



# Behaviour Policy

**Approved by:** Sacha Schofield

**Last reviewed on:** 02/2021

**Next review due by:** 02/2022



## **Aims**

The Behaviour Policy promotes an ethos of collective responsibility for the successful management of behaviour for learning. We aim to create a safe, stimulating classroom environment built upon an ethos of high expectations and unconditional positive regard for each other. We wish to provide an environment where students are mutually respectful, tolerant and supportive of each other.

## **Legislation and statutory requirements**

This policy takes account of the following legislation:

- The Education Act 2011
- SEND Code of Practice 2015
- Department of Education (DFE) guidance January 2016 “Behaviour and discipline in Schools –Advice for head teachers and school staff”
- Getting the simple things right: Charlie Taylor’s behaviour checklist
- Exclusion from maintained schools, Academies and Student referral units in England 2017
- National Autism Society – resources to avoid excluding autistic pupils <https://www.autism.org.uk/professionals/teachers/myworldhub/exclusions.aspx>
- Technical Guidance for Schools in England (Equalities Act)
- DFE Behaviour and discipline in schools
- DFE Searching, screening and confiscation at school
- DFE Use of reasonable force in schools
- DFE Supporting students with medical conditions at school
- Exclusions from maintained schools, academies and student referral units in England
- Section 175 of the Education Act 2002, which outlines a school’s duty to safeguard and promote the welfare of its students
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate students’ behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students’ property
- DfE guidance that schools should publish their behaviour policy and anti-bullying strategy online

This policy should be read in conjunction with the following school policies and guidance documents:

- Positive Handling Policy
- Exclusion Policy
- Anti-bullying Policy
- Safeguarding and Child Protection Policy
- Staff Code of Conduct
- Teaching & Learning Policy
- Supporting students with medical needs

- Accessibility plan
- First Aid
- Online Safety Policy

## **Rationale**

The Behaviour Policy is a system that seeks to promote high expectations of all students in order to achieve the vision of 'Being a Great School'. In its implementation of this policy Bents Green School acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs and disabilities (SEND). Bents Green School recognises all students as individuals with unique strengths, abilities and needs. We strive to ensure a student-centred and inclusive approach that supports students to learn, to understand, to manage and improve their own behaviour and to build positive relationships with adults and other students. We aim to prepare our students for adulthood, understanding how to behave and interact in the wider world.

## **Roles and responsibilities:**

Section 89 of the Education and Inspections Act 2006 states that **maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.**

There is no legal definition of Bullying, DfE defines bullying as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

At Bents Green School we all have shared responsibility for the positive behaviour management for all of our students.

## **The Governing Board:**

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

## **The Headteacher:**

- The Headteacher is responsible for reviewing and communicating this behaviour policy. The Headteacher 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.

**Senior Leadership Team and Intervention Team are responsible for:**

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing guidance and support, when requested, to behavioural needs of students
- Providing guidance and support, when requested, to class teams or individual members of 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
- Maintenance of Individual Support Plans and associated Risk Assessments
- Recording of behaviour incidents

**Parents/Carers:**

- Support their child in adhering to the school's behaviour expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

**Students are expected to:**

At Bents Green School we expect *all* our students to:

- Follow the School Rules to Be Kind, Be Safe, Be Hardworking
- Have good attendance.
- Be polite, respectful and have appropriate manners.
- Follow the instructions of adults.
- Take pride in their learning.
- Try their best at all times.

**Classroom management**

To support all of our students to achieve the best possible outcomes all staff will provide:

- A safe, predictable environment that promotes consistent routines, boundaries and expectations
- A warm, calm and orderly atmosphere that promotes a sense of community
- A climate of mutual respect between all staff, students and visitors within school and the wider community
- Effective partnerships with parents / carers and other agencies to support the welfare and behaviour management of their child; working together to identify reasons for any difficult behaviours and planning strategies to support positive changes to behaviour.

- A focus on celebrating, modelling, promoting and positively reinforcing good behaviour
- An appropriate curriculum with carefully-planned learning opportunities
- A focus on developing students' social communication and emotional regulation through the SCERTS curriculum
- Access to personalised learning opportunities, where appropriate, to promote emotional well-being and social, emotional development
- An appropriate learning environment which considers and supports students' communication and sensory needs.
- Effective positive behaviour management; to include TEAM TEACH and specific training relating to different behavioural strategies and interventions.

### **Rewards and sanctions**

At Bents Green we consider that praise and rewards are important, and should have a considerable emphasis in school, giving students recognition for their positive contribution to school life. It is expected that good standards of behaviour will be encouraged through consistent application of our school values and rules, supported by a balanced contribution of rewards and consequences within a constructive school ethos. It is important to maintain consistency in the application of our rewards. It is also important that the students themselves become accountable for the management of their own behaviour.

### **List of rewards and sanctions**

Positive behaviour will be rewarded with:

- Praise
- Reward Points
- Letters or phone calls home to parents/carers
- Special responsibilities / privileges
- Postcards home
- Reward enrichment activities
- Certificates in reward assemblies

### **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's Behaviour Intervention Team in conjunction with the Senior leadership team and Safeguarding Leads 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.

### **Individual Support Plans (ISP)**

Individual Support Plans are put in place for students who are struggling to manage their own emotions or behaviours. They are written and reviewed termly with parents/carers. Information recorded in the ISP helps staff to identify triggers or antecedents in order to reduce the risk of further incidents of significant behaviour. Staff with input from parents/carers, agree on the most effective strategies to help deescalate a situation or incidents as it occurs.

Aims of the ISP;

- To ensure the safety of student and others, at all times.
- To maintain the dignity of the student at all time.
- To ensure that student is aware of what behaviours are acceptable and unacceptable, and the consequences of each.
- To decrease incidents of aggressive behaviour, directed towards student
- To provide consistent management of student's behaviour.

### **Unacceptable Behaviour:**

Staff at Bents Green School may use the one or more of the following sanctions in response to unacceptable behaviour (See Appendix 2 for types of behavior):

- Stay in the Green Classroom Management System – (Appendix 1)
- A verbal reprimand
- Supporting a student to have time out of class
- Expecting work to be completed at break, lunchtime or in reward time
- Loss of break time or lunchtime / outside time
- Referring the student to a senior member of staff
- Letters or phone calls home to parents/carers
- RAG charts
- Agreeing on/to behaviour contract
- Putting a student on a report card

### **Internal Exclusion / Reflection Room**

We may use the Reflection Room in response to serious or persistent breaches of this policy. Staff will provide the student with work and there will be an opportunity to complete the Review, Repair and Reflect process with staff oversight. This is managed by the Senior Leadership Team.

### **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/carers (see Appendix 2 for information on recording)
- Followed up with restorative practice – discussion, reflection and strategies to prevent a reoccurrence

### **Searching and Confiscation**

There are two sets of legal provisions which enable school staff to search and confiscate items from students:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances.

2. Power to search without consent for prohibited items:

These can include:

- Alcohol
- Animals
- Chewing gum, high sugar drinks and sweets
- Cigarettes & E –Cigarettes
- Laser Pens
- Illegal substances - Drugs, Drugs Paraphernalia, psychoactive substances (NPS), legal highs - or designer drugs
- Weapons (incl knives, BB guns, sharp objects)
- Any item brought into school or used with the intention of causing harm.
- Stolen items
- 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 any student.

### **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 transport on the way to or from school. School staff have the power to discipline students for misbehaving outside

the school premises, in accordance with sections 90 and 91 of the Education and Inspections Act 2006. This states that disciplinary powers can be used to address student's conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate students' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or centre. Where behavioural incidents outside school are reported to school staff, it will be investigated and acted upon. Students involved will be supported to provide their version of events. Families will be contacted. The Headteacher will consider whether it is appropriate to notify other agencies such as Social Care and/or the Police.

### **Student transition**

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s) and visit different sites if relevant.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues will be transferred to relevant staff prior to 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.

### **Malicious allegations**

Parents/Carers and students have a right to complain about actions taken by school staff. This might include the use of force. If a specific allegation of abuse is made against a member of staff then the school will follow the guidance set out the 'Managing allegations against staff' The Headteacher will also consider the wellbeing needs of staff accused of misconduct

### **Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Staff at Bents Green are trained in Team Teach. Refresher training will be provided at regular intervals in line with Team Teach guidance.

Behaviour management will also form part of continuing professional development. All staff training will be logged on the school's CPD database.

### **Quality Assurance**

Compliance with this policy will be subject to regular quality assurance by both internal and external experts to ensure that practice is meeting the legal requirements of the Team Teach model.

This behaviour policy will be reviewed by the Headteacher and full governing board every year. The staff workforce will be consulted at each review period to ensure the behaviour policy continues to meet the needs of the whole school community. At each

review, the policy will be sent to the Local Governing Body for approval.

### **Evidence based practice**

This policy is based on Team Teach methodology (<http://www.teamteach.co.uk/>) and also draws on the principles of restorative practice.

## Appendix 1

### Classroom Management System - "Stay in the Green"

Choice	<p>We all have a choice. We want to make good choices that will help us to learn and stay calm. When we make good choices we are being kind, being safe and hardworking. The staff are here to help us to make good choices.</p>
Chance	<p>We all need a chance to make good choices. We may need time to stop and think. We will always be given the chance to make good choices in school.</p>
Time Out	<p>We may need time out to help us to refocus.</p>
Start again	<p>We will welcome you back to the learning and help you get back on task.</p>
Zone of Consequences	<p>When behaviour is preventing others from learning or causing someone to feel upset or unsafe, consequences will be put in place. The consequence will be <i>reasonable, proportionate and necessary</i>.</p>
Reflection Place	<p>Students will need to be given time to calm and reflect in a safe place with one to one support.</p>

(Different versions are available to personalise to each group)

## Appendix 2

### Behaviour Recording and Monitoring

#### GDPR Statement

The General Data Protection Regulation (GDPR) is a legal framework that sets guidelines for the collection and processing of personal information of individuals within the European Union (EU). Team Teach requires us to keep significant incident reports 75 years from the student's date of birth.

#### Significant Incidents

Significant incident forms are to record significant incidents that have meant that staff have had to intervene to prevent the behaviour from escalating and to keep everyone safe. The incident forms can be used to provide data for external agencies. Significant Incidents are all recorded on SIMS.

A significant incident form should be completed when any of the following has taken place:

- Restrictive Physical Intervention (RPI),
- Damage to property (e.g. smashed an interactive whiteboard),
- Danger to others (e.g. an assault a member of staff or student),
- Committing (or intending to commit) a criminal offence (e.g. picked up an object to use as a weapon)
- Danger to self (e.g. Self- Harm)
- Severe disruption to good order and discipline (e.g. a student has absconded and left school premises).

#### Behaviour Tracker

Every tutor group has a 'Low Level behaviour Tracker'. This is a spreadsheet on which staff can record incidents that occur which are not deemed a 'significant incident'. This allows staff to track and record behaviour accurately, allowing us to identify any patterns or changes in student's behaviour to share with parents/carers. It can also help to identify and prioritise students for intervention and support. Trackers are personalised to reflect the needs and specific behaviours of students within each group.

#### Examples of Behaviours recorded on the Low-Level Behaviour Tracker would be;

- Provoking others (with intent)
- Direct Swearing
- Persistent defiance / refusal
- Destructive behaviours
- Persistent disruption to learning
- Bullying
- An act of Discrimination (Including language which prejudices against others e.g. racism, sexism, homophobia, transphobia or disability related)
- Internal Truancy
- Demand / work avoidance
- Self-harming behaviours
- Zero tolerance of others
- Indirect Swearing
- Theft
- Touching staff / students
- Physical aggression
- 'COVID Adverse Behaviours' e.g. deliberate coughing, touching, direct spitting

## Appendix 3

### Health and Safety within Covid Requirements

- SAFETY FIRST - Students who are agitated and need to leave the building should be allowed to do so. Staff should supervise from a distance.
- Students should not breach BUBBLES. They cannot move into other areas of the school. 'On Call' must be alerted immediately.
- If a parents/carer agrees that their child is able to tolerate and wear a face covering and remove it safely then we would encourage them to wear a mask in communal and social areas. This is not a breach of our behaviour system and should not be challenged or recorded as such.
- Maglocks should remain on at all times and students should be supervised moving around the school.
- Truancy protocols - if a student deliberately breaches a bubble which impacts on the social times of other bubbles this will result in appropriate consequences and parents/carers will be invited into school for further discussion. If a student is in crisis and staying outside is in their best interest, we will plan for this according to the individual needs of students and reflect this in the ISP and risk assessments.
- Covid Adverse Behaviours (CAB)– deliberate coughing, touching, inappropriate comments, threats to cough, direct spitting.... All behaviours must be challenged immediately but appropriately for the student. All behaviours should be recorded via Trackers. Parents/Carers should always be informed. Discuss with SLT appropriate consequence for repeated behaviours.