Behaviour policy and statement of behaviour principles
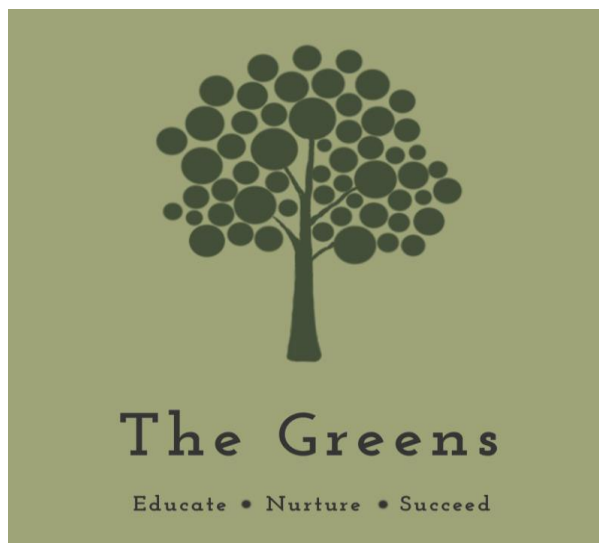
Approved by:	Melanie Entwistle	Date: 01/03/22
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Next review due by:	01/03/2025	

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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 students 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

- Searching, screening and confiscation at school

- The Equality Act 2010

- Use of reasonable force in schools

- Supporting students with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; 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

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. Definitions

3.1

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 including sexual or sexist comments.

- 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 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 student)

3.2.   We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

Sexist comments are those which discriminate based on sex, particularly against women.

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction to [insert as appropriate, e.g. a letter or phone call to parents] if the pupil refuses to apologise in the first instance

Our RSE curriculum will cover what healthy and respectful behaviour towards one another looks like.

This demonstrates our zero-tolerance approach better by making the following things clearer:
- What the unacceptable behaviour involves
- What we want the culture in our school to be
- How we will respond to this behaviour

How we will support the victim(s) and alleged perpetrator(s)

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
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 policy.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the director to account for its implementation.

5.2 The Director

The director is responsible for reviewing and approving this behaviour policy.

The director 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.

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 students
- 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 student 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. Student code of conduct

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school building and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Follow COVID 19 related rules in school

7. Rewards and sanctions

7.1 List of rewards and sanctions

Rewards:

- End of term rewards

- Star of the Week

- Merit marks

- Star of the Term/Year

- Special responsibilities/privileges

sanctions

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Missing offsite activities
- Missing play times

See appendix 4 for sample letters to parents about their child's behaviour.

In response to serious or persistent breaches of this policy. Students may be sent to another classroom or directors office during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

7.2 Off-site behaviour

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

7.3 Malicious allegations

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

Please refer to our safeguarding policy/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.

8. Coronavirus

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

8.1 Rules

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact Melanie Entwistle DSL if they think their child might not be able to

comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.

> Arrive to school on time at the students designated start time

  Wash hands regularly

  If a student is Sneezing or coughing, they are to use tissues and dispose in a lidded bin immediately ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands

> Tell an adult if they are experiencing symptoms of coronavirus

  Do Not to cough or spit at or towards any other person

> If your child is unwell this is to be reported to school at the earliest opportunity.

> If your child is experiencing Coronavirus symptoms a test should be arranged, The Greens ENS can assist with this.

> Parents should update school with progress of test results to assist with track and trace - contact-tracing.phe.gov.uk/

> New government guidance states anyone suffering Coronavirus symptoms or anyone who receives a positive test result should self-isolate for 10 days.

8.2 Remote learning rules

If pupils are not in school, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them. Parents should contact Melanie Entwistle Head of School if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

> Be contactable during required times –

> Complete work to the deadline set by teachers

> Seek help if they need it, from teachers or teaching assistants

> Alert teachers if they're not able to complete work

> Use proper online conduct, such as using appropriate language in messages

> Wear appropriate clothing for virtual lessons

8.3 Sanctions for not following rules

> To help encourage pupils to follow the above rules, we will:

> Remind our students of safe behaviour

> Prompt Students to sanitise and wash hands staff to assist with wipes if behavior is escalating

> Praise when rules are followed

> All staff are responsible to remind, prompt and encourage students to follow the rules However, if pupils fail to follow these rules, we will:

> Give verbal warnings

> making calls home

> internal exclusions

> Exclusion

> We do recognise this a very difficult time and to change the way we function is extremely difficult however this is imperative to minimise risk to all our pupils, staff and there wider family's, staff will assess the severity and all information around the breaking of rules to decide what action is taken.

9. Behaviour management

9.1 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 students to be engaged
- Display the student code of conduct or their own classroom rules
- Develop a positive relationship with students, which may include:
    - Greeting students in the morning/at the start of lessons
    - 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

9.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **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

9.3 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

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

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

9.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students 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 school will work closely with the special educational needs co-ordinator of the students on role school and will evaluate a student 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 student, 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.

10. Student transition

To ensure behaviour is continually monitored and the right support is in place, information related to student 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 students transferring to other schools.

11. Training

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

This behaviour policy will be reviewed by the director and full governing board every 12 months. At each review, the policy will be approved by the director.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-bullying policy

Appendix 1: written statement of behaviour principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

- All students, staff and visitors are free from any form of discrimination

- Staff and volunteers set an excellent example to students at all times

- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

- The behaviour policy is understood by students and staff

- The exclusions policy explains that exclusions will only be used as a last resort, and follows the procedures of the students on role school

- Students are helped to take responsibility for their actions

- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The governing board 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 the full governing board every 12 months.