



# Behaviour policy and statement of behaviour principles

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## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how 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](#)
- [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:

- 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

## 3. Definitions

At Broadstones our aim is that our students should achieve their academic potential and lead independent and fulfilling adult lives. We enable this by building mutually respectful relationships with them and showing them how to have respectful relationships with each other and with other people. This helps them to reflect and take responsibility for themselves, and is a form of discipline that is constant, immediate and consistent. We achieve discipline through discussion.

### Our ethos

It is our mission to ***“Educate, Motivate and Inspire Young People to Achieve in a Nurturing Environment”***.

Our ethos revolves around awareness, understanding, consideration of others' needs, compassion, equality, tolerance, and inclusion. Acceptable standards of behaviour are those which reflect these principles.

Every member of staff is responsible for creating this environment which enables young people to engage with effective learning. We believe that by treating our students as individuals and providing them with comprehensive support they will be able to fulfil their potential. We also believe that education can and should be fun, and that our students benefit from the sense of playfulness that permeates the school, and the creative opportunities we offer.

Our ethos aims to:

- Encourage mutual respect throughout the school community
- Help each student to develop a sense of responsibility for his/her behaviour
- Foster each student's emotional wellbeing, including their ability to express their feelings and emotions
- Develop each student's social and communication skills
- Develop a sense of social and moral responsibility within the school and the wider community

## **Our practice**

### *Building relationships and using praise*

At Broadstones, everything we do is based on building mutually respectful relationships with our pupils. We explain our practices to our pupils, offer them reasons to work with us and encourage reflective dialogue and self-regulation. Our tone can be light-hearted and playful, which can be liberating and enabling for young people who may previously have felt stifled by authority figures, this does however dilute our behaviour message and intention in any way..

We treat students as individuals, ensure that the curriculum is appropriate for each student and that teaching styles are varied, and we use praise as our main tool. Staff consistently encourage pupils in all aspects of their learning and personal development and are quick to praise as well as highlight inappropriate behaviour. This constantly reinforces the differentiation between respectful and inappropriate behaviour.

**Misbehaviour** is defined as:

- Disruption in lessons or around the school sites, and at break and lunchtimes
- Non-completion of work
- Poor attitude

**Serious misbehaviour** is defined as:

- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons

- Alcohol
- Illegal drugs
- 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 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

At Broadstones we actively promote a culture of awareness, tolerance and inclusion. We encourage students to welcome difference, embrace diversity and strive to provide them with a safe and supportive environment that is free from intimidation.

We regard all forms of bullying as unacceptable and always challenge them.

Further details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

## **5. Roles and responsibilities**

### **5.1 The governing board**

The committee 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 (on IRIS - MIS System)

The senior management 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 class teacher 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 learning environments, make it possible for all pupils to learn
- Move respectfully around school sites, allowing learning to continue
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## 7. Rewards and Behaviour Responses

### The Structure of the Points System

The points system is based on five levels of behaviour (**Appendix 2 - Example of RATE Me a**) and each level of behaviour has a title. Each level of behaviour has a 'Global' Description containing critical or essential behaviour traits.

The critical or essential behaviours underpin our belief that every learner has a right to learn and every teacher has a right to teach. The global description aims to paint a pen-portrait of a child's behaviour.

The global description can be used to map or can chart a learner's progress through to appropriate behaviour. Displaying the critical or essential behaviour traits contained in the global description will be reflected in the points awarded to learners in both academic as well as vocational lessons.

At Broadstones School the awarding of points are tied to expectations of respect, achievement, targets and engagement and participation (RATE Me). This points system is consistent across all school sites.

All RATE Me points from each lesson are recorded on IRIS, Broadstones MIS System.

### Awarding Points in Lessons

The points system aims to develop positive learner attitudes and responsible learner behaviour. These are the prerequisites for success and achievement. The points system uses the abbreviation 'RATE' to categorise the areas for which points are awarded.

#### Points will be awarded in the following areas:

- R** – Respect for self, peers, adults and the learning environment
- A** – Achievement in lessons and as a whole
- T** – Target: meeting targets
- E** – Engagement & participation – Effort and 'having a go' (resilience).

Five points are available in each category.

- |          |   |  |
|----------|---|--|
| 0 points | - | Learner has displayed conduct/behaviour/achievement of concern               |
| 1 point  | - | Learner has displayed conduct/behaviour/achievement that is weak             |
| 2 points | - | Learner has displayed conduct/behaviour/achievement that is satisfactory     |
| 3 points | - | Learner has displayed conduct/behaviour/achievement that is acceptable       |
| 4 points | - | Conduct/behaviour/achievement displayed by learners is consistently good     |
| 5 points | - | Conduct/behaviour/achievement displayed by learner is consistently excellent |

Whilst we aspire for excellence, we aim for learners to display an acceptable level of behaviour and achievement. Acceptable behaviour is indicated by awarding 3 points. Staff need to be consistent, fair and firm in the awarding of points in order to protect the effectiveness and integrity of the points system. Learners should also be involved in the decision and discussion around what points are to be awarded and why.

Learners begin each lesson with zero. The theoretical foundation for this is the principle of 'Rewarding Partial success'.

'Rewarding Partial Success' is a positive management response. It gives learners positive information and reinforces/promotes appropriate behaviour. Adopting the position of 'Rewarding Partial Success' reflects the belief that our learners have passed through a variety of educational establishments and arrived at our school because punishment does not work.

'Rewarding Partial Success' recognises that learner's self-image and self-esteem is important, as learners

tend to behave in a manner that is consistent with their self-image.

When a learner's self-image is particularly low the individual protects their self-esteem by processes of:

- |               |   |                                       |
|---------------|---|---------------------------------------|
| 1. REJECTION  | - | "It wasn't me ..... I didn't ....."   |
| 2. PROJECTION | - | "It wasn't me ..... It was ....."     |
| 3. DENIAL     | - | "I didn't ...." i.e. it didn't happen |

At the end of each day a final daily total can be recorded which is then translated into a final daily level.

If behaviours are repeated and are consistently affecting the pupil or other pupils learning, resolution will be sought through contact with parent/carer with a meeting arranged with the learner. Resolution will always attempt to address the cause of behaviour. As we believe that all behaviour is a form of communication.

### **7.1 List of rewards and responses to unacceptable behaviour**

Positive behaviour will be rewarded with:

- Praise
- Rate Me Points
- Phone calls home to parents
- Certificate
- Record on IRIS 'Good News'

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

- A verbal reprimand
- Accompanying the pupil to a breakout or another area
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents/carers
- Record on IRIS 'Behaviour'
- Exclusion

### **7.2 Off-site behaviour**

Sanctions may be applied where a pupil has not behaved appropriately off-site, such as on a school trip or during transport.

### **7.3 Malicious allegations**

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

Please refer to our safeguarding policy for dealing with allegations of abuse against staff and for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

## **8. Behaviour management**

At Broadstones School teaching is delivered through structured classroom activity, and through the vocational curriculum, which enables students to learn in a more informal setting. Our students have long histories of failing to engage with education. Their complex emotional and additional needs create barriers when focusing on formal learning for long periods of time. This means that it would be inappropriate to



apply a blanket approach as an expectation for pupils to meet the National Curriculum framework by engaging with five hours of formal learning each day. Our curriculum, which is designed to meet their needs, includes small groups and 1:1 support within the contact time between students and staff and can adapt to accommodate further academic or vocational work where appropriate.

Effective teaching is therefore dependent on the relationship between members of staff and the pupils. Effective behaviour management is based on the ability of staff to manage behaviour with measured firmness rather than the blanket use of authority. These techniques combine to deliver consistent behaviour management throughout the day in all settings.

## **Conflict resolution**

Conflict resolution is the verbal process through which staff address an inappropriate incident in which a student has been involved.

Broadstones School adopts the Restorative Approaches methodology and procedures. Please refer to the Restorative Approaches booklet for further information. This approach creates an open discussion facilitated by an impartial member of staff with an aim to use the opportunity as a learning strategy to help the pupil understand what happened and why something happened. Our strategy is to empower the pupils.

We believe punishment merely reinforces authority and does nothing to encourage students to reflect on their behaviour.

Our work with parents and carers and with external professionals is central to supporting students to manage their behaviour. This work is coordinated by the Headteacher and SENCO.

## **8.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom and learning environments.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Expressing an interest in the pupil and their hobbies and interests
  - Communicating expectations of behaviour in a positive manner
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Using a variety of strategies for dealing with low-level disruption
  - Using positive reinforcement

## **8.2 Physical restraint**

At Broadstones School, the emphasis is on non-restraint even in testing situations as it conflicts with the school's ethos of mutually respectful relationships. All staff members are trained in 'Management of Potential or Actual Aggression (MAPA)' and employ these methods and strategies.

This does not mean that staff never physically intervene. On the rare occasions when it is necessary, staff employ the MAPA methods and may be required to employ a MAPA hold to prevent pupils from hurting themselves or others.

Incidents of a MAPA hold 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

### 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.

Any necessary searching and screening of 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 Headteacher and 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/carers to create the plan and review it on a regular basis.

### 8.5 Exclusion

At Broadstones exclusion from the school is used as a last resort and for the shortest time possible. A student may be sent home in the course of the school day and return the next day. It is not a punitive measure but a planned intervention initiated by the Headteacher or, in their absence, the Deputy Headteacher when it is felt that it is unsafe for a student to be in school, and when other strategies have failed. It is done in the interests of a student's own health and safety, and the health and safety of others because we feel that, at that time, the school is not an appropriate environment for the student.

When a student is sent home we immediately plan how best to support them and get them back into school. If the student is to return the following day, arrangements are made to reintegrate them. This involves the student and their parent or carer attending a meeting with a member of the Headteacher or Senior Management Team if appropriate. If the exclusion is for more than part of a day, we support them at home so that our work with them continues. A reintegration meeting will be held as soon as is appropriate.

### 8.6 Risk assessment

Safety is always our prime consideration: neither pupils nor staff must be placed in situations that expose them to an unacceptable level of risk. For this reason risk assessment is embedded into school practice. We constantly monitor and assess our students' behaviour and our responses to them, ensuring that they have

appropriate levels of supervision and striving to find the most effective ways to reduce and manage potential risk.

If a pupil leaves the site due to behaviour (e.g frustration), a member of staff will follow at a distance and at no more than a brisk walking space; running could jeopardise the pupil's safety. This enables us to supervise the student until they are ready to return.

We simultaneously operate a policy of inclusion to enhance our students' learning opportunities. The process for students to take part in educational visits is one of continued risk assessment and involves careful planning.

## **9. Pupil transition**

Pupils who come to Broadstones School from another setting and given an initial meeting with the Headteacher and a tour of the school sites where they meet staff and pupils. They are then provided with a taster day in the academic setting as well as one in a vocational setting to enhance the transition process. We also offer the flexibility of pupils starting gradually, especially if they have not attended formal education for a significant period of time.

Prior to any pupil attending the school for an initial meeting, the Headteacher will gain a significant understanding of the pupil from professional input such as the Education, Health and Care Plan (EHCP), Educational Psychologist report, or any medical professional or any previous settings etc.

Pupils continue to work with the same teaching and support staff each year and as such transitions into a new year group with differing staff is not of concern.

In order to ensure a smooth transition to a post 16 setting, pupils are provided with visits to the setting as well as additional visits to familiarise with the setting as well as new staff members. Broadstones staff also organise and attend transition and review meetings in order to aid this process.

## **10. Training**

Our staff are provided with training on managing behaviour, including MAPA training, as part of their ongoing professional development.

Behaviour management will also form part of continuing professional development through staff meetings and INSET days.

Staff are encouraged to keep and maintain a personal training log as a record of their professional development as well as HR maintaining a complete log of all training and certification.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and chair of the committee: Elizabeth Evans every year. As part of each review, the policy will be approved by the headteacher.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-Bullying policy
- SEND policy

## **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from disruption
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions procedure explains that exclusions will only be used as a last resort, and outlines the reasons behind exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The committee also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.



