**Behaviour Policy and Statement of Behaviour Principles**



| **POLICY WRITTEN BY:**  | **PROPRIETORS**  |
| --- | --- |
| **DATE POLICY PREPARED:**  | **JUNE 2021** |
| **POLICY REVIEWED:**  | **JULY 2023** |
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# **1. Aims**

This policy aims to:

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

# **2. Legislation and statutory requirements**

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

* [Behaviour and discipline in schools](https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools)
* [Searching, screening and confiscation at school](https://www.gov.uk/government/publications/searching-screening-and-confiscation)
* [The Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools)
* [Use of reasonable force in schools](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)
* [Supporting pupils with medical conditions at school](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3)

It is also based on the [special educational needs and disability (SEND) code of practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25).

In addition, this policy is based on:

* Section 175 of the [Education Act 2002](http://www.legislation.gov.uk/ukpga/2002/32/section/175), which outlines a school’s duty to safeguard and promote the welfare of its pupils
* Sections 88-94 of the [Education and Inspections Act 2006](http://www.legislation.gov.uk/ukpga/2006/40/section/88), 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’ property
* Schedule 1 of the [Education (Independent School Standards) Regulations 2014](http://www.legislation.gov.uk/uksi/2014/3283/schedule/made); paragraph 7 outlines a school’s duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

# **3. Definitions**

**Misbehaviour** is defined as:

* Disruption in lessons, in corridors between lessons, and at break and lunchtimes
* Non-completion of classwork or homework
* Poor attitude
* Incorrect uniform

**Serious misbehaviour** is defined as:

* Repeated breaches of the school rules
* 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
	+ mimicking peers' disabilities, needs, race or sexuality.
	+ negative comments about peers' disabilities, needs, race or sexuality.
	+ mocking any peers’ disabilities, needs, race or sexuality.
* Possession of any prohibited items. These are:
	+ Knives or weapons
	+ Alcohol
	+ Illegal drugs
	+ Stolen items
	+ Tobacco and cigarette papers
	+ Fireworks
	+ Pornographic images
	+ 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)

# **4. 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 of time
* 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, serious false/malicious/unfounded accusations  |
| 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 our school’s approach to preventing and addressing bullying are set out in our anti-bullying strategy.

# **5. Roles and responsibilities**

**5.1 The Proprietors**

The Proprietors are responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

TheProprietors will also review this behaviour policy in conjunction with the Head and monitor the policy’s effectiveness, holding the Head to account for its implementation.

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**5.2 The Deputy Head**

The Deputy Head is responsible for reviewing this behaviour policy in conjunction with the Proprietors, giving due consideration to the school’s statement of behaviour principles (appendix 1). The Deputy Head will also approve this policy.

The Deputy Head will ensure that the school 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.

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**5.3 Staff**

Staff are responsible for:

* Implementing the behaviour policy consistently
* Modelling positive behaviour
* Providing a personalised approach to the specific behavioural needs of particular pupils
* Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

**5.4 Parents**

Parents are expected to:

* Support their child in adhering to the pupil code of conduct
* Inform the school of any changes in circumstances that may affect their child’s behaviour
* Discuss any behavioural concerns with the class teacher promptly

# **6. Pupil code of conduct**

Pupils are expected to:

* Show respect to members of staff and each other
* Allow your peers to learn by: turn taking, using kind words, using indoor voice volume
* Treat the school buildings and school property with respect
* Try to accept help and support
* Accept sanctions when given

# **7. Rewards and sanctions**

This can be viewed in our [*Promoting Good Behaviour policy.*](https://docs.google.com/document/d/13qyd3EEwiQ-O59UXpR6ht3RLS6yg-vyBQTDSxsersbA/edit)

**7.1 General list of rewards and sanctions**

Positive behaviour will be rewarded with:

* Praise
* Points
* Free choice Time
* Letters or phone calls home to parents
* Special responsibilities/privileges

**Points System**

| **Effort into Work/Task** | **Behaviour/Conduct**  | **Bonus**  |
| --- | --- | --- |
| * Full 2 points for consistent effort
* 1 point for turing poor effort around (may have used ⅔ opportunities)
* 0 points for no effort and staff have used the full *opportunities system*

  | * Full 2 points for consistent good behaviour
* 1 point for turning behaviour around (may have used ⅔ opportunities)
* 0 points - stopped others from learning / staff have used the full *opportunities system*
 | Staff are encouraged to give out a bonus point for * caught a pupil being kind
* someone really pushing themselves
* someone exercising self-regulation
* anything that makes you go ‘Wow!’
 |

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 *Choice Time*  pupil’s can chose to spend their points in the *Rewards Shop*

**Opportunities System - to be used as positive behaviour management**

If a pupil is causing disruption to learning or is making poor choices we will use the *Opportunities system* to give the pupil the chance/opportunity to turn things around.

The pupil has 3 opportunities to accept a choice that staff are presenting to them. Staff will offer 2 choices to the pupil both of which are positive outcomes we want for the pupil.

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.

Should it look like we are going to use all 3 Opportunities and still not achieve the desired outcome, staff will remind the pupil about the points they can earn. If it looks like the pupil could be heading for ‘crisis’ we use de-escalation techniques (personal to the pupil should they have any in place for common crisis needs) and the support of the school councillor or the Deputy Head.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

* A verbal reprimand
* Sending the pupil out of the class
* Work to be completed during free choice time
* Referring the pupil to a senior member of staff
* Letters or phone calls home to parents
* Agreeing a behaviour contract
* Putting a pupil ‘on report’

**7.2 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

**7.3 Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head will discipline the pupil in accordance with this policy.

Should a child continue to make false accusations towards a member /members of staff, parents will be asked to support meetings and LEA will be informed. Where the parents/carers/family of the child are part of the false/malicious allegations being made towards staff then the Head will take advice from LEA, Trade Union, Legal, Governors, the police; the end result being that in order to safeguard staff from false/malicious allegations the child’s placement would be reviewed.

Please refer to our Complaints policy and Saugiding / Keeping Children Safe Policy for more information on responding to allegations of abuse.

The Head will also consider the pastoral needs of staff accused of misconduct.

# **8. Behaviour management**

We appreciate and understand that many of our students will have and continue to struggle with managing their own behaviour and accepting boundaries set by authority figures. All of our staff receive appropriate behaviour management training and have substantial experience in teaching and supporting students with behavioural needs.

**8.1 Classroom 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 pupil code of conduct or their own classroom rules
* Develop a positive relationship with pupils, which may include:
	+ Greeting pupils in the morning/at the start of lessons
	+ Establishing clear routines and boundaries
	+ Communicating expectations of behaviour in ways other than verbally
	+ Highlighting and promoting good behaviour
	+ Concluding the day positively and starting the next lesson and day afresh
	+ Having a plan for dealing with low-level disruption
	+ Using positive reinforcement

**8.2 Physical Intervention (*please refer to the Positive Handling Policy)***

In some circumstances, staff may use reasonable force to hold a pupil to prevent them:

* Causing significant disorder
* Hurting themselves or others
* Damaging property

Incidents of physical intervention will:

* **Always be used as a last resort**
* Be applied using the minimum amount of force and for the minimum amount of time possible
* Be used in a way that maintains the safety and dignity of all concerned
* **Never be used as a form of punishment**
* Be recorded and reported to parents (see appendix 3 for a behaviour log)

**8.3 Confiscation**

**Any prohibited items (listed in section 3) found in pupils’ possession will be confiscated.** These items will not be returned to pupils.

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

Searching and screening pupils is conducted in line with the DfE’s [latest guidance on searching, screening and confiscation](https://www.gov.uk/government/publications/searching-screening-and-confiscation).

* 1. **Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils 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 pupil.

The school’s special educational needs co-ordinator will evaluate a pupil 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.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

# **9. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

# **10. Training**

Our staff are provided with training on managing behaviour using our Rewards & Opportunities system as part of their induction process.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

# **11. Monitoring arrangements**

This behaviour policy will be reviewed by the Partsoral & Behaviour Lead every 3 years. At each review, the policy will be approved by the Head and Proprietors

The written statement of behaviour principles (appendix 1) will be reviewed and approved by theProprietors every year.

# **12. Links with other policies**

This behaviour policy is linked to the following policies:

* Exclusions policy
* Saugiding / Keeping Children Safe Policy
* Complaints policy
* Anti Bullying Policy
* Promoting Good Behaviour Policy

# **Appendix 1: written statement of behaviour principles**

* Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
* All pupils, staff and visitors are free from any form of discrimination
* Staff and volunteers set an excellent example to pupils at all times
* Rewards & sanctions are used consistently by staff, in line with the behaviour policy
* The behaviour policy is available to all pupils and staff
* The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
* Pupils are helped to take responsibility for their actions
* Families are involved in behaviour incidents to foster good relationships between the school and pupils’ home life

The Head and Proprietors also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by theThe Head and Proprietors every year.

# **Appendix 2: staff training log**

| **Training received** | **Date completed** | **Trainer/training organisation** | **Trainer’s signature** | **Staff member’s signature** | **Suggested review date** |
| --- | --- | --- | --- | --- | --- |
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