Behaviour

Policy

1. Aims

This policy aims to:

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

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 pupils with medical conditions at school](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), 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](#), 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](#); 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

The safeguarding legislation associated with this policy includes the following:

Legislation

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Voyeurism (Offences) Act 2019

Statutory guidance

- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- DfE (2019) 'Keeping children safe in education'
- DfE (2018) 'Disqualification under the Childcare Act 2006'

Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'

3. Definitions

Using the Department of Education guidance as a template the following behaviours are defined as either misbehaviour or serious misbehaviour:

Misbehaviour is defined as:

- Failure to attend lessons without good reason (unauthorised absence)

- Disruption in lessons and in between lessons,

- Non-completion of classwork

- Poor attitude

- Unacceptable or poor clothing/hygiene

Serious misbehaviour is defined as:

- Persistent failure to attend lessons without good reason (unauthorised absence)

- Repeated failure to meet our behaviour for learning expectations

- 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:
    - 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)

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

5. Roles and responsibilities

5.1 The governing board
The governing board is responsible for developing, monitoring and reviewing this behaviour policy's effectiveness and holding the head of school to account for its implementation. These responsibilities are delegated at an operational level to the Chief Executive Officer.

5.2 The head of school
The head of school is responsible for implementing this behaviour policy.

The head of school 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 Education Operations Team:

The Chief Executive Officer, Clinical Director and Head of School form the Education Operations Team and are responsible for ensuring the Schools practice and policy are in sympathy with the ethos, approach and policy of the whole Trust.

5.4 Safeguarding Team:

Designated Safeguarding Lead: Karen Parrish
Deputy Designated Safeguarding Lead: Anil Kalbag

Safeguarding issues are reported to the safeguarding team and the school receives feedback when appropriate in the frontline managers meetings.
See FTCT Safeguarding policy.

5.5 Education Team Staff
The education team staff are responsible for:

- Implementing the behaviour policy consistently

- Modelling positive behaviour

- Providing a personalised approach to the specific behavioural needs of particular learners

- Recording behaviour incidents (See behaviour monitoring sheet –page 12)

5.6 Key workers and Therapists (representing the 'corporate parents')
Key workers and therapists are expected to:

- Support their client in meeting the behaviour for learning expectations

- Inform the school of any changes in circumstances that may affect their learner's behaviour

- Discuss any behavioural concerns with the head of school promptly

6. Pupil code of conduct

Learners are expected to sign the behaviour for learning contract at the start of the academic year.

The behaviour for learning expectations (See page 11):

- Behave in an orderly and self-controlled way

- Show respect to members of staff and each other

- In class, make it possible for all pupils to learn

- Treat the school buildings and school property with respect

- Accept consequences when given

- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and consequences

7.1 List of rewards and consequences
Positive behaviour will be rewarded with:

- Praise

- Credits (See behaviour recording sheet- page 12 credits are put in comments section)

- Emails or meetings with keyworkers/therapists

- Special responsibilities/privileges

- School trips

- Prizes such as shop vouchers

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

- A verbal warning

- Temporary exclusion from a lesson – triggering the engagement of the Behavioural Management Team (coordinated by the Clinical Team)

- Expecting work to be completed at home, or lunchtime

- Referring the pupil to the head of school

- Emails or meetings with keyworkers/therapists and an appropriate 'corporate parent' response

Pupils may be temporary excluded from lessons if they are disruptive. This will trigger the engagement of a member of the Trust Team to engage in appropriate support to encourage more appropriate behaviour.

7.2 Off-site behaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip.

7.3 Allegations (including Malicious Allegations)

Allegations will be considered within the wider Trusts policies and procedures relating to Safeguarding and Complaints.

8. Behaviour management

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
- Develop a positive relationship with pupils, which may include:
    - o Greeting pupils in the morning/at the start of lessons
    - o Establishing clear routines
    - o Communicating expectations of behaviour in ways other than verbally
    - o Highlighting and promoting good behaviour
    - o Concluding the day positively and starting the next day afresh
    - o Having a plan for dealing with low-level disruption
    - o Using positive reinforcement

8.2 Physical restraint
In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property

Responses will be within the guidelines for Physical Intervention and Restraint as detailed within the Trust's overarching policy. All staff involved in any physical restraint will be appropriately training.

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 in the Trust's Physical Intervention records.

8.3 Behaviour Management Plans

The School operates a tiered approach to behaviour management. The initial phase is to deal with inappropriate behaviour informally. If the behaviour continues or is at a level that makes informal intervention inappropriate then the School will deal with the behaviour 'in house' using the range of consequences identified in section 7. If the behaviour persists or escalates them #n contact will be made with the 'corporate parent' through direct contact with the Clinical Director. The Clinical Director and Head of Education will agree an appropriate strategy and response. These responses may include:

Communication Meetings
Communication meetings will be called when an incident of serious misbehaviour has occurred and is continuing to cause disruption in the education centre. All members of the community who are on site will attend a communication meeting

Adapted programme via Programme Review
When a young person displays challenging behaviour on a regular basis then a behaviour management plan will be implemented. An adapted programme will made for the young person in a programme meeting that will involve the clinical director and the head of school. The adapted programme will outline the individual's difficulties and the strategies used to manage these behaviours, these plans will be regularly reviewed. This may include temporary exclusion.

8.4 Permanent exclusion
The learner will be excluded from the education centre while a decision is pending.
A placement review meeting will involve the head of school, the clinical director, the director and other professionals such social workers and representatives from the relevant local authority. The decisions made in this meeting will affect their placement at Glebe House.

8.5 Safeguarding and Risk Management
The education team will be made aware of any supervision adjustments that have been made by the clinical team for safeguarding reasons. Learners will be managed accordingly in the education setting.

8.6 Confiscation
Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils and will be disposed of appropriately.

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, if appropriate.

9. Training

Our staff is provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

A training log can be obtained from our FTCT HR department.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Head of Education, Chief Executive Officer and Board of Governors. At each review, the policy will be approved by the head of school.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- SEN Policy
- Student Support

Behaviour for learning

We at Glebe House expect our learners to:

Be respectful

Be punctual

Be cooperative

Be well presented

Be an active learner

Be brave

Be trustworthy

Be supportive

Good behaviour helps to create a positive and safe space for all.

Behaviour for learning

As a learner in the EdShed it is my responsibility to:

Be respectful

Be punctual

Be cooperative

Be well presented

Be an active learner

Be brave

Be trustworthy

Be supportive

I understand that my behaviour affects my learning and the learning of others. I will do my best to contribute to a positive learning environment.

Name………………………………………………

Signature………………………………….......

Date ……………………………………………

Behaviour Monitoring Sheet

Date :

1. Be respectful   2. Be punctual   3. Be cooperative

4. Be brave   5. Be well presented   6. Be an active learner

7. Be trustworthy   8. Be supportive

Name	Lesson 1	2	3	4	5	6	Comments