North East Derbyshire Support Centre

Behaviour Policy

August 2021

| Policy/Statement:
Behaviour Policy | Responsibility:
EDA | Date Agreed: Aug 2021 |
| | | Review Date: Aug 2022 |

| **To be used with the following policies:** | **Named Responsibilities:** |
| | |

1 Aims

This policy aims to:

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

2 Legislation and statutory requirements

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

Behaviour and discipline in schools
Searching, screening and confiscation at school
The Equality Act 2010
Keeping Children Safe in Education
Use of reasonable force in schools
Supporting pupils 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

This policy complies with our funding agreement and articles of association.

3 Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Refusal to follow instructions
- 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 violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - o Sexual comments
    - o Sexual jokes or taunting
    - o Physical behaviour like interfering with clothes
    - o Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items. These include (but are not limited to):
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4   Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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, published on the school website.

5   Roles and responsibilities

5.1   The Local Governing Board (LGB)

The LGB is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2   The Headteacher

The headteacher is responsible for reviewing and approving 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.

5.3   Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents via RM Integris

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

5.4   Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school staff promptly

6   Pupil code of conduct

Pupils 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 pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7   Rewards and sanctions

7.1   List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Weekly rewards and certificates
- Reward activities
- Letters or phone calls home to parents
- Special responsibilities/privileges

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

- A verbal reprimand
- Sending the pupil to the timeout room to enable them time to understand and regulate their behaviour
- 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

The school may use a timeout or isolation room in response to serious or persistent breaches of this policy. Pupils may be sent to the timeout or isolation room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Pupils who do not attend a given detention during the day, will be expected to attend an afterschool detention in the first instance. Failure to attend afterschool detention or further repeated breaches in this policy may result in internal exclusion.

Oversight of the timeout room rests with the site lead. Staff will manage the room on an agreed rota.

The list of sanctions above is not exhaustive and staff may apply other sanctions with the agreement of the site lead. The site lead reserves the right to undertake sanctions as necessary to ensure a calm and orderly learning environment.

7.2   Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include (but are not limited to):

- Detentions
- Removal from the classroom
- Internal Exclusion

In the most serious cases, fixed-term exclusions may be used, in particular when a proven incident needs to be addressed further and may require the involvement of parents or the police.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - o Manage the incident internally
  - o Refer to early help
  - o Refer to children's social care
  - o Report to the police

Please refer to our child protection and safeguarding policy, published on the school website, for more information.

7.3   Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.4   Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy and our procedures for managing allegations against members of staff, for more information on responding to allegations of abuse against staff or other pupils.

8   Behaviour and Attitudes – Building Positive Relationships

The school's behaviour ethos is based in the building of positive relationships. Over time, NEDSC has made a natural shift towards the language of *relationships* as opposed to that of *behaviour management*.

All staff are committed to working in partnership with young people, their parents and/or carers, their schools, and other agencies to re-engage them and enable them to become successful learners and responsible citizens. Whilst we speak of, and deal with behaviour issues, our work is to build highly effective, positive relationships that form the foundation for good teaching and learning.

8.1   Key Principles:

1. We promote positive behaviour and attitudes towards learning through the relationships we build with pupils and their parents and carers.

2. Positive relationships are underpinned by recognition and reward. We concentrate on rewarding good behaviour and attitudes through our praise and reward system.

3. We understand that students are not always 'ready to learn'. Accordingly, staff adopt strategies to make learning accessible for all students, supporting them to the point that they are ready to engage with learning activities.

4. All staff are responsible for the promotion of positive behaviour and attitudes. This begins in the classroom; consistently good teaching and learning is a necessity for positive attitudes, and therein positive outcomes.

5. Students should be allowed to make choices about learning and should be offered alternatives as a means to engage. Providing students with meaningful learning, even if it is not their current timetabled curriculum, is an inclusive approach to engagement.

6. On sites where students are dual registered and spend part of their time at their home school, we do not refer to, or challenge students on their behaviour when not in our learning environment. We always offer students a fresh start in a nurturing and welcoming learning environment.

7. We set high expectations for our students. We offer recognition and praise for meaningful student achievement, both academic and pastoral. Whilst we are positive, we do not provide unnecessary praise that sets low expectations.

8. Whilst behaviour practice may require staff to remove students from situations or settings, we have an inclusive approach to learning. Where possible, every effort will be made to integrate or return a student to the learning environment, whether that be their original learning space or an alternate. Best practice is the early recognition and de-escalation of potentially challenging behaviour, through the use of behaviour support plans.

9. Staff never speak about young people in front of young people.

10. There may be times that staff will be required to detail an event or concern as a matter of fact, and in a professional manner. However, staff will not make derogatory comments or share opinions about pupils with others. For example:

   - Staff will not share their views upon a young person's appearance or hygiene
   - Staff will not share their opinion of a young person's attitude or behaviour
   - Staff will not make comments about a young person's ability or engagement

11. Staff will avoid confrontation through their own positive practice. Staff will promote positive communication by modelling how best to speak to each other and to students. We will create a calm and supportive environment where:

   - Staff will not raise their voices or shout
   - Staff will not be sarcastic, will not mock or make fun of students
   - Staff will not call students names, or refer to them in an insulting way
   - Staff will not make comments about issues affecting students
   - Staff will not express how the child is making them feel
   - Staff will not demonstrate excitable behaviour that can be mimicked

12. We do not seek to actively punish students, neither do we operate a system of 'double punishment'.

13. Exclusions may be used to support when a pupil exhibits challenging behaviour. For example, to remove young people from harmful or volatile experiences that allow pupils to 'restart' and 'refresh'. Exclusions are not used as a sanction or punishment.

14. We will meet the basic needs of students and not allow those needs to become barriers to good behaviour and learning. This includes, but is not limited to, access to food, water, toilets, and safe spaces for both learning and quiet reflection.

8.2   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
- Promote the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:

  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - 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

8.3   Identifying pupil needs and triggers to misbehaviour

All pupils will have a behaviour support plan (BSP) which identifies any needs or triggers for individual pupils. The plan details the preventative and de-escalation strategies that are proven to work and/or support a child to avoid misbehaviour/escalating behaviour, or to help them de-escalate from a situation. A copy of the BSP is included in Appendix 1. Site leads will ensure that:

- All staff understand the application of BSPs within the school
- BSPs are fully communicated to those in direct contact with the pupil
- BSPs identify triggers and warning signs of the pupil's misbehaviour
- The plan includes positive behaviour support strategies to manage the behaviour without the use of sanction or intervention

- That parents/carers, staff and pupils (where appropriate) have been involved in drawing up the plan and are clear about the specific actions staff may need to take
- That the pupil's Special Educational Needs (SEN) and/or disability, have been fully considered. This will include seeking medical advice regarding how restraint could affect a pupil with disability or medical condition.

The PSP should be used in conjunction with this policy and the Positive Behaviour Support policy (inc Physical Intervention).

8.2   Physical restraint

Restrictive physical intervention is rarely used at North East Derbyshire Support Centre. However, it may be necessary to use such force as is reasonable in the following circumstances:

- To prevent a pupil injuring themselves or others, (e.g. rough play, stopping a young person from running towards traffic)
- To prevent a young person causing serious damage to property, where the damage may result in injury to the pupil or others
- To prevent a pupil/young person committing an offence (or for any pupil/young person under the age of criminal responsibility, what would be considered an offence for an older pupil/young person)
- In an emergency situation that required a student to be quickly moved or relocated (for example, a student refusing to leave a building during a fire alarm/evacuation)

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 on RM Integris and reported to parents

For more information on Physical Intervention, refer to the Positive Behaviour Support Policy (inc Physical Intervention).

8.3   Confiscation

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

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

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

8.4   Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

8.5   Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9   Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process and through regular, ongoing CPD.

Behaviour management will also form part of continuing professional development.

10   Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the LGB annually. At each review, the policy will be approved by the headteacher.

11   Links with other policies

This behaviour policy is linked to the following policies:

- Positive Behaviour Support Policy (inc Physical Intervention)
- Child protection and safeguarding policy
- Anti-Bullying Policy
- Online Safety Policy (inc Cyber-Bullying)

North East Derbyshire Support Centre
Behaviour Support Plan

Active Strategies (support to calm/re-gain control)

Reactive Strategies (make safe)

Reactive Strategies

Signs of Calming

Active
Strategies

Calming

Stable (indicators)

Post incident