



## Behaviour Policy

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Goal: To cultivate an inclusive learning environment at ARTS Education where all students feel empowered to thrive through proactive positive reinforcement, collaborative problem-solving, and unwavering respect for individual needs and strengths.

## **1. Introduction**

At ARTS Education, we believe in creating a safe, positive, and inclusive learning environment for all students. This Behaviour Policy outlines expectations for respectful and responsible behaviour to ensure everyone feels valued and can thrive.

## **2. Purpose and Scope**

We believe that all students have the potential to succeed and deserve to be treated with respect. We aim to foster a positive school culture where everyone feels safe, supported, and empowered to learn and grow. Our approach focuses on positive reinforcement, clear expectations, and collaborative problem-solving to encourage desired behaviours.

## **3. Key Principles:**

- **Respect:** All members of our school community deserve to be treated with respect, regardless of their role or position. This includes respecting differences, avoiding bullying and discrimination, and communicating constructively.
- **Responsibility:** Students are responsible for their own actions and choices. They are expected to follow school rules, make positive choices, and take ownership of their actions.
- **Safety:** We are committed to providing a safe and secure environment for everyone. This includes following safety procedures, using equipment responsibly, and reporting any concerns about safety.
- **Honesty and Integrity:** We value honesty and integrity in all aspects of school life. Students are expected to be truthful, avoid cheating or plagiarism, and take responsibility for their mistakes.
- **Community:** We are a strong and supportive community, and we are all responsible for creating a positive environment. This includes helping others, working collaboratively, and resolving conflicts peacefully.

#### **4. Positive Reinforcement**

We believe in reinforcing positive behaviours to encourage students to make good choices. We will use a variety of strategies, such as:

- Verbal praise and recognition: Acknowledging and celebrating students' positive behaviours and achievements.
- Rewards and incentives: Implementing fair and consistent reward systems for positive behaviour.
- Building relationships: Developing positive relationships with students based on trust and mutual respect.
- Celebrating individual strengths: Recognising and celebrating the unique talents and abilities of each student.

#### **4. Behaviour Guidelines at ARTS Education**

The standards of behaviour embodied in this document support our belief that education is too valuable an opportunity to waste. Positive attitudes and efforts are recognised and rewarded. Behaviour which might prevent this is unacceptable. Disruption of teaching and learning, aggressive language or behaviour and taking or damaging another person's property are not tolerated. Everyone is entitled to respect and consideration. No one should feel unsafe or be hurt. All members of the school community work to provide the environment within which students can learn.

#### **5. Staff at ARTS Education are expected to:**

- Treat students with respect, providing equal opportunities for all.
- Make no derogatory references to home or past circumstances.
- Never threaten or personalise issues with students.
- Supervise students at all times, including at breaks and lunch times.
- Apply sanctions consistently, taking account of each student's complex needs.
- Encourage students to manage their behaviour and find ways to resolve conflict.
- Work with parents/carers and external agencies as appropriate.
- Staff must follow all guidance set out in Teachers Standards.

#### **6. Students at ARTS Education are expected to:**

Respect:

- Treat everyone with respect and courtesy, regardless of their disabilities or ability.
- Report bullying, discriminatory behaviour, and hurtful language.
- Communicate constructively and listen actively to others.

#### Responsibility:

- Arrive on time for lessons and follow the school timetable.
- Come prepared and complete all assigned work to the best of your ability.
- Follow school rules and procedures, including safety regulations and proper use of school facilities.
- Take ownership of your actions and choices, accepting responsibility for your mistakes.

#### Honesty and Integrity:

- Be truthful in all interactions and avoid cheating or plagiarism.
- Take responsibility for your work and acknowledge the contributions of others.
- Report any instances of dishonesty or unfairness you witness.

#### Safety and Security:

- Follow all safety procedures and use school equipment responsibly.
- Report any concerns about safety or security to a member of staff immediately.
- Maintain a calm and peaceful environment, reporting physical violence or aggressive behaviour.

#### Community and Collaboration:

- Be kind and helpful to others, working to create a positive school environment for everyone.
- Respect individual differences and celebrate diversity within the school community.
- Participate actively in lessons and collaborate effectively with classmates and teachers.
- Resolve conflicts peacefully through respectful communication and mediation.

#### Positive Choices:

- Make positive choices throughout the school day, demonstrating respect, responsibility, and a commitment to learning and actions.
- Seek help and support when needed, demonstrating willingness to learn and improve.
- Take advantage of opportunities for personal growth and development.

#### **7. Parents are required to:**

- Inform school as soon as possible of any issue which may affect their child's behaviour so that appropriate support arrangements can be made and challenging behaviour prevented.
- Support school in managing any problems which arise regarding their child's behaviour.
- Support school in any sanctions that school feels necessary to implement.
- Attend any necessary appointments to support their child's behaviour and sustain their place at ARTS Education

## 8. 'Toolbox' for Behaviour Management at ARTS Education

- Use of a trauma informed/relationships based approach to behaviour management strategies, where positive and trusting relationships are used to prevent anxiety related behaviours from occurring.
- Praise for positive behaviour for learning
- Small group learning environments that take student sensory needs into account.
- Understanding of the child's individual needs and triggers and working out support plans for learners to help them manage their anxiety related behaviours positively
- Low level strategies e.g. discreet verbal warning, reassuring body language and an approachable manner, 'firm but fair'.
- Time out to de-escalate.
- Restorative conferences – we are restorative practice focused, staff and students are expected to seek positive resolution and move forwards.

### Positive Opportunities

When a pupil or pupils are not making good choices. Staff will give 1 verbal reminder to stop the undesired behaviour and state what the expected is.

**Should staff have to address again then they will say 'this is your first opportunity, I would like X to stop and X to happen please if a second opportunity has to be given you won't receive full points'. Some Time given for pupil(s) to make the right choice.**

Pupil(s) still not making the right choice - staff to issue opportunity number 2 stating in clear language what we would like to see from the pupil(s) - a point will be taken: either from lack of effort into work or from behaviour/conduct. Staff should feel confident in offering the pupil(s) the opportunity to have a couple of minutes out of the lesson with support staff to help get them back on track.

Pupil(s) continue not to make the right choice. Staff give 3rd and final opportunity, the 2nd point will not be gained. Staff should use their professional judgement on the need to:

1. Change seating arrangements
2. Ask the pupil(s) to work outside of the class with support
3. Send for a member of SLT to support - SLT will determine an appropriate sanction on an individual basis

<b>Unwanted behaviour</b>	<b>Stage</b>	<b>Consequence</b>
a low level disruption	Give a verbal reminder	0 points lost
Low level has continued or escalated	First opportunity given with what the expected outcome is	1 point lost
Continued unwanted behaviour	Second opportunity	2 points lost
Continued unwanted behaviour	Third opportunity with possible escalation to SLT	Depending on the unwanted behaviour, pastoral session(s), Missed learning to be completed at choice time or sent home, phone call or letter home to parents/carers

#### Positive Opportunity Example:

A pupil is causing disruption to learning. We could offer 2 choices; 'do you want 5 minutes to regulate with X member of staff or do you want me or X member of staff to help you with the task.'

In this scenario we are addressing two possible causes for the disruption either the pupil hasn't recognised they need time to regulate in which case we have offered them an 'escape' and an opportunity to regulate with a staff member or maybe the pupil does not understand what is being asked of them so we have offered the opportunity for some support.

#### Low level strategies

It is important to recognise the value and effectiveness of low-level strategies; most issues can be resolved in this way. In all areas of school/timetable sessions staff must use:

- Effective communication
- Positive encouragement and reward, being consistent and fair
- Use of clear language
- Depersonalise situations, remaining calm
- Offer a 'way out'
- De-escalation, redirect and divert to encourage self-regulation
- Change of face / staff member

## High level strategies

In the unlikely event that a student is in an extreme heightened state where they pose a risk or danger to themselves, others and substantial damage to property we will follow the guidance and training of Team Teach and implement their positive handling strategies.

## Classdojo points system

ARTS Education uses a points system for multiple aspects within the school, the point system is also used to celebrate (not limited to):

- Random acts of kindness.
- Compassion.
- Respect.
- Upholding positive values.
- Showing the school spirit.

Points are gained and 'banked' to be spent in the school shop.

Pupils do not lose 'banked points', however pupils may not gain all points available to them if poor choices are continued to be made.

<b>Effort into Work/Task</b>	<b>Behaviour/Conduct</b>	<b>Bonus</b>
<ul style="list-style-type: none"><li>● Full 2 points for consistent effort</li><li>● 1 point for turning poor effort around (may have used <math>\frac{2}{3}</math> opportunities)</li><li>● 0 points for no effort and staff have used the full <i>opportunities system</i></li></ul>	<ul style="list-style-type: none"><li>● Full 2 points for consistent good behaviour</li><li>● 1 point for turning behaviour around (may have used <math>\frac{2}{3}</math> opportunities)</li><li>● 0 points - stopped others from learning / staff have used the full <i>opportunities system</i></li></ul>	Staff are encouraged to give out a bonus point for <ul style="list-style-type: none"><li>● caught a pupil being kind</li><li>● someone really pushing themselves</li><li>● someone exercising self-regulation</li><li>● anything that makes you go 'Wow!'</li></ul>

Points are to be given at the end of each lesson and also at the end of break and lunch times.

Points should be recorded in the school Dojo

Each Friday during Lunch time pupil's can chose to spend their points in the *Rewards Shop*

## Time outs or Brain breaks

Time out is often misunderstood as a form of punishment. In fact, time out is a proactive tool used to support children in developing essential self-regulation and emotional learning skills. It provides a safe and structured space for children to calm down, process their emotions, and make positive choices. This may be particularly useful for children who have sensory issues that require movement or sensory breaks to help them regulate.

### Within class

A 'Time out' can be taken within the classroom. A student who is having difficulties may benefit from a short time working or sitting quietly away from the group. Within classrooms students are able to manage their own needs by taking a short break.

### Time outside the room

Any student may request a short 'Time out' to help them to engage appropriately. This is a positive means of enabling students to reflect and develop self-regulation skills. The student should step outside the classroom for a few minutes under supervision of the classroom staff and then return to work. This may be particularly useful for children who have sensory issues that require movement or sensory breaks to help them regulate.

In the event that these strategies do not help the learner to manage their behaviour, strategies to keep everyone safe can be implemented. These may include:

- Evacuating the area that the student is in and giving them space away from others to calm down without them having to leave the environment.

To ensure a consistency of approach ARTS Education uses the principles set out in Team Teach.

All teaching staff have access to training and regular updates in the positive approaches to managing behaviours. However, **our emphasis is on de-escalation techniques** with the use of any hands-on being used in the last resort and being reserved for those students who pose a high risk to themselves and to others. Teaching staff will only use reasonable force and physical intervention techniques when the risks involved in doing so are outweighed by the risks involved in NOT using them.

## Use of Hands-on techniques

Under Section 93 of the Education and Inspection Act (2006) and subsequent guidance the Headteacher is empowered to authorise all members of his/her staff to use reasonable force.

ARTS Education staff who have been empowered to use reasonable force are:

- Teachers/tutors and any member of staff who has control or charge of a learner in a given lesson or circumstance have permanent authorisation.
- Other members of staff such as site staff also have the power to use reasonable force if a circumstance should arise in which immediate action should be taken.

### **Deciding Whether to Use Team Teach techniques**

Under English law, members of staff are empowered to use reasonable force to prevent a pupil from, or stop them continuing:

- Committing any offence .
- Causing personal injury to, or damage to, the property of any person (including the person himself).
- Prejudicing the maintenance of good order and discipline at the school, or among any learners receiving education at the school, whether during a teaching session or otherwise.

All members of staff will make decisions about when, how and why to use reasonable force. To help staff in making decisions about using reasonable force teaching staff can use the following considerations :

- Whether the consequences of NOT intervening could seriously endanger the wellbeing of a person.
- Whether the consequences of NOT intervening could cause serious and significant damage to property.
- Whether the chance of achieving the desired outcome in a non-physical way was low.
- The age, size, gender, developmental maturity of the persons involved .

ARTS Education considers any physical intervention outside of the criteria above to be deemed unreasonable, and any member of staff contravening these criteria would be made subject to an investigation and possible disciplinary procedures.

### **Deescalation after Hands-on**

Staff will follow the principles set out in Team Teach with regards to how to manage the hands-on and how to deescalate the situation afterwards.

After any hands-on senior staff will:

- Check learners are okay physically and mentally, logging any issues raised or injuries on CPOMS and in the first aid book (this acts as a debrief for the child).

- Allow the child to record their version of the incident and hands-on.
- Contact parents/carers to discuss the reasons for the hands-on and arrange a meeting to discuss this with them and their child.
- Check staff are okay and provide a debrief for them to discuss the incident.
- Ensure staff log the incident factually and in detail on CPOMS.
- Update the child's risk assessment with any relevant information so that lessons are learned and the likelihood of escalation in the future is reduced.

NB Any discussion with the child regarding the incident will only take place when doing so will not further escalate the child's behaviour. Each child is different and when and how we do these discussions will vary. For example we may:

- Choose someone the child trusts to talk to the child and get their views immediately after they have calmed down
- Choose someone the child trusts to talk to the child and get their views at the end of the school day to give them plenty of time to calm before discussion
- Contact parents and ask them to attend school so that we can discuss the incident with the child in their presence

## **9. Responding to Challenging Behaviour**

We understand that all students face challenges at times, especially those who exhibit anxiety related behaviours due to sensory overload or other issues related to their medical diagnosis and we are committed to supporting them through their difficulties. When challenging behaviour occurs, we will follow a consistent and fair approach that focuses on:

- Understanding the reasons: Identifying the underlying causes of the behaviour to provide appropriate support and interventions.
- Positive communication: Communicating with students and their families/carers in a calm and respectful manner.
- Collaboration and problem-solving: Working together with students, families/carers, and relevant professionals to develop strategies to address challenging behaviour.
- Restorative justice: Promoting restorative practices to repair harm and rebuild relationships when challenging behaviour occurs.

We believe that effective behaviour management is a collaborative effort. We will work closely with students, parents/carers, and other professionals to ensure that everyone understands and supports the goals of this policy.

## **10. Absconding/leaving school premises or supervision during a school trip.**

At ARTS Education we have a high ratio of staff to students. Staff get to know students well and understand their needs. They build trusting relationships with them and supervise them at all times. This means that the likelihood of students absconding is very rare. However, in the unlikely event that a student may abscond, either from school premises or when on a school trip.

Absconding from school site we will:

- Call out for the student to return.
- Have available staff search for the student.
- If the student is located to verbally encourage them to return to school.
- Should the student further distance themselves from staff,
  - staff will not give chase but will calmly follow encouraging the child to return.
  - Staff will contact the school to advise in the direction the student is heading.
  - Staff at school will contact the Police and Parents and remain in communications with the staff member(s) at all times that are trying to keep eyes on the student.

Absconding when on a school trip we will:

- Call out for the student to return.
- Have available staff search for the student whilst leaving enough staff to remain with the rest of the students on the trip.
  - In certain circumstances where it is not safe or not possible to follow the student, staff will immediately call the Police, and report back to school based staff to then inform parents.
- Inform the venue staff members of an absconding student.
- staff will not give chase but will calmly follow encouraging the child to return.
- Staff will contact the school to advise in the direction the student is heading.
- Staff at school will contact the Police and Parents and remain in communications with the staff member(s) at all times that are trying to keep eyes on the student.

ARTS Education staff will not give chase to students as this could further trigger the students 'fight or flight' response. E.g. a heightened student then being chased could blindly run out in traffic.

## **11. Bullying**

Bullying in any form is not tolerated. This includes online bullying through social media platforms. (see anti-bullying policy and online safety policy).

## **12. Personal electronic devices**

Personal mobile phones and other devices from home (e.g., iPads, laptops, mp3 players, voice recorders, this is not an exhaustive list) cannot be used during the school day. If such devices are brought to school, they must be handed in straight away. They are returned back to the student at the end of the school day. Students can request to call home during the school day (see Acceptable use of technology policy for further information).

## **13. Student Searching and Confiscation**

Please note that Student Searching is only carried out in severe cases and not something that is decided on lightly. In the unlikely event that we feel that it is necessary to search a student, ARTS Education will follow the government guidance as outlined here: <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

### **Before the search**

The headteacher, and any member of staff authorised to do so by the headteacher, can carry out a search and confiscate any prohibited items that they have reasonable grounds for suspecting:

- Poses a risk to staff or pupils, and/or
- Is identified in the school rules as a banned item for which a search can be carried out, and/or
- Is evidence in relation to an offence.

If the authorised staff member is satisfied that they have reasonable grounds for suspecting any of the above, they will also:

- Make an assessment of how urgent the search is, and consider the risk to other pupils and staff. If the search is not urgent, they will seek advice from The head teacher and/ or DSL's).
- Explain to the pupil why they are being searched, how the search will happen, and give them the opportunity to ask questions about it.
- Seek the pupil's co-operation.

### **During the search**

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' is defined as clothing that is not worn next to

the skin or immediately over a garment that is being worn as underwear. 'Outer clothing' includes hats; shoes; boots; gloves and scarves.

'Possessions' means any goods over which the pupil has or appears to have control.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Members of staff can use such force as is reasonable, given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

### **After the search**

The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

A staff member carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

Where a staff member conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the pupil.

Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.

Where they find other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so-called 'legal highs'.

The process following finding controlled drugs or other substances is:

- Place the substance in a sealed envelope
- Print and sign your name
- Add the date
- Do all of the above in the presence of a witness (also a staff member) who needs to also print and sign their name and add the date. Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.

Fireworks found as a result of a search may be retained or disposed of but should not be returned to the pupil.

Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it should be reported to the police.

### **Confiscation of electronic devices**

Authorised staff members may examine, and in exceptional circumstances erase, any data or files on an electronic device that they have confiscated where they believe there is a 'good reason' to do so.

When deciding whether there is a 'good reason' to examine data or files on an electronic device, the staff member should reasonably suspect that the device has, or could be used to:

- Cause harm, and/or
- Undermine the safe environment of the school or disrupt teaching, and/or
- Commit an offence.

If inappropriate material is found on the device, it is up to the staff member in conjunction with the DSL / headteacher / other member of the senior leadership team to decide on a suitable response. If there are images, data or files on the device that staff reasonably suspect are likely to put a person at risk, they will first consider the appropriate safeguarding response.

When deciding if there is a good reason to erase data or files from a device, staff members will consider if the material may constitute evidence relating to a suspected offence. In these instances, they will not delete the material, and the device will be handed to the police as soon as reasonably practicable. If the material is not suspected to be evidence in relation to an offence, staff members may delete it if:

- They reasonably suspect that its continued existence is likely to cause harm to any person, and/or
- The pupil and/or the parent/carer refuses to delete the material themselves

If a staff member **suspects** a device **may** contain an indecent image of a child (also known as a nude or semi-nude image), they will:

- **Not** view the image.

- Confiscate the device and report the incident to the DSL (or equivalent) immediately, who will decide what to do next. The DSL will make the decision in line with the DfE's latest guidance on screening, searching and confiscation and the UK Council for Internet Safety (UKCIS) guidance on sharing nudes and semi-nudes: advice for education settings working with children and young people

Any searching of pupils will be carried out in line with:

- The DfE's latest guidance on searching, screening and confiscation
- UKCIS guidance on sharing nudes and semi-nudes: advice for education settings working with children and young people

Any complaints about searching for or deleting inappropriate images or files on pupils' electronic devices will be dealt with through the school complaints procedure

#### **14. Artificial Intelligence (AI)**

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.

ARTS Education recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real. This includes deepfake pornography: pornographic content created using AI to include someone's likeness.

ARTS Education will treat any use of AI to bully pupils in line with our Anti Bullying Policy and our Behaviour Policy policy.

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out a risk assessment where new AI tools are being used by the school.

#### **15. Behaviour Issues Reporting (Or Significant Incident reporting)**

All significant incidents are reported through CPOMS.

#### **16. Monitoring and Evaluation**

We review the effectiveness of our policy and practices yearly through student feedback, parent feedback and staff reflection.

## **17. Conclusion**

At ARTS Education, we believe that all students can succeed in a positive and supportive learning environment. This Positive Behaviour Policy is a guide to help us create such an environment and work together to ensure the well-being and success of all our students.

## **18. Additional Resources:**

- Department for Education Behaviour Guidance: <https://www.gov.uk/government/publications/behaviour-in-schools--2>
- National Autistic Society: <https://www.autism.org.uk/>
- Council for Disabled Children: <https://councilfordisabledchildren.org.uk/>

## **19. Links to Other Policies**

- Acceptable use of technology policy
- Anti bullying policy
- Data protection policy
- Drugs policy
- No smoking and vaping policy
- Safeguarding and child protection policy