

Behaviour Policy



Approved by:	Governing Body
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Contents

1. Aims	3
2. Legislation and statutory requirements	4
3. Definitions	5
4. Bullying.....	5
5. Roles and responsibilities	6
6. Pupil code of conduct.....	7
7. Rewards and sanctions	8
8. Behaviour management.....	9
9. Pupil transition.....	11
10. Training	11
11. Monitoring arrangements.....	11
12. Links with other policies.....	11
Appendix 1: written statement of behaviour principles.....	12
Appendix 2: Exclusion.....	13

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1. Aims

This behaviour policy links to other school policies and documents including:

- Special Educational Needs
- Safeguarding and Child Protection Policy
- Educational Visits Policy
- Mobile Phone Policy
- Attendance Policy
- Autism Response Strategy
- Our Philosophy and Approach
- Bullying Policy

It makes reference to DfE statutory guidance and documents that should be read alongside this policy. These include:

- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- The Education and Inspections Act 2006
- Preventing and Tackling Bullying.
- Advice for Head Teachers, Staff and Governing Bodies
- DfE and ACPO Drug Advice for Schools
- Use of Reasonable Force
- Behaviour and Discipline in Schools
- DfE Screening,
- Searching and Confiscation
- Ensuring Good Behaviour in Schools
- DfE Dealing with allegations of abuse against teachers and other staff
- Keeping Children Safe in Education (KCSIE, last updated September 2022)

This behaviour policy is published on the School's website. Copies are also available on request. These can be obtained from the school's reception.

All stakeholders have high expectations and encourage our children and staff to be outstanding and shine.

All staff have a corporate responsibility to providing a safe, happy and stimulating environment for all children in our care where good behaviour is the only acceptable behaviour. This is achieved through quality teaching, praise, reward and a system of upheld school values.

Our policy is based on research and a belief that certain factors contribute strongly to pupils behaviour and attitudes and therefore give the greatest possible opportunity to achieve positive outcomes. These factors are:

- Good behaviour is not automatically learned but needs to be taught and supported by staff and parents/carers
- Classroom behaviour can change and that school staff can assist children to manage their behaviour more effectively
- Working collaboratively with parents/carers/local community/local authorities/medical professionals and a range of expert practitioners we can develop professional networks around pupils which can have significant positive impact on behaviour and motivation
- Pupils should have a calm and orderly environment in the school and the classroom (see Broken Window theory in our Philosophy and Approach Report), as this is essential for pupils to be able to learn

- Setting clear routines and expectations for the behaviour of pupils across all aspects of school life, not just the classroom
- Having a strong focus on attendance and punctuality so that disruption is minimised
- Having clear and effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by staff whilst recognising our cohort of pupils and their own individual needs. Children, often have a strong concept of fairness that maybe challenged by different treatment by different teachers or of different pupils. We will make decisions that are fair and respectful but take into account circumstances, needs and the individual pupil
- Developing pupils motivation and positive attitudes to learning as important predictors of attainment. Developing positive attitudes can also have a longer-term impact on how pupils approach learning tasks in later stages of education.
- Ensure that pupils have a voice, a strong sense of belonging and feel valued and respected by all members of the school community
- Fostering a positive and respectful school culture in which staff know and care about pupils by developing a nurturing environment, having a positive learning ethos with high expectations and clear, consistent boundaries
- Creating an environment in which pupils feel safe, and in which bullying, discrimination, sexual harassment, sexual abuse and sexual violence – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur

This policy aims to:

- Provide a **consistent approach** to behaviour management, but responsive and understanding of pupils individual needs
- **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**
- Ensure that the policy is understood and enacted by all school staff
- Promotes a positive and respectful environment and culture which contributes to good behaviour
- Ensure that all staff including leaders know what's happening and take action where required
- Create an environment in which behaviour supports everyone's learning where pupils feel a sense of belonging and feel safe

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:

- 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

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- 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 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 include:
 - 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 or 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 Body

The Governing Body is responsible for monitoring this behaviour policy's effectiveness.

5.2 The Head Teacher

The Head Teacher is responsible for reviewing and approving this behaviour policy.

The Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and we 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 and developing a nurturing and respectful environment where routines are established
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The senior leadership team will support staff in responding to behaviour incidents.
- Ensure that the curriculum is bespoke to meet pupil needs

5.4 Parents/Carers

Parents/carers are expected to:

- Support their child in adhering to the pupil code of conduct and behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Act in a responsible way which supports the school in upholding standards of behaviour
- Not to engage in any behaviour towards school staff which can be construed as offensive, aggressive, derogatory or rude

6. Pupil code of conduct

At Belle Vue School we believe all pupils have responsibility for their own actions. Supporting our pupils to make choices and to understand that they must take responsibility for their own actions is an important part of their learning. It supports the school's aim that our pupils leave Belle Vue school respectful of, and as positive contributors to, their communities and their peers.

At Belle Vue School pupils are responsible for ensuring that they understand the school's expectations, behave appropriately and fully understand the consequences and rewards resulting from the decisions and actions they take.

Where there are instances of inappropriate behaviour, pupils will be supported and will be advised about the consequences of their choice/actions – whether to continue in the behaviour or to take an alternative course of action (where required this will be clearly explained). This allows pupils to make an informed choice and to take responsibility when they are in a position to make rational choices. Due to individual pupil needs, processing such information at the time of being heightened or dysregulated is not possible and consequences will be spoken about when they are able to process the information in a calm and rational way.

Pupils are expected to:

- Show respect and compassion to members of staff and each other
- Ensure that their behaviour does not disrupt the learning of others
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Hand over mobile phones, tablets, or any device which can connect to the internet or is capable of capturing images, etc at the beginning of the day when entering the school
- Use mobile phones, tablets, or any device which can connect to the internet or is capable of capturing images, etc in a responsible manner at all times when travelling to and from the school
- Behave in a calm and considerate manner not only in classrooms but also in all environments including corridors/around the school during social times and when on trips and visits.

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour may be rewarded with:

- Praise
- Certificates
- Phone calls home to parents/carers
- Post cards home
- Special responsibilities/privileges
- Celebrating achievements

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

- A verbal correction
- Expecting work to be completed at home, or at break or lunchtime
- Catch up at break or lunchtime, or after school
- Saturday catch up
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report' or an individual programme of support
- Confiscation of mobile phone, tablet, or any device which can connect to the internet or is capable of capturing images, etc if deemed appropriate by the Head Teacher for a period also determined by the Head Teacher (*parents/carers are welcome to collect such a device from the school office at any time before such a period ends if required*)
- Fixed term exclusion

During lessons pupils may be asked to a quiet area away from class if they are disruptive, they will be expected to complete the same work as they would in class.

Pupils who do not attend a given catch up will have this catch up time deferred to another appropriate time but we will always follow through on sanctions to ensure consistency and fairness to all pupils.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or in some circumstances on the way to or from school.

7.3 Malicious allegations

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

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

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

Allegations of abuse must be taken seriously and will be dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Staff suspension will not be used as an automatic response when an allegation has been reported.

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
- Establish routines and expectations so that they are clearly defined and applied consistently
- 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

8.2 Physical restraint

Staff will receive training in a de-escalation and physical management approach. The aim is to provide staff with clear guidance on the use of restrictive physical intervention with an emphasis on restrictive physical intervention being a last resort. Any incident of restrictive physical intervention will be considered to be a critical incident and will be the subject of a thorough review to identify learning points and future opportunities to negate the need for such action.

Staff should be able to meet the needs of the pupils with confidence while safeguarding themselves and those in their care. On occasions a member of staff may need to use a reasonable level force to prompt, guide or hold a pupil to help the pupil to control their own behaviour and to keep everyone safe. Such behaviours are often a sign of communication by the pupil and staff will be cognisant of this fact. There is no legal definition of a reasonable amount of force and staff will always use the minimum amount of force necessary using a continuum of force beginning with physical presence.

Staff maintain a duty of care and make decisions based on the best interests of the pupil before, during and after any physical intervention. Staff are trained in a NVC de-escalation approach which promotes a holistic view of behaviour and the precept that any use of force will be a last

resort and not a default position. Staff acknowledge there are risks involved whenever people use reasonable force to protect or restrain.

Any member of school staff can make a physical intervention with a pupil in certain circumstances. The nature of the physical intervention must be with a reasonable but minimum amount of force, proportionate to the risk posed by a pupil's behaviour, be absolutely necessary, be a last resort and be in the best interest of the pupil. The physical intervention will be for the shortest amount of time, and whenever possible, will be away from other pupils and with a second adult present. Whilst physical intervention is sometimes necessary, any such incidents will be managed to preserve the dignity of the pupil as far as possible.

The circumstances for using physical intervention are predicated on whether there is a foreseeable risk that the pupil will:

- Harm themselves
- Harm others
- Damage property
- Act in a way that is prejudicial to the maintenance of the order and discipline of the school or among any of its pupils
- Commit a criminal act

All instances of physical intervention should be recorded on a physical intervention record and entered into the bound book. Parents/carers and social workers should be informed at the earliest opportunity.

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

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 Parental 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.

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.

9. Pupil transition

To ensure a smooth transition into the school or into a new year, pupils may have transition sessions with their new teacher(s). In addition, staff members may hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on behaviour. All staff are trained in de-escalation techniques. Behaviour management will form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Head Teacher and Governing Body annually. At each review, the policy will be approved by the Head Teacher.

12. Links with other policies

This behaviour policy is closely linked to the Safeguarding policy which is underpinned by the [Keeping Children Safe in Education 2022 \(KCSIE\)](#) legislation.

Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff, volunteers and visitors 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
- Exclusions will only be used as a last resort, Appendix 2 outlines the processes involved in permanent and fixed-term 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 Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2 : Exclusion

The Government supports Head Teachers in using exclusion as a sanction where it is warranted. At Belle Vue School exclusion will be avoided wherever possible with early intervention made to identify and address underlying causes of disruptive behaviour as soon as possible.

The Head Teacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

The Head Teacher will take account of any contributing factors identified after an incident of poor behaviour has occurred.

For example: if a pupil has suffered bereavement, has mental health issues or has been subject to bullying.

Fixed term exclusion: A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year). This can include exclusion from the school's premises for lunchtime periods (counted as a half-day exclusion). The behaviour of pupils outside school can also be considered as grounds for exclusion. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion where this is justified.

Permanent exclusion will only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Parents' and carers' have the right to appeal permanent exclusion, parents will have the right to make representations to the Governing Body.

The Local Authority has a duty to provide suitable full-time education from the sixth school day of a permanent exclusion. Parents/carers must take responsibility for their child if they are excluded (fixed term or permanently) from school, and must ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion.