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Bridge House School

Behaviour Policy

**The next scheduled review date for this policy is.**

**Signed by;**

**Anita Cameron - Headteacher**

**Eve Bartlet - Director of Education**

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| **Reviewed** | **Reviewed by** |
| **September 2023** | **Anita Cameron, Eve Bartlet** |

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# Statement of Intent

**Bridge House School** believes that,

*“Beneath every behaviour there is a feeling. And beneath each feeling is a need. And when we meet that need rather than focus on behaviour we begin to deal with the cause not the symptom”.*

We recognise that behaviour is a communicative tool aimed at sharing an individual’s feelings and it is imperative that we understand the causal elements of this behaviour. This principle guides our practise, as we value and promote good relationships and positive attitudes by fostering an atmosphere of respect and courtesy towards all members of the school community. We feel that it is only through developing strong, trusting relationships between staff and students that this provides the foundation to help students to manage their behaviour. We expect high standards of academic performance and social behaviour, and through nurturing self-discipline and self-esteem we hope to establish an effective learning environment, which allows all pupils to achieve their full potential.

The school is committed to:

* Modelling and promoting desired behaviour.
* Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
* Ensuring equality and fair treatment for all.
* Praising and rewarding good behaviour.
* Challenging misbehaviour.
* Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
* Encouraging positive relationships with stakeholders.
* Developing positive relationships with pupils to enable early intervention.
* A shared approach which involves pupils in the implementation of the school’s policy and associated procedures.
* Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate consequences will be used where a pupil’s behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH) and other educational and needs, the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

* **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
* **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing
* **Community engagement** – the school proactively engages with stakeholders, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil’s mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school’s Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

**Code of Conduct**

**Promoting a Positive School Environment**

It is important that all members of the school community are aware of and follow the Code of Conduct. Good behaviour is expected and praised. Where possible, pupils will be involved in decisions about conduct. Pupil motivation will be encouraged by stimulating, engaging activities within the curriculum and those pupils with Special Educational Needs / Disabilities will be valued and provided with appropriate support programmes. The physical environment is well-maintained, safe and secure. Relationships between all adults and pupils will show respect and care.

Staff must model positive behaviour by building relationships between themselves and pupils by emphasising the kind of behaviour we want to see rather than what we wish to discourage. Staff must respond to students with genuine interest and care, showing patience, respect, responsibility and a willingness to apologise when wrong. Staff must model desired behaviour, use positive reinforcement and praise, as well as using listening skills and patience.

Expectations of behaviour will be the same for everyone, regardless of sex, race or religion.

**Recognition and Adoption of the 4 R’s:**

1. **Rights**: every educator and pupil has the right to be treated fairly and appropriately without the fear of discrimination. Pupils have the right to a good education.
2. **Responsibilities**: pupils must be responsible for their own behaviour, attitudes and work; they should seek to do their best at all times and complete the work set. Staff have a responsibility to provide outstanding lessons set within a positive learning environment.
3. **Rules**: the School Rules should be displayed in each classroom:
   * + Everyone has the right to:
     + Be treated with respect: keeping your hands, feet and unkind words to yourself
     + Be listened to and supported
     + Try their best and be recognised for their achievements
     + Learn in a safe school environment where resources are cared for.
4. **Routines**: educators are expected to teach their lessons according to the timeframes given and to establish and follow whole school routines. Pupils are expected to arrive on time, attend set lessons, have their break in the appropriate manner and leave at home time quietly and sensibly.

# Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

* Education Act 1996
* Education Act 2002
* Education and Inspections Act 2006
* Health Act 2006
* The School Information (England) Regulations 2008
* Equality Act 2010
* Voyeurism (Offences) Act 2019
* DfE (2013) ‘Use of reasonable force’
* DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’
* DfE (2018) ‘Mental health and behaviour in schools’
* DfE (2021) ‘Sexual violence and sexual harassment between children in schools and colleges’
* DfE (2022) ‘Behaviour in schools: Advice for Headteachers and school staff’
* DfE (2022) ‘Keeping children safe in education 2022’
* DfE (2022) ‘Searching, Screening and Confiscation: Advice for schools’
* DfE (2022) ‘Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement’

This policy operates in conjunction with the following school policies:

* Pupil Code of Conduct
* Social, Emotional and Mental Health (SEMH) Policy
* Complaints Procedures Policy
* Special Educational Needs and Disabilities (SEND) Policy
* Suspension and Exclusion Policy
* Physical Intervention Policy
* Child-on-child Abuse Policy
* Child Protection and Safeguarding Policy
* Smoke-free Policy
* Pupil Drug and Alcohol Policy
* Searching, Screening and Confiscation Policy
* Anti-bullying Policy

# Roles and responsibilities

The Director of Education and Head Teacher will have overall responsibility for:

* Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
* Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
* Handling complaints regarding this policy, as outlined in the school’s Complaints Procedures Policy.
* Ensuring this policy is published on the school website.

The Headteacher will be responsible for:

* The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy’s effectiveness in addressing any SEMH-related drivers of poor behaviour.
* Establishing high expectations of pupils’ conduct and behaviour and implementing measures to achieve this.
* Determining the school rules and any disciplinary consequences for breaking the rules.
* The day-to-day implementation of this policy.
* Publicising this policy in writing to staff, stakeholders and pupils at least once a year.
* Reporting to the senior management team on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
* Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and stakeholders with regards to the behaviour of pupils with SEMH difficulties.
* Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

* Collaborating with the Director Education, and Headteacher to determine the strategic development of behaviour and SEMH policies and provisions in the school.
* Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school’s Special Educational Needs and Disabilities (SEND) Policy.
* Supporting teachers in the further assessment of a pupil’s strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

* Planning and reviewing support for pupils with behavioural difficulties in collaboration with stakeholders, the SENCO and, where appropriate, the pupils themselves.
* Aiming to teach all pupils the full curriculum, whatever their prior attainment.
* Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
* Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
* Being responsible and accountable for the progress and development of the pupils in their class.
* Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

* Adhering to this policy and applying it consistently and fairly.
* Supporting pupils in adhering to this policy.
* Promoting a supportive and high-quality learning environment.
* Modelling high levels of behaviour.
* Being aware of the signs of behavioural difficulties.
* Setting high expectations for every pupil.
* Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
* Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  + SENCO.
  + Headteacher.
* As authorised by the Headteacher, implementing consequences for pupils who display poor levels of behaviour.

Pupils will be responsible for:

* Their own behaviour both inside school and out in the wider community.
* Reporting any unacceptable behaviour to a member of staff.

Stakeholders will be responsible for:

* Supporting their child in adhering to the school rules and reinforcing this at home.
* Informing the school of any changes in circumstances which may affect their child’s behaviour.

# Definitions

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

* **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
* **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
* **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
* **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
* **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
* Possession of legal or illegal drugs, alcohol or tobacco
* Possession of banned items
* Truancy and running away from school
* Refusing to comply with disciplinary consequences
* Theft
* Verbal abuse, including swearing, racist remarks and threatening language
* Fighting and aggression
* Persistent disobedience or disruptive behaviour
* Extreme behaviour, such as violence and serious vandalism
* Any behaviour that threatens safety or presents a serious danger
* Any behaviour that seriously inhibits the learning of pupils
* Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

* Lateness
* Low-level disruption and talking in class
* Failure to complete classwork
* Rudeness
* Lack of correct equipment
* Refusing to complete homework, incomplete homework, or arriving at school without homework
* Disruption on public transport
* Use of mobile phones without permission
* Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

# Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The Director of Education and the Headteacher will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The Director of Education and the Headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

# Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The Headteacher will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil’s behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with stakeholders, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of consequences to prevent the misbehaviour recurring. The following graduated response will be utilised when considering consequences following a behaviour incident:

**Graduated response:**

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| Stage 1 | Response | Staff actions/ script |
| Disruption of learning:  Out of seat  Shouting out  Interrupting the teacher during whole class session  Interrupting other children  Not listening | First Verbal warning – reminder of expectations | Low key response  Two positive choices  Praise those making the correct choices  Rule reminder/ quiet reminder  Support students to make the right choice  “At Poplar House School, we …” |

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| Stage 2 |  |  |
| 1. Not ready to learn 2. No homework 3. Late to school 4. Communicating during assessments 5. Not wearing the correct uniform 6. Failed to follow instructions 7. Lack of effort 8. Talking out of turn 9. In out of bounds area 10. Poor conduct | Second Verbal warning – reminder of expectations  Incident logged in behaviour incident on Arbor | Low key response  Two positive choices, “You can either…, or …, but you may not…”  Praise those making the correct choices  Rule reminder/ quiet reminder  Support students to make the right choice  “At Poplar House School, we …”  If behaviour continues, child is reminded of rule and informed what the consequence of continuing with this behaviour will be. |

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| Stage 3 Level 1 | Response | Staff actions/ script |
| 1. Swearing 2. Walked out without permission 3. Spitting 4. Verbal abuse towards an adult 5. Verbal abuse towards a pupil 6. Defiance 7. Unkind behaviour 8. Refusal to follow instructions 9. ICT misuse 10. Repeated disruptive behaviour | Incident logged in behaviour incident on Arbor  Consequence given | Rule reminder, “At school we,… by continuing to… you are choosing to be…”  Consequences could include:  Full playtime being lost in order to reflect on behaviour  Phone call home by teacher |

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| Stage 3 Level 2 | Response | Staff actions/ script |
| 1. Persistent disruptive behaviour 2. Threatening or confrontational behaviour 3. Malicious accusations against staff 4. Bringing the school into disrepute 5. Selling or gambling 6. Theft 7. Mobile confiscated 3 times | Incident logged in behaviour incident on Arbor  Consequence given | Rule reminder, “At school we,… by continuing to… you are choosing to be…”  Consequences could include:  Full playtime being lost in order to reflect on behaviour  Setting a written task, such as an account of their behaviour  Internal exclusion if student is not ready to listen or respond appropriately  Phone call home by teacher  Student will be put on a behaviour support plan. |

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| Stage 3 Level 3 | Response | Staff actions/ script |
| 1. Physical abuse 2. Physical assault against an adult 3. Physical assault against a pupil 4. Fighting 5. Sexual misconduct 6. Possession of drugs 7. Drug and alcohol related behaviour 8. Bullying – sexist bullying 9. Bullying – cyber-bullying 10. Bullying – homophobic/ transphobic 11. Bullying – other 12. Racist incident 13. Arson 14. Threat to health and safety 15. Damage to school property 16. Carrying a weapon or bladed instrument | Incident logged in behaviour incident on Arbor  Sent to Headteacher | The pupil is sent to the Headteacher immediately or, in the Headteacher’s absence, the most senior member of staff.  The Headteacher investigates the incident and decides whether it constitutes unacceptable behaviour.  If the Headteacher deems the incident to be unacceptable behaviour, they will record the incident.  The Headteacher will inform the pupil’s stakeholders on the same day, where possible, following a decision to remove their child from the classroom into another learning environment, and invite them to discuss the incident.  The Headteacher will have a discussion with the pupil about why the behaviour occurred and how this can be supported in the future.  A plan to be created / updated in order to support the pupil and staff in managing further occurrences.  School-based community service, e.g. tidying the classroom |

Following repeated incidents of unacceptable behaviour, the following consequences will be implemented:

* The Headteacher, following discussion with the Director of Education and SENCO will consider whether the pupil should be suspended, in line with the school’s Suspension and Exclusion Policy, and will determine the length of the suspension.
* Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil’s behaviour.
* Where a pupil is identified as having SEMH-related difficulties, SEND support will be increased and the SENCO will monitor the impact of the new support level.
* Where SEND is not identified, but the Headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created, in conjunction with the SENCO, to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following consequences will be implemented:

The Headteacher will arrange a meeting with all stakeholders and discuss plans for how to support the young person moving forward in a positive and proactive way. This could include them being taken in a different place e.g., library or at home, it could include a change to their school hours, or it could include a stakeholder being with the young person in class all day.

For the consequences to be lawful, the school will ensure that:

* The decision to consequence a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the Headteacher.
* The decision to consequence a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
* The decision to consequence a pupil is reasonable and will not discriminate on any grounds, e.g., equality, SEND or human rights.

The school will ensure that all consequences is reasonable in all circumstances, and will consider the pupil’s age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

# Prevention strategies, intervention, and consequences for unacceptable behaviour

This section outlines the school’s strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using consequences and support effectively and appropriately to improve pupils’ behaviour in the future.

**Initial interventions**

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe consequences will be used. Support will consider the pupil’s specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure all members of the staff are aware of any pupil that is:

* Persistently expressing behaviours
* Not changing their behaviour following low-level consequences
* Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address behaviours will include, but are not limited to, the following:

* Frequently engaging with stakeholders, including home visits where necessary
* Providing mentoring and coaching
* Short-term behaviour report cards
* Long-term behaviour plans
* Engagement with local partners and agencies
* Where the pupil has SEND, the SENCO and school leadership will undertake an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such an early help assessment, that goes beyond a pupil’s education will be considered where serious concerns about a pupil’s behaviour exist.

**Behaviour curriculum**

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. arriving on time.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

**Positive teacher-pupil relationships**

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

**Preventative measures for pupils with SEND**

Behaviour will always be considered in relation to a pupil’s SEND. If it is deemed that a pupil’s SEND has contributed to their behaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of behaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

* Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
* Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
* Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
* Training for staff in understanding autism and other conditions

**Zones of Regulation**

The Zones of Regulation give young people words and colours to help describe how they’re feeling and how much energy they may have as a result. The staff are supported by the therapy team to help your child understand these zones and encourage them to use their own active strategies to positively move them into the green zone. The staff will encourage your child to understand that it’s ok to feel something from anyone of the four zones but will help to get your child’s mind and body ready to learn.



**De-escalation strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

* Appearing calm and using a modulated, low tone of voice
* Using simple, direct language.
* Avoiding being defensive, e.g., if comments or insults are directed at the staff member, this is not usually personal, rather an expression for help to a trusted individual.
* Providing adequate personal space.
* Showing open, accepting body language, e.g., not standing with their arms crossed.
* Reassuring the pupil and creating an outcome goal.
* Identifying any points of agreement to build a rapport.
* Offering the pupil, a face-saving route out of confrontation, e.g., a limited choice option, explaining the outcomes of each choice.
* Rephrasing requests made up of negative words with positive phrases, e.g., “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

**Physical intervention**

In line with the school’s Physical Intervention Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy.

After an instance of physical intervention, the pupil will be immediately taken to the house or a designated place in school, and the pupil’s stakeholders will be contacted. Where appropriate, the Headteacher may decide to temporarily remove the pupil from the school, for the rest of that day, via a suspension, in line with the DfE’s guidance on ‘Suspension and Permanent Exclusion’. Where suspension is carried out, the pupil’s stakeholders will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their stakeholders.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Director of Education and Headteacher as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

# Sexual abuse and harassment

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school’s procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

# Smoking and controlled substances

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Consequence for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

The school will follow the procedures outlined in its Smoke-free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Stakeholders, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

# Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prior to any search, the Residential Manager of the home will be spoken to and asked to attend the school for the search. Authorised members of staff will be permitted to use reasonable force, as a last resort, when conducting a search without consent for the prohibited items listed below, in line with the school’s Physical Intervention Policy. The prohibited items where reasonable force may be used are:

**This list is created using the DfE’s ‘Searching, Screening and Confiscation’ guidance.**

* Knives and weapons.
* Alcohol.
* Illegal drugs.
* Stolen items.
* Tobacco and cigarette papers.
* Fireworks.
* Pornographic images.
* Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  + To commit an offence; or
  + To cause personal injury to any person, including the pupil themselves; or
  + To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

* E-cigarettes and vapes
* Lighters
* Aerosols
* Legal highs/psychoactive substances
* Energy drinks

Staff will follow the provisions outlined in the school’s Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

# Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

* Start the year with clear sets of expectations, rules and routines that are understood and agreed by all pupils.
* Establish agreed rewards and positive reinforcements.
* Establish consequences for behaviours.
* Establish clear responses for handling behavioural problems.
* Encourage respect and development of positive relationships.
* Make effective use of the physical space available.
* Have well-planned lessons with a range of activities to keep pupils stimulated and engaged.

Subject to reasonable adjustments, e.g., those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the home school agreement, which requires pupils to:

* Conduct themselves around the school premises in a safe, sensible and respectful manner.
* Arrive to lessons on time and fully prepared.
* Follow reasonable instructions given by staff.
* Behave in a reasonable and polite manner towards all staff and pupils.
* Show respect for the opinions and beliefs of others.
* Complete classwork as requested.
* Hand in homework at the time requested.
* Report unacceptable behaviour.
* Show respect for the school environment.

**Classroom rules and routines**

The school will have an established set of clear and comprehensive classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The Headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any consequences for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the consequences that may be imposed.

To support pupils’ continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g., providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of their school year with Educ8, pupils will be provided with a home school agreement which they are required to read and sign. All rules outlined in the home school agreement are applicable to pupils’ behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

**The classroom environment**

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g., wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent behaviours and enable it to be noticed early, such as:

* Seating those who frequently express behaviours in a space appropriate to support their needs.
* Seating those who frequently express behaviours away from each other.
* Ensuring the teacher can see pupils’ faces, that pupils can see one another, and that they can see the board.
* Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

**Praise and rewards**

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

* They define the behaviour that is being rewarded.
* The praise is given immediately following the desired behaviour.
* The way in which the praise is given is varied.
* Praise is related to effort, rather than only to work produced.
* Perseverance and independence are encouraged.
* Praise is only given when a pupil’s efforts, work or behaviour need to be recognised, rather than continuously without reason.
* The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

Good choices include:

|  |  |
| --- | --- |
| Qualities | Examples of good choices |
| Teamwork | Peer assistance  Working with partners effectively  Helping their peers out with classwork  Showing polite manners |
| Ready to learn | Following instructions  Wearing correct uniform  Showing courage behaviour in the face of adversity |
| Commitment to learning | Producing great homework  Endeavouring over challenging work  Achieving full marks in classwork  Reflecting over work and improving work-based feedback  Presentation to whole school  Working on after school projects  Winning competitions out of school |

We operate the following reward system when students make good choices:

|  |  |
| --- | --- |
| Reward Points system | Behaviours displayed |
| 1 | A few good choices – most of the interactions have not been positive and there is minimum engagement. |
| 2 | Some good choices – there are enough positive things to focus on. |
| 3 | Good choices – most of the students contributions are positive. |
| 4 | Excellent choices – not quite perfect. |
| 5 | Perfect choices – perfect means just this, if a child isn’t engaged for the entire lesson then they cannot earn this score for effort. Swearing once is not perfect behaviour. |

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

* **Immediate** – immediately rewarded following good behaviour.
* **Consistent** – consistently rewarded to maintain the behaviour.
* **Achievable** – keeping rewards achievable to maintain attention and motivation.
* **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

* Verbal praise
* Communicating praise to stakeholders
* Certificates, prize ceremonies and special assemblies
* Positions of responsibility, e.g. being entrusted with a particular project
* Trips and activities

# Communication between school and home

Prior to your child starting, you will be given the school contact number so you can contact your child’s teachers throughout the school day. We encourage prospective pupils to take part in transition visits to school before joining to meet the staff and then the other children in their classes. We will explain these visits in detail during the admission process.

Two-way home school communication is an important aspect of helping your child settle at school. We endeavour to do this by:

* Teachers will respond promptly to messages left at school for school staff.
* Good behaviour will be rewarded throughout the day by teachers adding behaviour points.
* Emails can be used to let parents know how their child is getting on, sharing positives and discussing any issues that need further or ongoing support.
* Parents are encouraged to share information with school about issues which may impact on their child’s day via email and telephone call. Examples including difficulty getting their child into a taxi in the morning or high levels of anxiety. This is also the way to request a call back or inform us of your child’s sickness and absence. We hold a staff briefing every morning and this information is shared with the team.

# Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the home school agreement will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can consequence pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

* Wearing school uniform.
* Travelling to or from school.
* Taking part in any school-related activity.
* In any way identifiable as being a pupil at the school.

Staff may also consequence pupils for behaviours outside the school premises, including conduct online, that:

* Could negatively affect the reputation of the school.
* Could pose a threat to themselves, another pupil, a member of staff at the school, or a member of the public.
* Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same consequences for bullying incidents and non-criminal behaviours witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose consequences once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

# Data collection and behaviour evaluation

The school will collect data from the following sources:

* Behaviour incident data, including on removal from the classroom
* Attendance, permanent exclusion and suspension data
* Use of pupil support units, off-site directions and managed moves
* Incidents of searching, screening and confiscation
* Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

# Monitoring and review

The data will be monitored and objectively analysed regularly by the Headteacher, and the Director of Education. Attempts will be made to identify possible factors contributing to the behaviour, any system problems, or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

This policy will be reviewed by the Director of Education, Head Teacher and SENCO on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

The next scheduled review date for this policy is August 2024

**Behaviour incident form**

**Behaviour management observations review form**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of pupil** |  | **School Name** |  |
| **Name of teaching staff** |  | **Date** |  |
| **Do there appear to be any patterns triggering the pupil’s behaviour?** | | | |
|  | | | |
| **Are our existing management systems effective?** | | | |
|  | | | |
| **What achievable targets could we implement for the pupil to work towards?** | | | |
|  | | | |
| **What are the pupil’s strengths?** | | | |
|  | | | |
| **What strategies could we implement to help the pupil achieve their targets?** | | | |
|  | | | |
| **Additional comments** | | | |
|  | | | |