on respect!

Thank you for taking the time to read through our parent/ carer pack. If you have any questions, please don't hesitate to get in touch with us.

Kind regards,

Adam Webb
Headteacher

Build-a-Future

Main Road, West Ashby, Horncastle, Lincolnshire, LN9 5PT 01507 524015

Behaviour Policy



Parent/ Carer agreement:

I do / do not give permission for my son/ daughter to be photographed for onsite publications at Build-a-Future (display boards, assignments).

I do / do not give permission for my son/ daughter to leave Build-a-Future premises for enrichment opportunities, outdoor pursuits or work experience (offsite visits will always be within a 10-mile radius).

I have read and understood what is expected of my son/ daughter at Build-a-Future, I understand that the arrangement has been agreed with Build-a-Future to enhance their curriculum and offer them further opportunities to enrich their learning experience.

I understand that full attendance at Build-a-Future, on the agreed days of their placement, will be necessary for my son/ daughter to achieve their qualifications and truly gain the positive experience that Build-a-Future offers.

Learner name:	Date:
Parent/ Carer name:	Parent/ Carer signature:

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Behaviour Policy



Parent / Carer Contact Details

Contact Details 1

Parent/ Carer Name:		
Relationship to Child:	<input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Carer <input type="checkbox"/> Other (Please Specify)	
Phone Number 1:		
Phone Number 2:		
Email Address:		
Home Address:		Post Code:

Contact Details 2

Parent/Carer Name:		
Relationship to Child:	<input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Carer <input type="checkbox"/> Other (Please Specify)	
Phone Number 1:		
Phone Number 2:		
Email Address:		
Home Address:		Post Code:

Created: January 2019

Review date: January 2020

Build-a-Future

Main Road, West Ashby, Horncastle, Lincolnshire, LN9 5PT 01507 524015

Behaviour Policy



Please ensure the referral form is completed to the best of your ability as this will help Build-a-Future to develop the best educational package for your learner.

ULN:	Year Group:	DOB:	Male	Female
Surname:		Forenames:		
Address:		Main Contact Parent/ Guardian:		
Postcode:		Relationship:		
Email:		Home Telephone:		
		Mobile:		
		Work:		
Emergency Contact Name:		Relationship:		
Emergency Contact Telephone:				
Statement of SEN/EHC Plan:	Y	N	Named SENCO:	Looked after?
				Y
				N
If yes, a copy of Statement/EHC Plan is required.				
English Level:	Maths Level:	ICT Level:	Reading Age:	Spelling Age:
Free School Meals:	Y	N	Ethnic Origin:	First Language:
School Name:		Who's at home?		
Address:		Allergies/Dietary Requirements:		
School Contact Name:		Medical Conditions:		
Telephone Number:		Medication Prescribed?		
Email:		(If yes please give details)		
Current Attendance:	%	Previous Years Attendance:	%	
Educational History:				

Created: January 2019

Review date: January 2020

Build-a-Future

Main Road, West Ashby, Horncastle, Lincolnshire, LN9 5PT 01507 524015

Behaviour Policy



Previous schools:								
Reason for referral:								
Relationship and Behaviour with Peers:								
Behaviour with Teachers, TA's and school staff:								
Interests and Hobbies:								
Learner Risk Assessment Completed?			Yes			No		
CP Register?	Y	N	CiN	Y	N	TAC	Y	N
Details of Social Worker or Lead Professional:								
Key Agencies Currently Involved: (e.g. Education Welfare, YOS, CAMHS etc)								
Agency:		Contact Name:		Telephone:		Address (including email):		
Completed by signature:					Print name:			
Date:					Role			

Created: January 2019

Review date: January 2020

Build-a-Future

Main Road, West Ashby, Horncastle, Lincolnshire, LN9 5PT 01507 524015

Behaviour Policy



Learner Name:	Year Group:	DoB:	
Learner Start Date:	IR date:	Follow up date:	
Person(S) I.R.A completed with, along with their position(s) held:			
Parent / Carer	School Staff	Social Worker	
Medical Staff	Transport Staff	Other (please state)	
Brief history & summary of needs:			
Hazards Residual risk of harm to self, others and whilst in transit	Y if applicable (any previous history)	Control measures/ Comments	HIGH MEDIUM LOW
Harm to self			
Harm to others in the home			
Harm to transport provider			
Harm from disruption			
Criminal offences			
Bullying			
Using weapons			
Arsonist			
Absconding			
Sexualised behaviours			
Vandalism			
Unpredictable behaviour			
Verbal abuse/ threats/ aggression			
Smoker			
Drug misuse			
Alcohol			
Other Hazards	Y if applicable (any	Control measures/ Comments	HIGH MEDIUM LOW

Created: January 2019

Review date: January 2020

Build-a-Future

Main Road, West Ashby, Horncastle, Lincolnshire, LN9 5PT 01507 524015

Behaviour Policy



	previous history)		
Disruption to classes			
'Runner'			
Attachment to inappropriate persons			
Targets other learners/ others			
Implications with off site visits			
Graffiti			
Climber			
Known 'triggers' for unacceptable behaviour	Y if applicable (any previous history)	Comments	HIGH MEDIUM LOW
Inability to cope with group activities			
Does not accept boundaries/ instructions			
Unable to accept change in routine			
Any further information to help reduce escalation?			
Existing Control Measures	Y if in place N if not or N/A	If 'N' state the action to be taken with timescales or indicate any additional control measures	Residual risk rating HIGH, MEDIUM, LOW
Keyworker in place (and agency)			
School behaviour policy / procedures made clear to learner			
EHCP in place?			
Review of Personal Support Plan			

Created: January 2019

Review date: January 2020

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Main Road, West Ashby, Horncastle, Lincolnshire, LN9 5PT 01507 524015

Behaviour Policy



Additional supervision arrangements, e.g. lunch / play times			
Clear boundaries outlined to learner			
Rewards			
Privileges withdrawn / consequences			
Provision of 'calming' / time out area			
Teaching Assistant support in lessons			
Learning Mentor support			
Independent Study			
Flexible curriculum			
Familiarisation with new premises			
Individual Learning Plan			
Physical Intervention in place			
Changes made to building / layout			
Transport arrangements			
Potential 'weapons' and 'missiles' removed on entry to building			
Equipment provided (to safeguard staff):			
Mobile phone?			
2 way radios?			
CCTV in operation?			
Fixed Term Exclusion			
Staff trained in Team Teach			
Any further comments?			
Signature of Parent/ Carer:		Print of Parent/ Carer:	
Learner Signature:		Learner Print:	
BAF Staff Signature:		BAF Staff Print:	

Created: January 2019

Review date: January 2020

Build-a-Future

Main Road, West Ashby, Horncastle, Lincolnshire, LN9 5PT 01507 524015

Behaviour Policy



WORK POINTS	WHY
5	All work and extension activity completed to an excellent standard.
4	All set tasks completed to a good standard.
3	All tasks attempted with positivity.
2	Some tasks attempted.
1	Date, title/LO, progress board. Presentation standards met.
0	Refusal/Damaging/Defacing work.

ATTITUDE TO LEARNING POINTS	WHY
5	Outstanding attitude. Polite, respectful, helpful. Trying your best.
4	Good attitude. Polite and respectful. Trying hard.
3	Reasonable attitude. Staying positive Respectful.
2	Needs improvement. Language and attitude generally poor. No disruption.
1	Remained in lesson. Low level disruption.
0	Serious attention needed. Disruptive and Disrespectful.

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