

FAST FORWARD – Behaviour and Reward Policy

FAST FORWARD is an DJ & Music Studies provision who caters for up to 50 students aged 11-16 years; however, we aim to target KS4 and above, looking to extend to Post 16 Opportunities. Students who attend on a different ratio of days a week. We cover NCC and Nottinghamshire schools/partnerships. The students exhibit a variety of complex educational, social, emotional and mental health difficulties, which have impeded personal developmental and educational success.

Some of the students have stated diagnoses. Some of our learners have visited a variety of Alternative Provisions or Schools prior to attending FAST FORWARD. They can arrive at FAST FORWARD very disengaged with education and home life.

Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how learners are expected to behave**
- Summarise the **roles and responsibilities** of different people in the our community with regards to behaviour management
- Outline our system of **rewards and sanctions**

Legislation and statutory requirements

This Policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools September 2015](#)
- [Education Act 2010/2011](#)
- [Education and Inspections Act 2006](#)
- [The Equality Act 2010 \(updated 2018\) – January 2020 \(Disability Guidance\)](#)
- [SEND 0-25 years Code of Practice 2015](#)
- [Mental Health and Behaviour in Schools 2018](#)

- [Supporting pupils with medical conditions at school 2017](#)
- [GDPR 2018 \(2022\) Policies and Regulations](#)
- [Government](#)
- [Data Retention Policies](#)
- [KCSiE](#)
- [Health and Safety](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2010 \(updated 2011\)](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- The [Education Act 2011](#) will help teachers raise standards in education. It includes new legal powers to help teachers root out poor behaviour, to tackle underperformance, and to improve the way in which schools are held to account.
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property⁷
- [Mental Health and Behaviour in Schools 2018](#), as set out in Chapter 6 of the statutory [SEND 0-25 years Code of Practice 2015](#), schools need to be alert to how **Mental Health Problems** can underpin behaviour issues in order to support pupils effectively, working with external support where needed. They also need to be aware of their duties under the [Equality Act 2010](#), recognising that some mental health issues will meet the definition of disability.

Definitions

Misbehaviour is defined as:

- Disruption in sessions, during unstructured time and any off-site activities
- Non-completion of session work
- Poor attitude
- Continued refusal to follow instructions
- Inappropriate language

Serious misbehaviour is defined as:

- Repeated breaches of the Code of Conduct
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:

- o Knives or weapons
- o Alcohol
- o Illegal drugs
- o Stolen items
- o Tobacco and cigarette papers
- o Fireworks
- o Pornographic images
- o Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- o Data Protection Breaches (GDPR) Passing or Filming events, Cyber Bullying.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
----------------	---

Details of FAST FORWARD's Alternative Provision's approach to preventing and addressing bullying are set out in our anti-bullying strategy and policy.

Roles and Responsibilities

Director

STEVE LEE

The Director is responsible for reviewing this behaviour policy in conjunction with External Partners and those who require seeing it.

The Director will ensure that the learning environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff (Tutors/Support Staff)

Staff are responsible for:

- Implementing the behaviour policy consistently – to improve positive behaviour for learning
- Modelling positive behaviour – RSE AND SMSC (Current Affairs)
- Providing a personalised approach to the specific behavioural needs of learners
- Recording behaviour incidents to relevant partners and through the communication channel used with School
- Attending training events that reflect behaviours and behaviour management
 - The Director will support staff in responding to behaviour incidents.
 - Reviewing School Learners Risk Assessment/Behaviour Plans – FAST FORWARD to create own Risk Assessments in line with the Provision and the activities/tasks.

Parents/Carers

Parents/carers are expected to:

- Support their child in adhering to FAST FORWARD's code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour within FAST FORWARD
- Discuss any behavioural concerns with their child's allocated tutor promptly and or who will report to the partnership school

Code of Conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Read the Code of Conduct complete Induction, read FAST FORWARD Anti-Bullying Policy Student Copy.
- In sessions, make it possible for all to learn
- Move quietly and show respect within the community
- Treat buildings and property with respect
- Wear the correct clothes for the task/activity
- Accept sanctions when given
- Refrain from behaving in a way that brings FAST FORWARD into disrepute, including when outside school
- Hand in all belongings on arrival

Rewards and sanctions

List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Achievement points – gained over the day (session and practical work), Scored 1-4 Monitoring (Behaviour/Attitude/Effort/Engagement) – sent to schools weekly/daily.
- Monitoring Scores – Reward Celebration every half or full term.
MOST CREATIVE, MOST DEDICATED, MOST IMPROVED learner, all those who were chosen will be able to attend a reward trip at the end of the Programme OR termly for longer term learners.
 Letters or phone calls home to parents/carers/schools
- Special responsibilities/privileges (Reward Trip) –Trampoline Park, or other optional chosen activities through FAST FORWARD Students.
- At FAST FORWARD everyone will be recognised for their input/progress and achievement and to the programme

Sanctions/Consequences:

FAST FORWARD focus on the positive behaviours our learners having a focus of Respect and Responsibilities, we want our learners to take more ownership in

changing behaviours that are unacceptable.

A new system is now in place in line with academic/studios session work: Learners are encouraged to adhere to the system where possible and thinking of making own choices to learning and improved behaviour – Student Copy shown and within each folder.

HOW CAN WE AT FAST FORWARD SUPPORT YOU?



Respect

We value our ethos here at cast and that is to follow code of conduct.

THAT IS RESPECT!!!

We want you to succeed and do well, especially with your portfolio work.

We are now going to look at how we can keep you on track and feeling positive about your learning.

HERE IS OUR NEW RESPECT SYSTEM! RESPECT WORKS BOTH WAYS!!

RESPECT 1 (R1) – If you have a situation in sessions that affect your progress, we need you to stay at the end of the session to complete, this will be with a member of staff. You take ownership of your own behaviour for learning.

RESPECT 2 (R2) – You have failed to complete after session, the staff member will take your portfolio and allow you time to complete your work for your next visit to FAST FORWARD. You can take ownership of your own behaviour for learning.

RESPECT 3 (R3) – You have not managed to take responsibility to do this in your own time, you now need to see STEVE OR JOE at the end of the day and plans for your next session will be made and you will complete your work then, it maybe that your studio time is less. if refused again, this will result in further actions.

REMEMBER YOU ONLY HAVE SHORT WRITTEN SESSION WORK; WE ASK RESPECT OFF YOU TO WANT TO LEARN AND IMPROVE YOUR KNOWLEDGE AND UNDERSTANDING.

IT'S UP TO YOU TO MAKE THIS HAPPEN!

Off-site behaviour (Community Work and Trips)

- Sanctions may be applied where a learner has misbehaved off-site when representing FAST FORWARD such as on a trip/community work or on the bus to or from places.
- Tutors will manage their group effectively using behaviour interventions and strategies.
- Activities are engaging for all learners.
- Praise given when noted in a learner.
- Director manages and liaise with parents/carers and school contact.
- Safeguarding officer to be notified if deemed fit.

Malicious allegations

- Where a learner makes an accusation against a member of staff and that accusation is shown to have been malicious, Directors will manage the learner in accordance with this policy.
- Please refer to our statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.
- The Director will also consider the pastoral needs of staff accused of misconduct.

Behaviour management

Studio (Academic) management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Learner code of conduct and their own classroom rules where applicable
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of sessions
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
- Using positive reinforcement and work with the Respect Model of expectation to learning

Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. Contact the schools for direction.

We will also confiscate any item which is harmful or detrimental to Alternative Provisions discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Learner support

- FAST FORWARD recognises its legal duty under the Equality Act 2010 to prevent learners with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.
- The Director/Lead Tutor will evaluate a learner who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs – often referred within school's requests, referral forms.
- Meetings with learners at home and follow up work is done by Directors as part of an intervention – re behaviour or attendance

Training

Our staff are provided with training on managing behaviour as part of their on-going professional development.

Monitoring arrangements

This behaviour policy will be reviewed by the Director's once a year.

Policy and updated by Adele Meek (QA Consultant)

Signed: _____ *Steve Lee* _____ Director (STEVE LEE)

Reviewed 31st August 2024

Next Review 31st August 2025