Behaviour Policy

Policy Details	Behaviour Policy
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Reach School: Statement of Behaviour Principles

At Reach School, we aim to provide all our students with the best possible standards of education. We want our School to be a place where our young people can thrive, learn, and achieve their best. We offer flexible, personalised programmes and a wide range of positive experiences, so that young people can develop the confidence to believe in themselves and make positive choices for their futures.

We believe all our students have the ability and the right to learn and achieve. We support success by encouraging our young people to live by our shared values.

Our shared values:

- **Respectful:** *Hold themselves and others in high regard.*
- **Employable:** *Have the knowledge, experiences and skills.*
- **Aspirational:** *To develop purpose and ambition.*
- **Courageous:** *Persevering, showing resilience and bravery.*
- **Happy:** *Positive social and professional relationships.*

Students are positively encouraged to be ready to learn, be respectful and be safe whilst at the school. Students are awarded reward points for exceptional behaviour during the school day. Parents/ carers are regularly updated about each student's behaviour achievements.

We want our School to be an environment which is safe, supportive, and free from intimidation.

We actively promote a culture of awareness, tolerance, and inclusion where all forms of bullying are unacceptable. Please also read our school's full Anti-bullying Policy for further advice and information.

Behaviour policy and procedures

1. Aims and purpose

The aim of this policy is to provide a well-managed, calm, happy and safe environment for effective teaching and learning. It also aims to promote consistency and continuity in matters of classroom practice, general good behaviour around the school and to provide a sound foundation for the schools' efforts to raise student achievement.

The purpose of this policy is to provide a simple and practical code of conduct for staff, students and students, parents/carers which:

☐ explains the roles and responsibilities of all in the school community.

☐ provides strategies and guidance for supporting positive behaviour and character.

☐ allows behaviour to be taught through positive interventions.

☐ promotes self-esteem and self-discipline and taking responsibility for one's own actions.

☐ clearly defines expectations and outlines processes for upholding these expectations.

☐ sets out how the school addresses some specific incidents of misconduct.

2. Legislation and statutory requirements

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

☐ Keeping Children Safe in Education

☐ Guidance on sexual harassment and violence in schools

☐ Behaviour and discipline in schools

☐ Searching, screening and confiscation at school

☐ The Equality Act 2010

☐ Use of reasonable force in schools

☐ Supporting students 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 9requires 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 antibullying strategy online.

This policy operates in conjunction with the following school policies and documents:

- Code of Conduct
- Anti-Bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Permanent Exclusion Policy
- Physical Restraint and Reasonable Force Policy
- Complaints Procedures Policy
- Offensive Weapons Policy
- Child on Child Abuse Policy

1. The governing board

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

1.1 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 consequences are applied consistently.

1.2 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently.

- Modelling positive behaviour.

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

- Recording behaviour incidents on Arbor

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

1.3 Parents

Parents are expected to:

- Support their child in adhering to the pupil expectations.

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

- Discuss any behavioural concerns with a member of staff promptly.

2. Pupil Expectations

Students are expected to:

- Behave in an orderly and self-controlled way.

- Show respect to members of staff and each other.

- Treat the school buildings and school property with respect.

- Always wear the correct uniform.

- Accept consequences when given.

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

<u>In lessons students will follow the reach ready routines:</u>
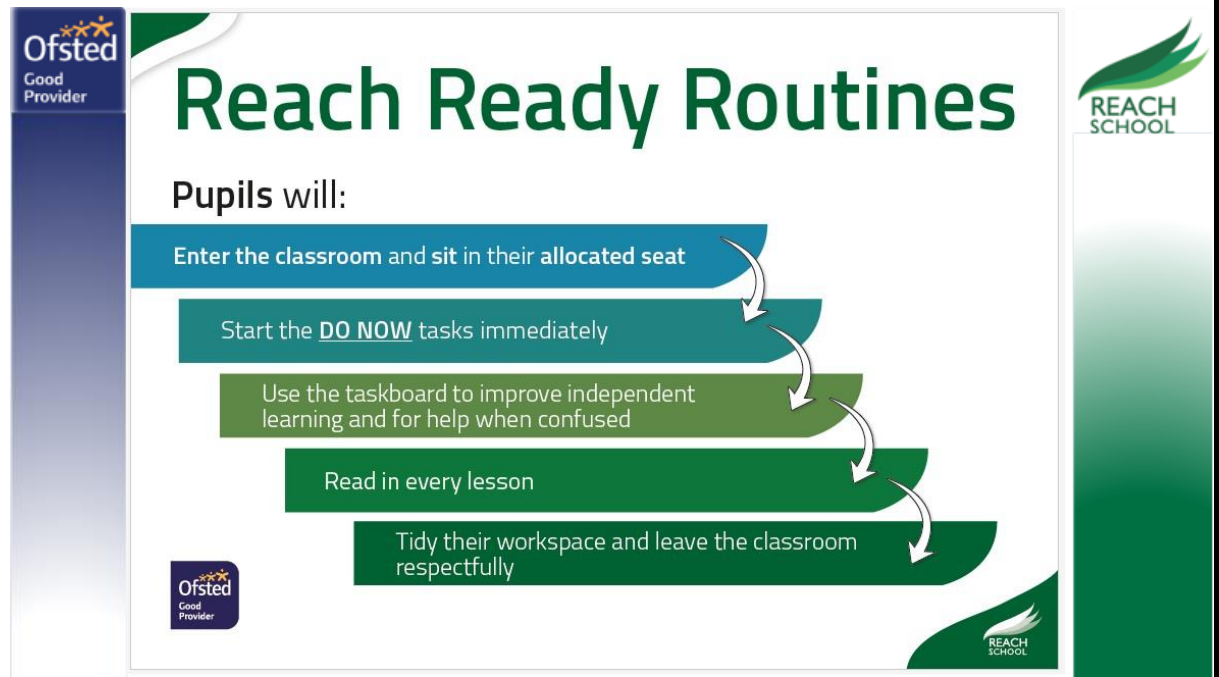
The following behaviour expectations have been developed in consultation with all stakeholders. The behaviour expectations outline the behaviours that should be demonstrated by the students on a day-to-day basis. For each expectation, we appreciate there will be times where students make mistakes and get it wrong. In these instances, students have the opportunity to correct their behaviours before a sanction is implemented. It is important that students see what the reward for positive behaviour is and how staff at the school will support them to ensure positive behaviour.

1. Students will arrive on time.

2. Students will hand over any electronic devices, including mobile phones, to Reception as soon as they enter the building.

3. Students will arrive in the correct uniform.

4. External jackets will be placed in lockers upon arrival, and not removed unless leaving the school.

5. Students will refrain from using inappropriate language.

6. Activities set during the lesson will be completed to the best of each pupil's ability.

7. All litter to be placed in the bin, by the pupil who has used them.

8. Smoking or vaping is not permitted on the school site.

9. Respect others: staff and students

3. Definitions:

Misbehaviour is defined as:

Disruption in lessons, in corridors between lessons, and at social times.
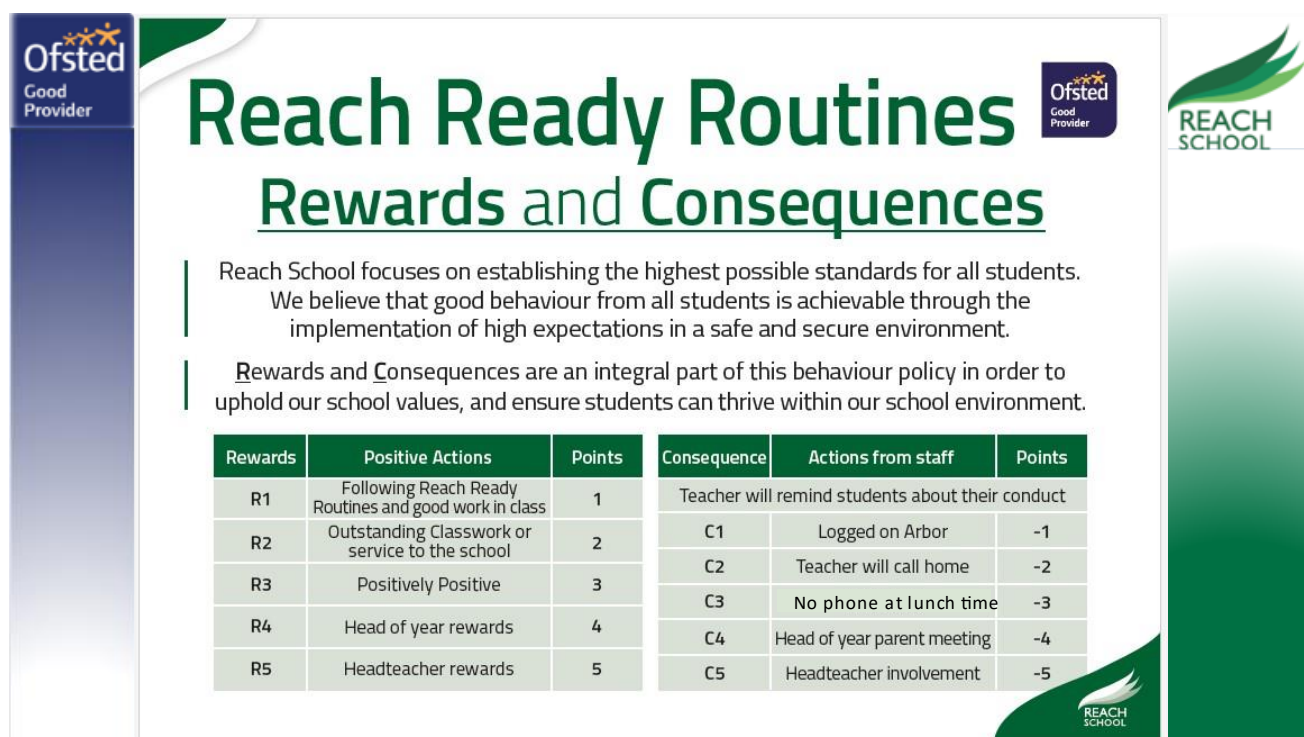
Non-completion of classwork.

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:

    - Sexual comments

    - Sexual jokes or taunting

    - Physical behaviour like interfering with clothes

    - 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

- 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. Rewards and consequences

4.1 List of rewards and consequences

Positive behaviour will be rewarded with:

- Praise

- Reward Points

- Vouchers

- Letters or phone calls home to parents

- Access to trips, visits and outings

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

- A verbal discussion

- Consequence points

- Sending the pupil out of the class

- Referring the pupil to a senior member of staff

- Letters or phone calls home to parents

- Putting a pupil 'on report'

4.2 Intervention

Other responses may be applied alongside consequences, including recommendations from the 'Interventions Catalogue.' Actions in the 'Interventions Catalogue' include, but are not limited to:

- At Risk of Criminality (ARC)
- Behaviour Online Catalogue
- Breakout Referral
- CAMHS Referral
- DPA Mentoring
- DPA Restorative Conference
- EHA
- Educational Psychologist Referral
- Enthusiasm
- J16
- Livewell
- Multi-Agency Disruption Team
- Priority Families
- RPoS
- Safe and Sound
- Safe Speak
- School Nurse
- Single Point of Access
- SPP Referral
- TAF
- Trauma
- Twenty Twenty Mentoring
- Young Carers Referral

4.3 Suspension (previously known as Fixed Term Exclusion)

As a specialist alternative provision school, we aspire to have zero suspensions but for the safety of all students and staff, we must reserve the right, as set out in the national guidance (Exclusion from maintained schools, Academies, and pupil referral units in England)– to reluctantly exclude students on occasions. Our aim is to ensure that every alternative is considered before the decision to suspend on a fixed term basis is made.

A decision to suspend or end a placement of a student can only be made by the head teacher, or in their absence, by a deputy head teacher. This decision will be taken in consultation with the Senior Leadership Team. The decision will
be made considering the needs and vulnerabilities of the student concerned.
Example circumstances of when suspension might be used include:

- assault on a student or adult
- arson
- drug taking or supply
- use or intended use of a weapon
- abusive incident where there is a clear victim (Racist, Homophobic, Sexist etc)
- harmful sexual behaviour
- systematic bullying
- damage to academy premises
- persistent refusal to comply with instructions
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The head teacher reserves the right to use suspension for other behaviours in exceptional circumstances as needed.

The school follows a standard process around reintegration whereby the head of year contacts the parent/carer immediately following a suspension to invite them to discuss the suspension and invite them to a return from suspension meeting. The head of year meets with the student and parent if possible, as soon as they return on site.

4.3 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.

Students 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

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:

  - Manage the incident internally

  - Refer to early help

  - Refer to children's social care

  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

4.4 Off-site behaviour

Consequences 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

Consequences may also be applied where a pupil has misbehaved off-site at any time, whether 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.

Consequences 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).

4.5 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 decide the correct consequences in the best interest of pupil and teacher.

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 choose a consequence that the headteacher deems appropriate.

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 students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

5. Behaviour management

5.1 Classroom management

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

They will :

- Follow the Reach Ready Routines

- Create and maintain a stimulating environment that encourages students to be engaged

- Display the pupil expectations

- Develop a positive relationship with students, which may include:

  - Greeting students in the morning/at the start of lessons
  - 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

5.2 Physical restraint

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

- Causing disorder
- Hurting themselves or others
- Damaging property

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 (see appendix 3 for a behaviour log)

Key staff will receive training in the use of safety interventions, using verbal escalation and de-escalation as well as the management of risk behaviour and the potential use of physical intervention as a last resort. All parents/carers will be informed of the approach during pupil inductions.

Safety intervention procedures are based on the typical behaviours and risks encountered at Reach School. Balancing objectives to provide for the best possible care and welfare, whilst maintaining safety and security, requires ongoing consideration, study and practice. In addition, staff using safety interventions are guided by:

- Organisational policies and procedures
- Professional standards for best practice
- Relevant legal and regulatory frameworks

5.3 Reflection space- Quiet room

Within the school there are allocated areas which are used for:

- accessing support on behaviour when a student is taken out of a lesson so they can have space to reflect prior to returning to the classroom environment

These rooms are flexible spaces, managed by SLT. This person will decide on how best to use this space at any given time. Examples of what this space might be used for are:

- keeping students on task if they cannot be in the classroom for any reason

- a brief time-out for a student

- a learning conversation with a learning mentor

5.4. On call

There is always a member of staff on call, with a weekly rota in place. This member of staff will have a walkie-talkie (available in reception). They are expected to be a visible presence whilst on call.

Their role at this time is to support pupils with their movement around the building and to be alert to any staff that may need support with specific pupil/s. They will use the quiet room to help resolve issues that may arise / to ensure students are on task whilst issues are being investigated.

5.5 Confiscation

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

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

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

The school reserves the right to search students for items that are banned by the school rules. In addition, school staff can search coats and bags. If a pupil refuses to be searched, permission will be sought from parents or, in extreme cases, the Police will be contacted. All students will be searched daily to ensure that electronic devices are handed in to Reception, as part of safeguarding protocols.

The school can search students without consent for knives, weapons, alcohol, illegal drugs and stolen items. A search can be undertaken if the school has reasonable grounds for suspecting that a pupil is in possession of a prohibited item. Items found will be retained by school staff and may be handed to the Police where necessary.

During a search, students will not be instructed to remove garments that are not outer garments. For clarity, outer garments means clothing that is not worn next to the skin but does include, hats, shoes, boots, gloves and scarves, coats and other additional jumpers, sports jackets and sweat shirts.

[Section 91 of the Education and Inspections Act 2006](#), enables school staff to confiscate, retain or dispose of a pupil's property, where reasonable to do so.

Academies are not required to inform parents before a search takes place or to seek consent to search their child.

5.6 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent students 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.

5.7 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.

6 Training

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

Behaviour management will also form part of continuing professional development.

7 Monitoring arrangements

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

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8 Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying policy